English Language Arts 2
Guide

NOVA SCOTIA
NOUVELLE-ÉCOSSE

2019

English Language Arts 2

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Curriculum Guide

2019

Contents

Outcomes and Indicators

Citizenship (CZ) Communication (COM) Creativity and Innovation (CI) Critical Thinking (CT) Personal Career Development (PCD) Technological Fluency (TF)

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 seek clarification of others' ideas to gather further information
- describe a personal experience in sequential order, and offer an opinion about an idea with at least two to three supporting details [Note to Teacher: Be mindful of different communication styles.]
- express and explain opinions, and respond to questions of others
- sustain focused one-to-one conversations and actively contribute to small- and large-group interaction
- demonstrate comprehension of oral language by engaging in, responding to, and reflecting upon informal oral presentations with sensitivity and respect, considering audience and purpose
- use complex sentences that begin to incorporate rich vocabulary and transition words to connect phrases
- use social conventions, in a range of conversations and co-operative play situations, (turn taking, politeness, when to speak, and when to listen) in multiple cultural contexts
- use intonation, expression, and tone to communicate ideas and feelings in small- and whole-group situations
- recognize and apply respectful and non-hurtful vocabulary, and begin to make vocabulary choices that affirm sensitivity to the personal ideas and experiences of others
- use different kinds of language dependent upon audience and purpose)

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
- minimal use of finger pointing when reading
- use all sources of information (meaning, structure, visual) to search, monitor, check, and self-correct
- monitor and self-correct with consistency
- read independently with increasing stamina
- use a variety of word-solving strategies
- use punctuation to appropriately guide reading with pauses, appropriate inflection of what makes sense, looks right, sounds right
- use a variety of text features to locate information (table of contents, index)
- predict on the basis of what makes sense, looks right, sounds right
- read texts with understanding, within levels K–M through a variety of genres

View with Understanding (Print and Digital Text)

- use picture cues to support understanding
- retell a narrative, making reference to vocabulary such as character, problem, and solution
- orally explain their understanding of fiction, non-fiction, and poetry texts
- talk about texts with reference to titles, authors, and illustrators
- demonstrate understanding within and beyond the text
- visualize, to support comprehension, with a variety of culturally relevant texts
- begin to infer meaning within and beyond a variety of culturally relevant texts
- begin to discuss how prior knowledge supports comprehension of culturally relevant text
- talk about how using comprehension strategies enhanced their understanding
- demonstrate literal comprehension about and within culturally relevant texts
- begin to apply a variety of comprehension strategies to synthesize meaning of texts
- use before-, during-, and after-reading strategies with culturally relevant texts

Selecting (Print and Digital Texts)

- talk about why particular texts are interesting to them
- talk about what makes a text just right* for them
- select just-right* texts with assistance with growing independence
- talk about one or more favourite authors
- describe how a non-fiction text is usually illustrated (photographs) versus a fiction text (drawings)
  *being mindful of interests, background knowledge, and level

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

- use punctuation marks to guide intonation and expression
- begin to change the rate of reading, depending on the mood of the text

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

Indicators:

- formulate questions to guide their research
- use a table of contents and index (print) and navigation menus (digital) to locate information
- begin to determine important information in a text
- discuss how they researched and found answers to their questions

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

Indicators:

- make meaningful personal connections that enhance comprehension
- share connections orally
- share opinions about the print and/or digital text orally
- ask questions of texts and make connections between the text and their world
- recognize different points of view of the author of print and/or digital text
- identify and use text features of fiction and non-fiction texts that support comprehension
- begin to develop an understanding and respect for diversity
- 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:
- express my ideas in complete thoughts using simple and compound sentences
- label drawings to explain ideas/topics
- understand and begin to use 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 a variety of poetry, fiction, and non-fiction texts
- explain the purpose for their writing
- make decisions about word choice for specific reasons—concrete nouns, accurate verbs, description, etc.
- create and record questions both in print and/or digital format
- write in both print and/or digital format an organized text with a beginning, middle, and end
- begin to select appropriate print and/or digital graphic organizers from several options
- recognize differing points of view in own writing and the writing of others

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:
- begin to choose forms of writing that are appropriate to specific purposes and audiences
- begin to include information that is relevant and purposeful for an intended audience
- work with a partner, in small groups, and independently to create writing
- 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 develop ideas for writing
- choose and use simple graphic organizers, such as the five-finger plan, web, list, five Ws

Drafting
- understand that writing is connected to prewriting
- write on a single topic

- begin to choose forms of writing that are appropriate to specific purposes and audiences (i.e., narrative, expository, descriptive, and persuasive)
- begin to include information that is relevant and purposeful for an intended audience
- reread my writing to monitor meaning and message

Revision
- make changes to writing to clarify meaning through strategies, such as inserting a word, using a caret, crossing out a word, and adding details

Editing
- use the word wall to check high-frequency words
- begin to use simple self-editing checklists to edit for conventions

Proofreading
- begin to use simple proofreading checklist
- make final corrections against edited draft

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

Writing Traits

Ideas
- write several sentences on a single, identifiable topic
- elaborate on a topic

Organization
- experiment with leads
- experiment with sequencing (first, next, then, finally)
- language use (sentence fluency, word choice, voice)
- use varied sentence beginnings
- use simple sentences
- begin to use transitional words and phrases
- experiment with compound sentences (using "and" or "but")
- use concrete nouns and avoid words like "stuff" or "things"
- use accurate verbs
- use attribute words—colour, size, shape, texture
- use multi-sensory words—hearing, smell
- use comparison words that compare one thing to another—size, shape, texture
- recognize voice through a broad range of texts
- begin to demonstrate a unique voice in writing
- demonstrate through writing a growing connection to audience

Writing conventions
- use lower-case letters within words
- use capitals for proper nouns (names or places and days/months) with guidance
- begin to use commas in a date and series
- begin to use periods and capitals correctly
- use compound sentences (two simple sentences combined with a comma and conjunction)
- demonstrate an awareness of when to use quotation mark

Word Study (Word Work)

- use meaning, syntax patterns, and sound cues to spell words
- spell many high-frequency words conventionally
- use a range of spelling strategies
- use a variety of strategies to edit for spelling
- demonstrate increasing knowledge of spelling patterns, including long vowel patterns (ai, ay, oa, ou, ee, ea)
- chunk words into syllables
- begin to use an appropriate short vowel in each syllable of a word
- begin to use apostrophes for contractions
- begin to use plurals and past tense
- sequence letters when spelling words
- use an increasing number of accurately spelled words
- apply a wider range of spelling strategies resulting in more conventional or close to conventional spellings

