

English Language Arts Primary

Guide

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English Language Arts Primary

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English Language Arts Primary

Curriculum Guide

Implementation Draft 2019

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Outcomes and Indicators

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

Indicators:

- begin to demonstrate active listening habits (skills) in multiple cultural contexts
- begin to ask and respond to questions and seek information
- describe a personal experience with at least one detail
- share ideas, express feelings, give simple descriptions, and express opinions (e.g I like, I don't like...) with others in a variety of ways
- engage in small- and whole-group conversation
- engage in and respond to simple, informal oral presentation
- usually use simple, complete sentences
- begin to respond to and give simple directions or instructions
- begin to develop an awareness of social conventions (turn-taking, politeness, when to speak, and when to listen) in group work and co-operative play, in multiple cultural contexts
- begin to use expression and appropriate volume to communicate ideas and feelings
- begin to develop an awareness of respectful and non-hurtful vocabulary choices
- begin to demonstrate that different kinds of language are appropriate to different situations, 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

- understands beginning concepts about print
- begin to search using meaning (picture and background knowledge), structure/syntax, and visual information (sometimes uses beginning consonants, ending consonants, or known word parts to word solve)
- begin to monitor and self-correct using meaning, structure, and/or visual information
- begin to read with increasing stamina
- can identify punctuation and describe its use
- read simple patterned texts and non-patterned texts, within levels C–D

View with Understanding (Print and Digital Text)

- use picture cues to support understanding
- talk about a narrative in terms of what happens in the beginning, middle, and end
- talk about information in a non-fiction text
- talk about a character's personality in a fiction text
- make predictions about what a text might be about or what might happen next
- make personal connections to understand a text
- discuss similarities and differences between texts written by the same author or on the same topic
- begin to visualize, to support comprehension, using a variety of culturally relevant texts

Selecting (Print and Digital Texts)

- talk about why particular texts are interesting

- talk about learning from reading based on pictures and print
- select just-right* texts with assistance and beginning independence
- reread a familiar text to practise reading smoothly and with expressions
- imitate the fluent reading of a short, familiar passage of a text

*being mindful of interests, background knowledge, and level

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

- begin to show an awareness of what fluency sounds like

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

Indicators:

- identify print and digital texts that are fiction and those that are non-fiction
- find information in simple print and digital texts
- ask questions about topics of interest

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

Indicators:

- choose a face from a selection of faces (e.g., happy, sad, neutral) to represent feelings about a print and/or digital text
- draw pictures (or pictures with labels and/or text) about personal reactions
- talk about a personal reaction to a print and/or digital text (e.g., favourite part, character)
- back up an opinion with prior knowledge and/or experiences
- begin to ask questions of text
- talk about print and/or digital texts written by the same author
- talk about print and/or digital text written about the same topic
- begin to develop an understanding and respect for diversity
- discuss what they are wondering about and questions they have of texts
- begin to recognize different points of view

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

Indicators:

- understand that print carries a message
- play with words and sounds to express an idea
- begin to label some drawings to explain some ideas/topics
- begin to understand readers'/listeners' comments to clarify meaning

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

Indicators:

- write, using drawings, a combination of letters with some sound associations, and known words to explain thinking, feelings, and ideas, to record experiences, record personal opinions, inform, and communicate information
- talk about their writing and/or reading the text they wrote
- talk about writing and/or reading the text written
- create and record questions in both print and/or digital format

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

Indicators:

- identify audiences for some of their writing
- explain the reason for their writing (e.g., to remember an important event, to explain what happened, to thank a guest speaker, to share an idea with a classmate)
- work with a partner, in small groups, and independently, to create writing (e.g., lists, notes, stories, poems)
- 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
- begin to draw pictures to help develop ideas for writing

Drafting

- develop some complete thoughts through drawing, using letter-like forms, random letters, sound-symbol matching, and some words
- write left to right and top to bottom most of the time
- begin to use some conventional spacing
- begin to reread their writing to monitor meaning and message