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

Background

Early	Transitional
Students will be expected to	Students will be expected to
express thoughts and feelings and describe experiences	describe, share, and discuss thoughts, feelings, and experiences and consider others' ideas
ask and respond to questions to clarify information or gather further information	ask and respond to questions to clarify information and to explore possibilities or solutions to problems
express opinions and give simple explanations for some of their opinions (I like … because)	express and explain opinions and respond to the questions and reactions of others
listen to others' ideas and opinions	listen critically to others' ideas and opinions
sustain one-to-one conversations and contribute to small- and large-group interactions	participate in conversation, small-group and whole-group discussion, understanding when to speak and when to listen
use intonation, facial expressions, and gestures to communicate ideas and feelings	adapt volume, projection, facial expression, gestures, and tone of voice to the speaking occasion
respond to and give instructions or directions that include two or three components	give and follow instructions and respond to questions and directions
engage in informal oral presentations and respond to a variety of oral presentations and other texts	engage in 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	use basic courtesies and conventions of conversation in group work and co-operative play
recognize some examples of unfair and hurtful vocabulary, and begin to make vocabulary choices that affirm rather than hurt people	identify some forms of oral language that are unfair to particular individuals and cultures and use vocabulary that shows respect for all people
recognize that volume of voice needs to be adjusted according to the situation (e.g., playground, classroom)	demonstrate a growing awareness that different kinds of language are appropriate to different situations

Indicators

- demonstrate active listening habits (skills) in keeping with the student's cultural context
- ask and respond to questions to seek clarification of others' ideas to gather further information
- describe a personal experience in sequential order, and offer an opinion about an idea with at least two to three supporting details [Note to Teacher: Be mindful of different communication styles.]
- express and explain opinions, and respond to questions of others
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- use different kinds of language dependent upon audience and purpose)

Concepts (and Guiding Questions)

Active Listening

- What does active listening look and sound like?
- How do you know when someone is actively listening to you?

Ideas and Information

- How does talking to others help you develop your ideas?
- What questions can you ask to get more information from teachers and classmates?

Opinions

- What do you think is the most important message from this text?
- What is your favorite part of the book and why?

Communication Forms

- What are the different ways that you can communicate with a person? A group?
- How would you communicate differently to a class, a friend, or an assembly?

Intonation, expression, and tone

- How does your expression change when you are happy, sad, angry, excited?
- How does your voice change when presenting a play, reading a poem, sharing your reading?

Audience and purpose

- What are the different purposes for communication?
- What information do you think the reader will want to know about your story?

- How does your choice of words make your message more effective?
- What words could you use if you disagree with someone?
- What language could you use if you agree with someone?

Social Awareness
- What does it look like to take part in a conversation?
- What does it sound like to take part in a conversation?

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 a listening learning goal and action plan.
- 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 contexts.
- 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 (how to change topic, how and when to interrupt appropriately, how to add to a person's ideas, how to agree or disagree respectfully).
- Observe students following directions that have two or more 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, projection, facial expression, and intonation).
- Observe students as they interact with a guest speaker or peer presenter, asking questions and making comments.
- 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.
- Model expressing reactions to information in a non-fiction text (e.g., surprised, amazed, wondering, comparing to other information).
- 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.
- Model answering open-ended questions, such as

- What do you think about …?
- Tell us about your idea …
- What did you like and/or dislike about a book you read or film you viewed?
- What did you discover about (a topic) that you feel is important enough to share with others?
- Who would you recommend this book to and why?
- 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 comments and how comments differ from questions.
- Model how to respectfully agree and disagree with another person's opinion.
- Model how to think critically about the information and presentation experienced through
  - guest speakers
  - field trips
  - films
  - books read aloud to the class
  - classroom conversations/decisions
- Model how to make connections between what is heard (e.g., read aloud) and background knowledge, and provide evidence, for example,
  - that reminds me of the time … because …
  - that makes me think about … because …
- 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 and be fair.
- Provide a visual so that students can have a better sense of volume (e.g., loud/tiger—3; productive conversation/bumble-bee—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 feelings, 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, or learning partners (e.g., talking about books, personal experiences, opinions, each others' writing). Involve students in problem solving in collaborative groups (e.g., solving a math problem, carrying out a science investigation).

- 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?
  - Talk about the main character's personality.
  - 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, hardness); 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.
- Co-construct an anchor chart of respectful comments when opinions differ.
- 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, opinions, 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.
- Engage students in critiques about information learned and presentations experienced. Encourage students to respond about
  - likes and dislikes
  - comparisons with other texts, presentations, and/or experiences
  - whether they agree or disagree with information or a point of view
- Demonstrate how gestures, facial expressions, and tone of voice convey meaning (whispering to convey secrecy, screaming to express fear, jumping up and down with hand over mouth to express surprise, wringing hands to express nervousness, etc.).
- Model how to give a book talk about a book worthy of recommendation to others (title of the book, author, genre, what makes it a good read).
- Model how to add to classmate's ideas, how to change topic, how to interrupt effectively, how to disagree respectfully.
- Develop non-verbal signals to facilitate classroom management (e.g., music for transition time, hand raised to gather students' attention).
- Model giving an explanation of how to do something (e.g., follow a procedure, play a game).
- Model giving a short oral presentation about a favourite (season, food, sport, book, etc.) and reasons for making that choice.
- Model how to follow multi-step directions (e.g., orally rehearsing using fingers).
- 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.
- Model retelling a story in one's own words.
- Co-construct an anchor chart about how to add to a classmate's ideas, how to change topic, how to interrupt effectively, and how to disagree respectfully.
- 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.
- Ask students to follow oral instructions (e.g., positioning themselves, arranging objects, drawing).
- Ask students to repeat directions given.
- Ask students to explain how to do something (e.g., follow a procedure, play a game).
- Provide opportunities for students to give short oral presentations about a 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).
- 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.
- Provide opportunities for students to retell stories in their own words.
- Co-construct an anchor chart of appropriate behaviours for communicating in large and small groups. Include what each behaviour looks like and sounds like.

Behaviour	Looks Like	Sounds Like
Interrupting appropriately	Eyes on the speaker	Excuse me …

- Provide a wide variety of experiences for students to use a talking prop when interacting in a large or small group.
- 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).
- Engage students in experiences of connecting emotions to situations, memories, etc.
- Regularly reinforce put-ups.
- Engage students in discussions about language that is unfair or hurtful; use stories, poems, and songs as a stimulus for such discussions (e.g., Oliver Button Is a Sissy).
- Provide opportunities for students to self-assess their speaking and listening skills.
  - Did I listen to other students' ideas?
  - Did I share my ideas with my group?
  - Did I take turns to speak?
  - Did I disagree with someone respectfully?
- Gradually co-construct an anchor chart of issues that arise in the classroom and language that helps and hurts.

Issue	Helps	Hurts
One person is using a marker that another person wants.	Could I please have that when you finish that part?	Give me that!

- 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 identify a clue that helped them to identify a hidden object.
- Ask students to share an experience where two classmates had different opinions and talked about the issue respectfully.
- 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.
- Ask students to share a put-up they recently received.