Revision

- add details to a picture
- add labels to a picture

Editing

- observe and develop an awareness of a teacher-modeled editing process

Proofreading

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

Publishing/information sharing

- share and publish student-selected pieces of writing

Writing Traits

Ideas

- begin to develop a topic
- begin to tell a story related to a topic (storytelling, drawing, and/or writing)

Organization

- recognize a sense of flow (beginning, middle, and end) in writing
- understand that print and illustrations go together

Language use (sentence fluency, word choice, voice)

- create a thought with a beginning and end
- begin to experiment with a variety of words
- recognize voice through shared reading/read-aloud
- begin to use personal expression through storytelling, drawing, and/or writing
- begin to experiment with a connection to audience through storytelling, drawing, and/or writing

Writing conventions

- begin to write from left to right and from top to bottom
- begin to use spacing between words

Word Study (Word Work)

Rhyming

- generate rhyming words with a beginning sound prompt

Segmenting

- segment the sounds in a word with three sounds (CVC)

Isolating

- tell which word does not end with the same sound, with three spoken words

Deleting

- delete ending sounds from words

Blending

- blend three sounds to make a word

Substituting

- add sounds to the beginning and ending of words, use the names of letters to spell words, begin to use letters to represent sound, demonstrate an awareness of letter-sound relationship (most)

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

Background

Emergent	Early
Students will be expected to	Students will be expected to
express feelings and give simple descriptions of past experiences	express thoughts and feelings and describe experiences
begin to ask and respond to questions, seeking information	ask and respond to questions to clarify information or gather further information
express opinions (I like ...; I don't like ...)	express opinions and give simple explanations for some of their opinions (I like ... because)
listen to the ideas and opinions of others	listen to others' ideas and opinions
participate in conversation and in small- and whole-group discussion	participate in conversation and in small- and whole-group discussion
begin to use gestures and tone to convey meaning	begin to use gestures and tone to convey meaning
respond to and give simple directions or instructions	respond to and give simple directions or instructions
engage in simple oral presentations and respond to oral presentations and other texts	engage in simple oral presentations and respond to oral presentations and other texts
demonstrate that they are becoming aware of social conventions in group work and co-operative play	demonstrate a growing awareness of social conventions such as turn-taking and politeness in conversation and co-operative play
develop the concepts/vocabulary of feelings and an awareness that some vocabulary choices can hurt people	recognize some examples of unfair and hurtful vocabulary, and begin to make vocabulary choices that affirm rather than hurt people
demonstrate a growing awareness that different kinds of language are appropriate to different situations	recognize that volume of voice needs to be adjusted according to the situation

Indicators

- begin to demonstrate active listening habits (skills) in multiple cultural contexts
- begin to ask and respond to questions and seek information
- describe a personal experience with at least one detail
- share ideas, express feelings, give simple descriptions, and express opinions (e.g I like, I don't like...) with others in a variety of ways
- engage in small- and whole-group conversation
- engage in and respond to simple, informal oral presentation
- usually use simple, complete sentences
- begin to respond to and give simple directions or instructions
- begin to develop an awareness of social conventions (turn-taking, politeness, when to speak, and when to listen) in group work and co-operative play, in multiple cultural contexts
- begin to use expression and appropriate volume to communicate ideas and feelings
- begin to develop an awareness of respectful and non-hurtful vocabulary choices
- begin to demonstrate that different kinds of language are appropriate to different situations, dependent upon audience and purpose

Concepts (and Guiding Questions)

Active Listening

- What does it look and sound like if you are listening to someone?
- How do you know someone is listening to you?

Conversation

- What can you say to help others be part of a conversation?
- How can you make sure that you are part of a conversation?

Ideas

- How can the word because help to explain why you agree or disagree with others?
- What can you say if you agree or disagree with the ideas of others?

Information

- What questions can you ask to get more information about a topic?
- How could you get others to read a book you really liked?

Opinions

- Which book/song/poem do you prefer and why?
- Why are the pictures important in a book?

Expression and volume

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

Vocabulary Choice

- What words could you use if you disagree with someone?
- What words could you use if you agree with someone?