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

Background

Early	Transitional
Students will be expected to	Students will be expected to
regard reading/viewing as sources of interest, enjoyment, and information	read widely and experience a variety of children's literature
select independently, and with teacher assistance, texts appropriate to their interests and learning needs	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 some features of written text to determine content, locate topics, and obtain information	use pictorial, typographical, and organizational features of written text to determine content, locate topics, and obtain information
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 and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic, and graphophonic) and a range of strategies to construct meaning ▪ predict on the basis of what would make sense, what would sound right, and what the print suggests (semantics, syntax, graphophonics) ▪ monitor reading by cross-checking the various cues (Did that make sense? Did it sound right? If that were "fire" would it have a "t" at the end?) ▪ use a variety of self-correcting strategies (e.g., rereading, reading on and trying to think about what would make sense, trying to find a little word in the big word)

	- read silently, vocalizing only when a major problem with word recognition or meaning occurs - visually survey the text when reading and abandon finger pointing unless a problem occurs - word solve by using analogy with known words; knowledge of affixes, roots, or compounds; and syllabication - use blending as one strategy for decoding words - recognize a wide variety of sight words - use a dictionary
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	- identify the main idea and supporting details of a text - identify principles of order in text (time, cause and effect, space) - interpret figurative language - use clues from the text and personal experiences to gain an understanding of character - recognize the elements of a story or plot - recognize different emotions and empathize with literary characters - use pre-reading/previewing strategies, such as - predicting what the text will be about based on its title and pictures, as well as their personal experiences with the topic - making connections between what they read and their own experiences and knowledge - setting their own purposes for reading/viewing - asking themselves questions about what they want to find out - use during-reading/viewing strategies, such as - verifying and adjusting predictions/making further predictions - making connections between what they read and their own experiences and knowledge - visualizing characters, settings, and situations (making pictures in their minds)

	- use after-reading/viewing strategies such as
	    - reflecting about the text
	    - responding to the text (through talking, writing, or some other means of representation)
	    - asking questions about the text

	describe their own reading and viewing processes and strategies

Indicators

Strategic Processing
- minimal use of finger pointing when reading
- use all sources of information (meaning, structure, visual) to search, monitor, check, and self-correct
- monitor and self-correct with consistency
- read independently with increasing stamina
- use a variety of word-solving strategies
- use punctuation to appropriately guide reading with pauses, appropriate inflection of what makes sense, looks right, and sounds right
- use a variety of text features to locate information (table of contents, index)
- predict on the basis of what makes sense, looks right, and sounds right
- read texts with understanding, within levels K–M, through a variety of genres

View with Understanding (Print and Digital Text)
- use picture cues to support understanding
- retell a narrative, making reference to vocabulary such as character, problem, and solution
- orally explain their understanding of fiction, non-fiction, and poetry texts
- talk about texts with reference to titles, authors, and illustrators
- demonstrate understanding within and beyond the text
- visualize, to support comprehension, with a variety of culturally relevant texts
- begin to infer meaning within and beyond a variety of culturally relevant texts
- begin to discuss how prior knowledge supports comprehension of culturally relevant text
- talk about how using comprehension strategies enhanced their understanding
- demonstrate literal comprehension about and within culturally relevant texts
- begin to apply a variety of comprehension strategies to synthesize meaning of texts
- use before-, during-, and after-reading strategies with culturally relevant texts

Selecting (Print and Digital Texts)
- talk about why particular texts are interesting to them
- talk about what makes a text just right* for them
- select just-right* texts with assistance with growing independence
- talk about one or more favourite authors
- describe how a non-fiction text is usually illustrated (photographs) versus a fiction text (drawings)
- *being mindful of interests, background knowledge, and level

Fluency (Accuracy/Automaticity/Prosody [Rhythm and Intonation])
- use punctuation marks to guide intonation and expression
- begin to change the rate of reading, depending on the mood of the text

Concepts (and Guiding Questions)

Strategic processing
- What can you do if you encounter an unknown word when reading?
- What do you already know about _____ that could help you understand this text?

Viewing with understanding
- What new information did you learn by reading this text?
- What caused the problem in the text? Why did that happen?

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

Fluency
- How do punctuation marks change the way you read?
- How can words be grouped together, to create more rhythm in your reading?

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 to discuss just-right book selections.
- Confer with students about books selected based on interest and enjoyment.
- Listen to students' book talks and note their comments about genres, interesting parts of texts, etc.
- Listen to students' responses to teacher's comments and questions.
- Observe students' behaviours during independent reading—interest, stamina, etc.
- Observe students' selections for independent reading.
- Confer with students to discuss self-corrections made and strategies applied.
- 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 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.
- Listen to students' conversations with each other as well as their contributions during reflection/sharing.
- Observe students' use of table of contents and/or index to locate specific information.
- Listen to students' conversations with each other.
- Listen to students' contributions during reflection/sharing.

- Confer with students to discuss their comprehension of texts read as well as their meaning-making processes.
- Listen to students' contributions during shared and guided reading discussions.
- Listen as students talk to each other about their understanding of texts read and enjoyed.
- Listen as students give book talks.
- Listen to students' contributions during reflection/sharing.
- Observe information included in completed graphic organizers.
- Listen to students' oral reading responses.

In addition, in the transitional stage
- Observe information included in written reading responses.

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, learning from them, etc.
- Demonstrate selecting appropriate fiction texts by reading the title, author, and information included on the back cover.
- Demonstrate selecting appropriate non-fiction texts by reading the title and table of contents.
- Model how to choose books that are just right (e.g., using examples that are just right as well as those that are too difficult and too easy).
- Model book talks demonstrating how to highlight features such as genre, title, author, illustrator, and what makes it interesting or informative.
- Use fiction, non-fiction, and poetry mentor texts to focus on sources of information (semantic, structure, visual)
- Gradually co-construct an anchor chart of the strategies readers use to overcome challenges in their reading.
- Model the use of cloze activities with whole word or part of the word covered, as appropriate to one or more cueing systems.
- Model making miscues and self-correcting based on one or more sources of information.
- Model problem solving by applying reading strategies such as rereading, reading on, and trying to find a little word in a bigger word.
- Model when a reader might need a glossary or dictionary to find the meaning of an unknown word.
- Build collections of words (from texts used in whole and small groups) that share similar patterns— e.g., blends, rimes, inflectional endings, etc.
- Model how to locate information in non-fiction texts using the table of contents.
- Model and explain how words and phrases emphasized with bold print or italics have different purposes in fiction (expression) and non-fiction (importance).
- Model how to read information in text features (captions, bulleted lists, labelled diagrams, charts, etc.).
- Display an enlarged copy of a table of contents and explicitly explain how it is constructed—sections, chapters, etc., with corresponding page numbers.

- Model the first one or two entries in a non-fiction text features booklet and begin to build an anchor chart of non-fiction text features (including a photocopied sample in column 2).

Text Feature	Examples	Purposes
Bold print	(insert an example from a real text)	- To draw reader's attention to this important word - To demonstrate that sometimes this word is in a glossary at the back of the book
Labelled diagram	(insert an example from a real text)	To show details or parts of a bigger item (e.g., beak/feathers/feet of a bird)

In addition, for students in the transitional stage

- Model how to find words in a dictionary (using alphabetical order, guide words, or returning to the text to ensure the meaning found is appropriate).
- Model how to locate information in non-fiction texts using the index.
- Model how to read a variety of non-fiction text layouts, focusing on the print and text features appropriately (i.e., not stopping mid-sentence to focus on a text feature).
- Display an enlarged copy of a table of contents and explicitly explain how it is constructed—sections, chapters, etc., with corresponding page numbers and why all page numbers are not included in the table of contents.
- Focus on the processes being applied to gain meaning from the text (making reference to a variety of meaning-making strategies—before, during and after).
- Use mentor texts to explicitly teach reading comprehension strategies.
- During and after reading, encourage students to talk about ideas such as
  - why some characters are main characters and others are considered to be minor
  - inferring a character's personality
  - predicting what might happen next
  - reasons for a character's actions (cause and effect)
  - a character's personality based on his or her behaviour (inferring)
  - questions about why something may have happened
  - making connections between the text and students' background knowledge
  - making connections between the text and other texts about the same topic, by the same author, in the same genre, etc.
  - visualizing a setting (what might be heard, seen, smelled, tasted, felt)
  - identifying main ideas in a non-fiction text
  - identifying main events in a fiction text
  - interpreting the main reasons a text was written (for enjoyment, for information, to provide directions, to give a point of view, etc.)
- Gradually co-construct an anchor chart of what readers do to understand what they are reading (comprehension strategies).
- Reread a text and draw focused attention to words or phrases used to move a fiction story through time (in the morning, after lunch, a while later, at midnight, etc.).
- Make strong connections between the text and background knowledge and experiences. Demonstrate how those connections enhance comprehension.

- Model locating words and phrases used in poetry and other descriptive texts to help the reader visualize.
- Model the use of a story map to keep track of characters, plot events, etc.
- Model the use of a Venn diagram or other reading graphic organizer to compare and contrast (characters, two texts in the same genre, two texts written by the same author, etc.).
- Model rereading the last page from a previous day's reading as a reminder of what has happened so far before continuing to read the same text.
- Model the use of sticky notes to mark a section of text pertinent to a comprehension strategy for later discussion.
- Gradually co-construct an anchor chart of the ideas students might include in an oral reading response.
- Model how to use titles and headings to activate prior knowledge, make predictions about what the text may be about, and formulate questions.

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, choice, and interest.

- Independently practise reading just-right texts most of the time during independent reading.
- Make appropriate selections from the classroom library and independently read every day for approximately 25–30 minutes.
- Develop effective book talks based on a read-aloud text, with various ideas offered from different students.
- Gather information from non-fiction texts that may be too difficult for them but they choose based on interest.
- Present book talks.
- Word-solve through cloze activities with whole word or part of the word covered, based on one or more cueing systems.
- Build banks of words (from texts used in whole and small groups) that share similar patterns (e.g., blends, rimes, inflectional endings, prefixes, suffixes).
- Apply reading strategies appropriate to students' developmental reading stage(s).
- Skim the table of contents to locate information.
- Notice bold/italicized print and how it may change the way words and phrases are read or appreciated.
- Talk about the information they notice in non-fiction text features.
- Construct individual non-fiction text features booklets that include name of feature, purpose of feature and an example of the feature (example may be based on background knowledge or borrowed from a non-fiction text).
- Talk about bold/italicized print in their fiction texts and how it may change the way the words are read.
- Talk about information they find in non-fiction text features in their independent reading books.
- Refer to their non-fiction text features booklets to compare entries with text features in information texts they are reading.

- Complete a graphic organizer of the names of text features and the information presented in those features.
- Set a purpose for reading, for example, to
  - determine who are the main and minor characters and why they are considered to be main and minor
  - find out information in a non-fiction text (e.g., how long a camel lives, an owl's enemies, etc.)
  - find out how to make something (e.g., a healthy snack)
  - notice passage of time words and how they move a story along
  - notice how a text is organized (categorical, chronological)
  - answer their own questions (that have been generated individually, in small groups, or with the whole class)

- Apply comprehension strategies to
  - predict what might happen next
  - infer why something happened
  - ask questions
  - use background knowledge to enhance understanding
  - notice how different texts are structured (e.g., question/answer)
  - visualize (in multi-sensory ways)
  - make meaningful connections to enhance understanding
- Compare and contrast different aspects of texts, for example,
  - two or more texts by the same author
  - two or more texts in the same genre
  - two or more texts about the same topic
  - main versus minor characters
- Use reading graphic organizers for specific purposes.

Time to Reflect and Share

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

- books selected and how they determined them to be just right
- what they are learning from and enjoying about texts read aloud
- their growth and development with respect to varied genres, authors, series, etc.
- miscues made and how they were self-corrected
- reading strategies they are using
- their experiences in using a dictionary to find word meanings
- their experiences using a glossary to find word meanings in non-fiction texts
- their attention to punctuation and how it impacted their reading fluency
- text features noticed and information found within them
- how comprehension strategies were applied in their independent reading
- ideas they recorded in reading graphic organizers
- evidence from the text to support their response ideas (It reminded me of …, I think …, I predict …, etc.)

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

Background

Early	Transitional
Students will be expected to	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	answer, with assistance, their own questions and those of others by seeking information from a variety of texts ▪ identify their own personal and learning needs for information ▪ generate their own questions as a guide for research ▪ use a range of print and non-print materials to meet their needs ▪ use basic reference materials and a database or electronic search ▪ reflect on their own research process

Indicators
▪ formulate questions to guide their research
▪ use a table of contents and index (print) and navigation menus (digital) to locate information
▪ begin to determine important information in a text
▪ discuss how they researched and found answers to their questions

Concepts (and Guiding Questions)

Research strategies
▪ How do you choose a topic to research?
▪ How can you organize your research information?

Information
▪ What is the most important information that you learned from this book/video/audio?
▪ What helps you to determine whether information is factual or fictional?

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 tasks. For example:

- Confer with students about their interest in a given topic, what they already know about that topic, and questions they have.
- Confer with students about their plans to find the needed information.
- Confer with students about how they located information, possible next steps, etc.
- Observe students as they explore a variety of texts to locate information.
- Observe students as they apply sticky notes, complete graphic organizers, and write jot notes.
- Listen to students' conversations with each other as well as their contributions during reflection/sharing.
- Record notes on sticky notes.
- Observe completed graphic organizers.
- Make jot notes.

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 determine a topic of interest (e.g., hobby, pet, animal).
- Model how to formulate effective questions that invite research (those that cannot be answered with a simple yes, no, word, or short phrase).
- Model how to draw on background knowledge to enhance understanding, pointing out key points and familiar vocabulary.
- Model the use of resources to locate information (e.g., table of contents, index, key words/search engine).
- Model how to apply sticky notes to pages in a text as a reminder of specific information found.
- Model how to write jot notes about the information found.
- Model how to question information found (What do I already know about this topic? Do I really believe this? How might I look further?).
- Demonstrate perusing text features to find information (e.g., bulleted lists, labelled diagrams, charts).
- Demonstrate skimming and scanning headings, bold print, etc.
- Model how to use a glossary or dictionary to build vocabulary.

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, choice, and interest.

- Make appropriate selections from the classroom library and independently read every day for approximately 25–30 minutes.
- Read just-right texts as well as non-fiction texts where information can be gathered from print, visuals, and text features.
- Develop questions that invite investigation (not those that can be answered with yes, no, or simple one- or two-word answers, but rather those that answer questions that begin with words and phrases such as, How …? What kinds of …? Where might …?).
- Read and explore texts about a self-selected research topic.
- Use table of contents to locate information.
- Use an index to locate information.

- Search for information to answer their questions.
- Apply sticky notes to pages in a text where specific information related to a question was found.
- Write jot notes from a short piece of text to answer a specific question.
- Read independently and discuss with their learning partner information they found and how it was located.
- Complete graphic organizers and/or write jot notes about the information they discovered.