Audience and purpose

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

Assessment, Teaching, and Learning

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

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

Time to Teach

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

- Model expressing feelings about a character, event(s) in a story, an ending to a story, information in a non-fiction text, etc.
- Model expressing feelings about music, dramatic performances, visual art displays, etc.
- Model expressing feelings about personal experiences.
- Orally recount a personal experience and invite students to ask questions.
- Model how to give an opinion about something (I like ..., I don't like ... , and why).
- During science-related experiences, co-construct a properties chart to provide a visual reminder of categories and related words (e.g., size, shape, colour, texture).
- Model referring to this chart to describe experiences and give detail.
- Model reacting to a statement such as "You pushed me." Identify the feeling and what the person might do next.
- Model how to make connections between what is heard and background knowledge.
 - That reminds me of the time ...
 - That makes me think about ...
- Make learning goals as explicit as possible by beginning instruction with models and demonstrations.
- Demonstrate how gestures, facial expressions, and tone of voice convey meaning (e.g., whispering to convey secrecy, screaming to express fear, jumping up and down with hand over mouth to express surprise, wringing hands to express nervousness).
- Provide a model of how to play a game, role-play or following directions activity.
- Model how to give a simple book talk (e.g., title of the book, favourite part or illustration, feeling).

- Develop a few non-verbal signals to facilitate classroom management (e.g., music for transition time, hand raised to gather students' attention).
- Model how to talk about pictures in a wordless picture book (e.g., *Good Dog, Carl* by Alexandra Day) and tell a story.
- Model the use of a talking prop (e.g., stick, puppet, feather, small stuffed animal, etc.).
- 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 how to share materials.
- Refer to a specific emotion and model sharing ideas about when that feeling may have been experienced (e.g., happiness—getting a new pet, enjoying a good book, going to the beach, having a favourite food for lunch, spending time with a friend, etc.)

Time to Practise

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

- Ask students to express their feelings and ideas during an interactive read-aloud by talking to their learning partner based on a teacher prompt, such as
 - Who do you think will ...?
 - What do you think will happen when ...?
 - Where do you think this story is taking place?
 - Do you like this story? Explain why or why not.
 - What does this part remind you of?
- Provide opportunities for students to express their feelings about music, dramatic performances, visual art displays, etc.
- Provide opportunities for students to talk with and listen to their learning partner's personal experiences, ideas, etc. (e.g., Think-Pair-Share).
- Co-construct an anchor chart of good listening habits.
- Engage students in role-playing to exhibit good listening behaviours.
- Co-construct an anchor chart of questions students might ask to clarify understandings.
- Using the co-constructed anchor chart of questions (and adding to it as appropriate) students ask each other questions about their personal experiences.
- Provide opportunities for students to guess a hidden object by asking questions about its use, size, colour, shape, etc.
- Provide a variety of statements, encourage students to identify the feeling evoked by the experience, and together discuss possible reactions (e.g., Someone stole my pencil.).
- Co-construct an anchor chart of how to convey messages (e.g., look at the listener(s), use appropriate tone of voice, use facial expressions, use gestures to convey meaning, answer listeners' questions, etc.). A sketch of a person talking enhanced with symbols will make this information more meaningful and accessible to young students.
- Engage students in a game whereby one student knows an emotion and uses gestures to convey the emotion while other students guess the emotion.
- Provide opportunities for students to role-play with simple sets (e.g., restaurant, kitchen, building materials).
- Ask students to follow directions to create a sequence or pattern with different coloured, shaped, or sized objects.
- Ask students to line up, organize, or position themselves according to verbal instructions.

- Provide frequent opportunities for students to consistently respond to non-verbal signals.
- Co-construct an anchor chart of what makes a good book talk and provide opportunities for students to give book talks.
- Provide opportunities for students to generate stories from wordless picture books.
- Ask students to explain to a new student some of the classroom and school routines/procedures (e.g., placing lunch orders, changing for physical education class, playing on the playground).
- Engage students in experiences of connecting emotions to situations, memories, etc.
- Regularly reinforce students for positive behaviours with respect to disagreeing, soliciting help, sharing materials, following classroom routines, etc.
- Co-construct an anchor chart of language that helps and language that hurts (e.g., when someone is using a marker that another person wants: hurts—“Give me that;” helps—“Would you share that with me, please?”
- Engage students in experiences of connecting emotions to situations, memories, etc.
- Regularly reinforce students for positive behaviours with respect to disagreeing, soliciting help, sharing materials, following classroom routines, etc.
- Co-construct an anchor chart of language that helps and language that hurts (e.g., when someone is using a marker that another person wants: hurts—“Give me that;” helps—“Would you share that with me, please?”