Time to Reflect and Share

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

- their topic of interest and what they know already about that topic
- questions they developed
- how they used a table of contents or index
- interesting or unusual information they discovered through research
- information relevant to specific questions and how they located that information
- how they tagged information with sticky notes
- information written in graphic organizers
- jot notes

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

Background

Early	Transitional
Students will be expected to	Students will be expected to
make personal connections to text and share their responses in a variety of ways	make personal connections to texts and describe, share, and discuss their reactions and emotions
express and begin to support opinions about texts and the work of authors and illustrators	express and explain opinions about texts and types of texts, and the work of authors and illustrators, demonstrating an increasing awareness of the reasons for their opinions
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	identify some different types of print and media texts ▪ recognize some of their language conventions and text characteristics ▪ recognize that these conventions and characteristics help them understand what they read and view
respond critically to texts ▪ formulate questions as well as understandings ▪ develop an understanding and respect for diversity	question information presented in print and visual texts ▪ use a personal knowledge base as a frame of reference
	respond critically to texts ▪ formulate questions as well as understandings ▪ identify the point of view in a text and demonstrate an awareness of whose voices/positions are and are not being expressed ▪ discuss the text from the perspective of their own realities and experiences ▪ identify instances of prejudice, bias, and stereotyping

Indicators

- make meaningful personal connections that enhance comprehension
- share connections orally
- share opinions about the print and/or digital text orally
- ask questions of texts and make connections between the text and their world
- recognize different points of view of the author of print and/or digital text
- identify and use text features of fiction and non-fiction texts that support comprehension
- begin to develop an understanding and respect for diversity
- recognize different points of view

Concepts (and Guiding Questions)

Personal Connections

- How does what you already know help you understand the text?
- What text to self/text to text/text world connections can you make with this text?

Opinions

- Why do personal opinions matter?
- How would you describe your favorite text to someone else to convince them to read it?

Text features

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

Diversity

- How can reading a variety of texts with diverse characters and situations help you to better understand the world?

Point of View

- 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.

In the early stage

- Confer with students about the personal connections they made to texts, focusing on their feelings about the text.
- Confer with students about how their personal connections enhance their comprehension.
- Listen as students talk with a learning partner about the personal connections they made to the text.
- Listen as students contribute their ideas during interactive read-alouds.
- Listen as students reflect on their personal connections during reflection/sharing time.
- Observe completed graphic organizers.
- Make notes on sticky notes.

- Listen to oral reading responses about personal connections.
- Confer with students about their understanding of a genre of explicit focus.
- Confer with students about similarities and differences between two non-fiction texts about the same topic.
- Confer with students about similarities and differences between the print version and movie of the same story.
- Listen to students as they discuss ideas with their learning partner (what they understand, what they wonder about, etc.).
- Listen to students' contributions to whole-class and small-group discussions.
- Observe students as they complete a graphic organizer about similarities and differences.

In addition, in the transitional stage

- Confer with students about reasons for their opinions.
- Collect written-reading responses about personal connections, opinions, and reasons for those opinions.
- Confer with students about similarities and differences between two versions of the same story.
- Confer with students about examples of stereotypes, prejudice, and bias.
- Confer with students about the author's point of view and their reactions to that opinion.

Time to Teach

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

- Make personal connections and talk about how texts can make a reader feel.
- Make personal connections and talk about how they aided comprehension (e.g., "This text reminded me of being at the beach. When I was there we built a sand castle and it got washed away by the waves. It was OK because I knew I could build another one the next day. I knew Josh was disappointed but he'd be OK too because he could build another one.").
- Model applying sticky notes to a part of the text that reminded you of something so that you will be able to recall it later when you want to share more. Remember to go back at the end of the read-aloud to elaborate on the connection and how it enhanced comprehension.
- Model how making connections helps the reader access background knowledge and, as a result, engage more deeply in the reading.
- Model making effective connections that take the reader deeper into the text and compare them to making ineffective connections that take the reader away from the text.
- Model how to complete graphic organizers.
- Model how to share oral reading responses.
- Introduce students to authors who write in ways that help students make connections (Robert Munsch, Mercer Mayer, Mem Fox).
- Model questioning text—Could that really happen? From what I know about …, does that make sense?
- Demonstrate the use of sticky notes coded in a variety of ways (e.g., question mark when a question was evoked while reading, an exclamation mark for surprising information, a check mark to confirm information from background knowledge).
- Discuss agreement or disagreement with information presented, a character's behaviour, etc.

- Discuss two or more versions of the same text and highlight different perspectives (e.g., The Three Little Pigs written from the pigs' perspective versus one written from the wolf's perspective).
- Discuss texts that make gender stereotyping obvious (e.g., Anthony Browne's *Piggybook* or Robert Munsch's *The Paper Bag Princess*).
- Discuss several texts with male main characters and identify their characteristics. Cross-reference these findings with students' perspectives of males. Encourage language that respects differences.
- Discuss several texts with female main characters and identify their characteristics. Cross-reference these findings with students' perspectives of females. Encourage language that respects differences.
- Discuss features of texts in explicitly focused-on genres (e.g., personal narrative, procedural text).
- Discuss a variety of texts written by the same author (e.g., Robert Munsch, Mercer Mayer).
- Provide information about a topic in at least two ways (e.g., website versus magazine article; compare and contrast the information).
- Enjoy a story in at least two formats (e.g., a story in print and a movie; compare and contrast the different formats).
- Demonstrate use of graphic organizers to highlight similarities and differences.

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, choice, and interest.

In the early stage
- 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.
- Talk about their connections and how they aid comprehension.
- Express opinions about texts.
- Apply sticky notes to a text as they read and give them time to discuss their connections later with a learning partner.
- Complete graphic organizers while they are reading independently.
- Orally share their connections that enhance understanding.

In addition, in the transitional stage
- Give reasons for their opinions.
- Write written responses of their connections, opinions, and reasons for those opinions.
- Read the same enlarged text together and engage in discussions about questions and opinions (big book, chart, projections).
- Work with a learning partner or in small groups to read and code a text (with question marks, exclamation marks, check marks).
- Discuss believability/validity about information or happenings from reading and/or viewing.
- Discuss different perspectives from the one presented in a text (e.g., the little red hen).
- Discuss whether they agreed or disagreed with a character's actions, decisions, etc.
- Discuss stereotyping, bias, and prejudice in texts.
- Participate in discussions about questioning a text (e.g., how could that have happened? Why would a character have felt so sad when everyone else was happy? What made that character make that decision or take a particular action?).

- Engage in discussions about similarities and differences between information found on a website and in a magazine article or text.
- Engage in discussions about similarities and differences between a story in print and a movie.
- Engage in discussions about a character in a text or film being fair or unfair. Encourage students to provide evidence for their opinions.
- Complete graphic organizers.
- Co-construct anchor charts to bring to light characteristics of a particular genre.
- Respond to specific prompts to focus thinking when reading.

Time to Reflect and Share

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

- their personal connections
- how connections enhanced understanding
- their feelings and opinions about texts
- reasons for their opinions
- how they applied critical thinking to their independent reading, for example,
    - characteristics of a particular genre
    - author's opinion
    - stereotyping, bias, or prejudice noticed in a text
    - notes on their sticky notes
    - information included in completed graphic organizers
    - 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	Transitional
Students will be expected to	Students will be expected to
use writing and other forms of representing for a variety of functions to ▪ ask questions ▪ generate and organize ideas ▪ express feelings, opinions, and imaginative ideas ▪ inform/communicate information ▪ record experiences ▪ explore learning	use writing and other forms of representing to ▪ formulate questions ▪ generate and organize language and ideas ▪ discover and express personal attitudes and opinions ▪ express feelings and imaginative ideas ▪ record experiences ▪ explore how and what they learn
begin to develop, with assistance, some ways to make their own notes (e.g., webs, story maps, point-form notes)	explore, with assistance, ways for making their own notes
begin to experiment with language choices in imaginative writing and other ways of representing	experiment with language choices in imaginative writing and other ways of representing

Indicators
▪ express my ideas in complete thoughts using simple and compound sentences
▪ label drawings to explain ideas/topics
▪ understand and begin to use readers'/listeners' comments to clarify meaning

Concepts (and Guiding Questions)

Creative Writing Forms
▪ Why is imagination important to writers?
▪ What can you do to make your story more interesting to others?

Ideas
▪ Where do authors get their ideas?
▪ Where can you get ideas for 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 during independent writing to assess their interest, stamina, etc.

- Collect students' writing samples with an assessment focus on
  - expression of their opinions
  - organization of a narrative
  - lead of a narrative
  - line breaks in poetry
  - word choice in poetry
- Observe completed graphic organizers.
- Collect writing samples—strengths and needs.
- Analyze growth over time using dated writing samples.

Time to Teach

Make learning focuses explicit through modelled writing/think-alouds, 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 and ensure that the topic is narrow enough to develop.
- Co-construct anchor charts of ways to elaborate, craft leads, write conclusions, etc.
- Elaborate and add detail, using a variety of strategies, such as
  - adding a word (colour, shape, size, etc.)
  - 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
  - going beyond the sense of sight and drawing on the other senses (introducing them one at a time—add information about sound, smell, emotions)
  - describing the background, setting, weather, etc.
  - using "showing, not telling" for feelings
- Explore appealing leads in narratives by revisiting previously read texts.
- Write leads for narrative text, using a variety of strategies such as

- beginning with a sound (onomatopoeia)
    - beginning with action
    - beginning by introducing a character
- Write conclusions for narrative text, using a variety of strategies such as
    - a memory of the main event
    - the main character's feelings
- 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.

- Use graphic organizers and encourage students to choose suitable ones, by
    - introducing a graphic organizer for a specific purpose (e.g., story map to develop the beginning, middle, and end of a narrative)
    - beginning a display by posting a blank story map template; add a label explaining its purpose (e.g., to plan a story)
    - gradually introducing other graphic organizers for other purposes
    - adding to the display with other blank graphic organizer templates and labels
    - introducing an idea for a piece of writing and asking students to choose the graphic organizer that would best suit that purpose

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, such as

- Develop their own lists of writing ideas and topics.
- Decide on topics for writing and narrow them, if necessary.
- Use elaboration strategies such as those listed above.
- Experiment with leads and conclusions using a range of strategies, such as those listed above.
- Develop webs, lists, notes.
- Plan their writing using graphic organizers.
- Choose from a variety of graphic organizers to plan their writing.
- Use the information in their graphic organizer to guide their writing.

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
- prior knowledge accessed to develop a piece of writing
- leads they are crafting
- conclusions they are developing
- graphic organizers they chose

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

Indicators
- write a variety of poetry, fiction and non-fiction texts
- explain the purpose for their writing
- make decisions about word choice for specific reasons—concrete nouns, accurate verbs, description, etc.
- create and record questions both in print and/or digital format
- write in both print and/or digital format an organized text with a beginning, middle, and end
- begin to select appropriate print and/or digital graphic organizers from several options
- recognize differing points of view in own writing and the writing of others

Concepts (and Guiding Questions)

Genres
- How is poetry different from other forms of writing?
- What are the different genres of text?

Word Choice
- What are your favorite words to use when writing? Why?
- How do you include more "wow words", "million dollar words", "silver dollar words" in your writing?

Organization
- What are some strategies for organizing your writing?
- What information do you think the audience will want to know?

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 during independent writing to assess their interest, stamina, etc.
- Collect students' writing samples with an assessment focus on
  - expression of their opinions
  - organization of a narrative
  - lead of a narrative
  - line breaks in poetry
  - word choice in poetry
- Observe completed graphic organizers.
- Collect writing samples—strengths and needs.
- Analyze growth over time using dated writing samples.

Time to Teach

Make learning focuses explicit through modelled writing/think-alouds, 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 and ensure that the topic is narrow enough to develop.
- Co-construct anchor charts of ways to elaborate, craft leads, write conclusions, etc.
- Elaborate and add detail, using a variety of strategies, such as
  - adding a word (colour, shape, size, etc.)

- 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
- going beyond the sense of sight and drawing on the other senses (introducing them one at a time—add information about sound, smell, emotions)
- describing the background, setting, weather, etc.
- using "showing, not telling" for feelings
- Explore appealing leads in narratives by revisiting previously read texts.

- Write leads for narrative text, using a variety of strategies such as
  - beginning with a sound (onomatopoeia)
  - beginning with action
  - beginning by introducing a character
- Write conclusions for narrative text, using a variety of strategies such as
  - a memory of the main event
  - the main character's feelings
- 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.
- Use graphic organizers and encourage students to choose suitable ones, by
  - introducing a graphic organizer for a specific purpose (e.g., story map to develop the beginning, middle, and end of a narrative)
  - beginning a display by posting a blank story map template; add a label explaining its purpose (e.g., to plan a story)
  - gradually introducing other graphic organizers for other purposes
  - adding to the display with other blank graphic organizer templates and labels
  - introducing an idea for a piece of writing and asking students to choose the graphic organizer that would best suit that purpose

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, such as

- Develop their own lists of writing ideas and topics.
- Decide on topics for writing and narrow them, if necessary.
- Use elaboration strategies such as those listed above.
- Experiment with leads and conclusions using a range of strategies, such as those listed above.
- Develop webs, lists, notes.
- Plan their writing using graphic organizers.
- Choose from a variety of graphic organizers to plan their writing.
- Use the information in their graphic organizer to guide their writing.

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
- prior knowledge accessed to develop a piece of writing
- leads they are crafting
- conclusions they are developing
- graphic organizers they chose

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

Background

Early	Transitional
Students will be expected to	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)	create written and media texts using a variety of forms ▪ experiment with a combination of writing with other media to increase the impact of their presentations
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	demonstrate some awareness of purpose and audience ▪ make choices about form for a specific purpose/audience ▪ 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	consider their readers'/viewers'/listeners' questions, comments, and other responses in assessing their work and extending their learning

Indicators
▪ begin to choose forms of writing that are appropriate to specific purposes and audiences
▪ begin to include information that is relevant and purposeful for an intended audience
▪ work with a partner, in small groups, and independently, to create writing
▪ use role plays to convey meaning (other ways of representing)

Concepts (and Guiding Questions)

Audience and Purpose
▪ How does your writing change for different purposes?
▪ When reading your story, what information do you think the reader will want to know.