Time to Reflect and Share

- Ask students to reflect on good listening habits (anchor chart) and discuss what they are doing well and/or may need to work on.
- Ask students to share something they heard that was interesting, important, made them feel a particular way, etc.
- Ask students to identify a question and answer that helped them to identify the hidden object.
- Ask students to reflect on what helped them contribute to discussions in a small group.
- Ask students to reflect on an emotion and one gesture that may accompany that emotion.
- Ask students to reflect on a new understanding, concept, skill, strategy, etc.
- Ask students to share ways a classmate worked effectively in a small group.
- Ask students to share an emotion and why they felt that way.
- Ask students to share language they used or heard that helped, rather than hurt.

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

Background

Emergent	Early
Students will be expected to	Students will be expected to
regard reading/viewing as sources of interest, enjoyment, and information	
select, 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
understand basic concepts of print including directionality, word, space, letter, and sound	expand their understanding of concepts of print <ul style="list-style-type: none"> ▪ punctuation in text serves a purpose ▪ upper- and lower-case letters have specific forms and functions (first word in sentences and proper names)
engage in reading or reading-like behaviour as they experience a variety of literature	use some features of written text to determine content, locate topics, and obtain information
use, with support, the various cueing systems and a variety of strategies to construct meaning from text <ul style="list-style-type: none"> ▪ use meaning cues (personal experiences, context, picture cues) to predict, confirm/self-correct ▪ use knowledge of oral language patterns (syntax) to predict, confirm/self-correct ▪ begin to use knowledge of sound-symbol relationships as one reading cue (e.g., initial and final consonants) ▪ begin to match one-to-one spoken with printed word ▪ begin to recognize some high-frequency sight words 	use a combination of cues (semantic, syntactic, graphophonic, and pragmatic) to sample, predict, and monitor/self-correct <ul style="list-style-type: none"> ▪ 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 a variety of strategies to create meaning <ul style="list-style-type: none"> ▪ 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

	<ul style="list-style-type: none"> ▪ identify character traits from contextual clues ▪ make connections between texts, noticing similarities in characters, events, illustrations, and language ▪ follow written directions
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Indicators

Strategic Processing

- understand beginning concepts about print
- begin to search using meaning (picture and background knowledge), structure/syntax and visual information (sometimes uses beginning consonants, ending consonants, or known word parts to word solve)
- begin to monitor and self-correct using meaning, structure, and/or visual information
- begin to read with increasing stamina
- can identify punctuation and describe its use
- read simple patterned texts and non-patterned texts, within levels C–D

View with Understanding (Print and Digital Text)

- use picture cues to support understanding
- talk about a narrative in terms of what happens in the beginning, middle, and end
- talk about information in a non-fiction text
- talk about a character’s personality in a fiction text
- make predictions about what a text might be about or what might happen next
- make personal connections to understand a text
- discuss similarities and differences between texts written by the same author or on the same topic
- begin to visualize, to support comprehension, using a variety of culturally relevant texts

Selecting (Print and Digital Texts)

- talk about why particular texts are interesting
- talk about learning from reading based on pictures and print
- select just-right* texts with assistance and beginning independence
- reread a familiar text to practise reading smoothly and with expressions
- imitate the fluent reading of a short, familiar passage of a text

*being mindful of interests, background knowledge, and level

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

- begin to show an awareness of what fluency sounds like

Concepts (and Guiding Questions)

Strategic processing

- How do the pictures help to understand the story?
- What can you do if you come across a word you don’t know?

Viewing with understanding

- What text to self connections can you make to this story?
- How is the character feeling in this story?