Information
▪ How do you choose what information to include in your writing?
▪ How do you make sure the information you include in your writing is clear?

- What are the different forms of written communication? How do you decide what form of to use? Why?
- How is does your writing change if you are writing a note/story/puppet play/birthday card…?

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.
- Collect 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, 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 strategies (e.g., ideas, organization, word choice, sentence fluency).
- Examine features of text in previously read texts, such as
  - beginning, middle, and end of a narrative
  - information included in realistic fiction, non-fiction, or other genres
  - text features in non-fiction texts
  - varied sentence beginnings
  - varied sentence lengths
  - interesting word choices—alliteration, repetition, onomatopoeia, synonyms, similes, etc.
- Use revision strategies, such as
  - developing beginnings and endings for a variety of pieces of writing
  - elaborating with detail and description
  - varying sentence beginnings
  - combining simple sentence to create compound sentences
  - varying sentence lengths (mixture of simple and compound sentences)
  - 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 two or three 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 some or all 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, choice, and interest.

- 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 (beginning, middle, end in narrative text)
    - 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
- how two simple sentences were used to create a compound one
- specific verbs and/or precise nouns used to give the audience clear information
- how they revised their writing to best suit an audience

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

Background

Early	Transitional
Students will be expected to	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)	experiment with a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies - use a variety of prewriting strategies for generating and organizing ideas for writing (e.g., brainstorming, webbing, story mapping, reading, researching, interviewing, reflecting) - use appropriate drafting techniques (focusing on getting ideas on paper, taking risks with temporary spelling when necessary, experimenting with new forms/techniques, keeping audience in mind, using word processing software - use revision techniques to ensure writing makes sense and is clear for the audience (e.g., reading/rereading, adding ideas, crossing out repetition or unnecessary information, sequencing ideas/information, rearranging, using feedback from conferences to help revise) - using editing strategies (e.g., checking punctuation and language usage; checking spelling by circling words that don't look right, trying them another way, and checking with a resource such as a dictionary; using an editing checklist) - use appropriate techniques for publishing/presenting (e.g., word processing to publish; illustrations, charts and diagrams to enhance writing where appropriate; sharing writing/representing orally; publishing in a class newsletter; publishing online; submitting work to school/district newsletter)

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.) ▪ contribute 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	demonstrate engagement with the creation of pieces of writing and other representations ▪ engage in writing/representing activities for sustained periods of time ▪ demonstrate pride and sense of ownership in writing / representing efforts ▪ work willingly on revising and editing for an audience
use some conventions of written language ▪ use conventional spacing between words	use some conventions of written language
use simple sentence structures	language structure ▪ use a variety of simple and more complex structures

▪ attempt to use punctuation (periods, question marks, exclamation marks)	▪ punctuation and capitalization
	  ▪ use periods at the ends of sentences and for abbreviations
	  ▪ use commas in a series and in dates
	  ▪ use apostrophes for possessives and contractions
	  ▪ use question marks, exclamation marks, and quotation marks

▪ use capital letters for proper names, pronoun "I," and sentence beginnings	▪ use capitals for proper names, titles, places, days, months, holidays, beginning of sentences

▪ use an increasing number of letters to represent sounds (most vowel and consonant sounds represented)	▪ spelling
	  ▪ use meaning and syntax patterns as well as sound cues to spell words
	  ▪ use a range of spelling strategies
	  ▪ use a variety of strategies to edit for spelling (identifying misspelled words, trying another way, and using another resource to check them out)

	language structure
	▪ make subjects and verbs agree ▪ begin to use simple paragraphing ▪ use pronouns appropriately
▪ use an increasing number of words spelled conventionally	spelling ▪ spell many words 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	experiment with technology in writing and other forms of representing ▪ use an audio recorder to record dramatic presentations, readings of published work, and retellings ▪ use a simple word processing program to draft, revise, edit, and publish ▪ use a drawing program (computer software)
▪ compose simple text (and begin to revise and edit) with a word processing program ▪ share writing/representations online	▪ with assistance, use a database, CD-ROM, and the Internet as resources for finding information (prewriting strategy) ▪ with assistance, use the Internet to communicate
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	select, organize, and combine relevant information, with assistance, from at least two sources, without copying verbatim, to construct and communicate meaning

Indicators

Writing Processes

Prewriting
- ▪ talk about the ideas they plan to write about
- ▪ draw pictures to develop ideas for writing
- ▪ choose and use simple graphic organizers, such as the five-finger plan, web, list, five Ws

Drafting
- ▪ understand that writing is connected to prewriting
- ▪ write on a single topic

- begin to choose forms of writing that are appropriate to specific purposes and audiences (i.e., narrative, expository, descriptive, and persuasive)
- begin to include information that is relevant and purposeful for an intended audience
- reread my writing to monitor meaning and message

Revision
- make changes to writing to clarify meaning through strategies, such as inserting a word, using a caret, crossing out a word, and adding details

Editing
- use the word wall to check high-frequency words
- begin to use simple self-editing checklists to edit for conventions

Proofreading
- begin to use simple proofreading checklist
- make final corrections against edited draft

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

Writing Traits

Ideas
- write several sentences on a single, identifiable topic
- elaborate on a topic

Organization
- experiment with leads
- experiment with sequencing (first, next, then, finally)
- language use (sentence fluency, word choice, voice)
- use varied sentence beginnings
- use simple sentences
- begin to use transitional words and phrases
- experiment with compound sentences (using "and" or "but")
- use concrete nouns and avoid words like "stuff" or "things"
- use accurate verbs
- use attribute words—colour, size, shape, texture
- use multi-sensory words—hearing, smell
- use comparison words that compare one thing to another—size, shape, texture
- recognize voice through a broad range of texts
- begin to demonstrate a unique voice in writing
- demonstrate through writing a growing connection to audience

Writing conventions
- use lower-case letters within words
- use capitals for proper nouns (names or places and days/months) with guidance
- begin to use commas in a date and series
- begin to use periods and capitals correctly
- use compound sentences (two simple sentences combined with a comma and conjunction)
- demonstrate an awareness of when to use quotation mark

Word Study (Word Work)

- use meaning, syntax patterns, and sound cues to spell words
- spell many high-frequency words conventionally
- use a range of spelling strategies
- use a variety of strategies to edit for spelling
- demonstrate increasing knowledge of spelling patterns, including long vowel patterns (ai, ay, oa, ou, ee, ea)
- chunk words into syllables
- begin to use an appropriate short vowel in each syllable of a word
- begin to use apostrophes for contractions
- begin to use plurals and past tense
- sequence letters when spelling words
- use an increasing number of accurately spelled words
- apply a wider range of spelling strategies resulting in more conventional or close to conventional spellings

Concepts (and Guiding Questions)

Writing Processes

- How can talking about your ideas help you to write?
- What different prewriting strategies do you use to organize your thinking?

Writing Traits

- How can I hook readers so that they will read my writing?
- How can I use words to show the passage of time in my writing?

Word Study

- What strategies can be used to spell new words?
- How can the word wall support you when you are 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
  - how their writing is developing, specifically in terms of organization, sentence fluency, and word choice
  - the progress they are making and their plans to publish
  - any revisions they are making
  - edits they are responsible to make
  - prewriting pieces—webs, sketches, etc.
  - how they are using the Internet
  - their understanding of how to use word processing software, inserting graphics, sending emails, etc.
  - other technologies they are exploring

- on-screen and printed copies of their writing
- their chosen topic to ensure it is manageable for the purposes of effective inquiry
- creating complete thoughts and sentences from their jot notes
- how they are proceeding with their research (how they are finding information, coding text, and recording information)
- Observe
  - as they use word walls and other spelling references to spell high-frequency words
  - and note their interest, enthusiasm and stamina
  - students' persistence in seeking answers
  - as students peruse texts for pertinent information, using text features and the table of contents
  - as students record information

- Collect students' writing drafts with a focus on
  - revision strategies used
  - 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.
- Students' written drafts
- Compare students' drafts to published products.

Time to Teach

Make learning focuses explicit through modelled writing / think-alouds, 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 a season).
- 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.
- Drafting a piece of writing, concentrating on getting ideas on paper and risk-taking to spell unfamiliar words.
- Use revision skills and strategies, such as
  - developing ideas with multi-sensory description
  - "showing not telling" to give detail around emotions
  - using precise verbs
  - using concrete nouns (e.g., fried eggs instead of breakfast)

- crossing out parts that may be off topic
- including passage-of-time words in narratives (such as, later, in the morning, the next day …)
- varying sentence beginnings
- varying sentence lengths
- avoiding overused, tired words
- writing attention-getting leads
- writing satisfying endings
- adding non-fiction text features
- Use editing skills, such as
    - circling words that appear to be misspelled
    - checking the word wall or other word references to correct spelling
    - using capital letters for names and the beginning of sentences
    - using lower-case letters within words most of the time
- Use a self-editing checklist.
- Proofread for correctness.
- Options for publishing
    - contributions to class anthologies
    - individually published pieces
- Use word processing software to publish pieces of writing.
- Use mentor texts to draw students' attention to specific conventions that serve particular functions, such as
    - 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—the word "I," beginning of a sentence, proper names (people, places), days, months, holidays
    - use of commas in a series (connected to elaboration of ideas such as, On Saturday we went on a picnic. We ate sandwiches, apples, cookies, and yogurt.)
    - use of apostrophes in contractions (replaces the letters that are removed)
    - use of apostrophes in singular possessives (denotes ownership)
    - use of paragraphs to show a change in topic or idea
- Create collections of capitalized words, contractions, and examples of singular possessives.
- Understand the importance of editing/proofreading work for specific audiences.
- Use a simple self-editing checklist.
- Use patterns borrowed from other words (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.
- Reread a piece of writing a day later to focus specifically on conventions; demonstrate the need 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
Apostrophe in contractions	couldn't I'm we've	To shorten two words into one To replace missing letters To spell words the way people often speak
Exclamation mark	!	Gives a sense of surprise or excitement

- Add pictures and other graphics to their writing.
- Make learning focuses explicit through modelled writing / think-alouds, demonstrations, and shared writing.
- Demonstrate how to use word processing software 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
- Understand how to search the Internet using teacher designated search engines.
- 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.
- Draw on background knowledge about that topic (filling in the first column of a Think-Wonder chart—What I Think I Know).
- Develop questions related to the topic (filling in the second column of the Think-Wonder chart—What I Wonder About).
- Revisit non-fiction mentor texts to explore text patterns (e.g., description, question/answer).
- Co-construct anchor charts about how information is presented in non-fiction texts (text structures and text features).
- Find information using a table of contents.
- Skim and scan for information (e.g., headings, text features, bold text).
- Use sticky notes to mark specific pages.
- Cite sources (e.g., title of text, page number).
- Take notes in point form.
- Organize information (e.g., recording in graphic organizers, writing answers under questions as headings).
- Write complete thoughts and sentences from notes.
- Make decisions about text features to include.
- Make decisions about presentation formats.
- Revisit revision strategies.
- Revisit editing/proofreading skills.

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 topics.
- Make choices about topics to write about.
- Choose a piece of writing to publish from the drafts on which they have recently worked.
- Experiment with revision strategies (see examples in Time to Teach above).
- Experiment with editing strategies (see examples in Time to Teach above).
- Write in specific genres for concentrated periods of time.
- Pay attention to anchor charts about specific genre features and elements previously constructed.
- Track their progress through the processes of writing using the tracking tool that was provided as a model.
- Use word processing software to publish pieces of writing.
- Add pictures and other graphics to their writing.
- Find examples of specific conventions in short texts provided for specific purposes.
- Find examples of specific conventions in independent reading texts.
- Edit short pieces of writing for two to three conventions.
- Add to the anchor chart of conventions as they are introduced and focused on.
- Create charts of words that have the same onsets or rimes (e.g., "ch"—chip, chat, cheat, chilly, cheer; e.g., "eak"—beak, leak, peak, streak).
- Begin to use short, self-editing checklists.
- Compose short texts using word processing software.
- Insert pictures and other graphics to poems or informational texts.
- Send emails to others (e.g., friends, the principal, the teacher).
- Send published pieces to online writing competitions.
- Compose short texts using word processing software.
- Insert pictures and other graphics to poems or informational texts.
- Send emails to others (e.g., friends, the principal, the teacher).
- Send published pieces to online writing competitions.
- Develop a list of 'wondering' topics (I wonder …).
- Decide upon a manageable topic of inquiry.
- Draw on background knowledge about that topic (filling in the first column of a Think-Wonder chart—What I Think I Know).
- Develop questions related to the topic (filling in the second column of the Think-Wonder chart—What I Wonder About).
- Use information recorded on anchor charts about non-fiction texts (e.g., kinds of texts, text structures, text features).
- Find information using a table of contents.
- Skim and scan for information.
- Cite sources used.
- Take notes in point form.
- Organize information in a variety of ways.
- Write complete thoughts and sentences from notes—simple and compound.

- Make decisions about
  - text features to include (e.g., labelled drawings, captions, bold print)
  - presentation formats (e.g., brochure, poster, report)
- Revise pieces as necessary.
- Edit/proofread pieces as necessary.

Time to Reflect and Share

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

- topics they are interested in
- a choice they made from a number of recent drafts
- their ideas for published products
- pieces they added
- pieces they chose to cross out and get rid of
- edits they are responsible for
- edits they made by using a self-editing checklist
- strategies they used to proofread
- their ideas for published products
- conventions they noticed in texts
- conventions they are using
- attempts to spell words
- one or more high-frequency words that required correction
- their progress in composing a short piece of text
- use of formatting and stylistic options
- pictures or other graphics they chose to insert
- other options discovered as they were using the computer (e.g., spacing, fonts, colours)
- suggestions to add to growing lists of words on class collections
- their choice of topic, purpose, and audience
- their questions
- how they are finding information
- how they are organizing information
- how they are citing sources
- some of the notes they have taken
- how they created complete thoughts and sentences from the notes they took
- text features they are including
- presentation formats they are considering or using