Selecting texts

- How do readers decide which books to read?
- What makes a text interesting to you?

Fluency

- What does it sound like when you read smoothly?
- What does it sound like to read with expression?

Assessment, Teaching, and Learning

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

- Ask students to share what they like to read, topics that interest them, favourites, etc.
- Ask students to share what they like about what they are reading and parts that interested them.
- Ask students to explain how they make text selections.
- Observe students' engagement during read-aloud and shared experiences.
- Observe students selecting texts for a variety of purposes (e.g., just-right, for enjoyment, to learn about a particular topic).
- Observe and record students' reading-like behaviours during independent reading (e.g., holding books right side up, starting to read from the beginning of the book, turning pages in sequence, tracking print, gathering information from pictures).
- Observe and record students' reading during independent reading (e.g., focusing on print, return sweep, finger tracking, sub-vocalizing).
- Observe students' focus and stamina during independent reading time.
- Observe students' participation in chime during shared reading experiences.
- Discussions about students' word-solving strategies.
- Running records to determine students' use of sources of information/cueing systems, attempts, self-corrections, etc.
- discussions about personal connections and how those connections aided comprehension
- a self-portrait of how a book made a student feel
- a picture of a student's favourite part of a book
- a picture or model of important information about a non-fiction topic
- a drawing or model of a character with important details about him or her (e.g., smiling to signify happiness, wearing skates to signify a skater)
- discussion to determine if students can talk about a story in terms of beginning, middle, and end
- discussion to determine if students can explain what a piece of non-fiction is about (main points and/or details)
- discussion to determine if student understands a character's personality

Time to Teach

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

- Demonstrate enjoyment of and interest in a wide variety of high-quality, engaging texts.

- Read a variety of texts that are richly supported by illustrations including short poems, nursery rhymes, songs, realistic fiction, non-fiction (picture books, alphabet and counting books, simple informational texts).
- Read texts to which students can easily relate (e.g., friends, sharing).
- Use texts with simple humour.
- Read a variety of texts with appropriate phrasing and expression.
- Show students the cover of a text, read the title and engage them in a discussion of what the text might be about.
- Read a few pages of a text and ask students to predict what the text might be about.
- Model how to select books from the organized, labelled classroom library that are just-right and interesting.
- Model talking about books and their benefits for enjoyment and information.
- Read aloud texts students will be learning to read independently to introduce characters and book structures.

In the emergent stage

- Read and reread enlarged texts on a daily basis (especially big books, poems, and songs) to draw students' attention to predictable patterns including rhyme, rhythm, and repetition.
- Use these enlarged texts to teach concepts about print such as left to right, top to bottom directionality, return sweep, letters, words, ending punctuation, upper- and lower-case letters.
- Read and reread big books (fiction and non-fiction) to show how illustrations and photographs match the print information.
- Use a pointer to teach a wide variety of concepts about print and features of texts.
- Draw student's attention to environmental print (labels, posters, signs, word walls, etc.).
- Model how to problem solve.
- Model how to clap words, tap syllables, as well as segment and blend sounds (finger spelling and hand spelling).
- Explicitly teach how to segment and blend sounds in shared reading texts.
- Isolate high-frequency words in enlarged text (e.g., big books and poems) and demonstrate how they appear over and over (e.g., environmental print, word walls, classroom charts).
- Match some high-frequency words in a shared reading text with word cards.
- Provide a word with a particular feature (beginning consonant, ending consonant, common rime pattern) that is not included in the text and ask students to find a word in the text with the same feature.
- Read and reread big books, drawing students' attention to predictable patterns including rhyme, rhythm, and repetition.
- Build collections of words (from texts used in whole and small groups that share similar patterns (e.g., beginning consonants, ending consonants, and common rimes).
- Cover the initial consonant(s) of a few words in a shared reading text and encourage students to make predictions of what the words might be.
- Compare and contrast word predictions with one that makes sense versus one that does not make sense.
- Compare and contrast word predictions with one that sounds right versus one that does not sound right.
- Compare and contrast word predictions with one that looks right versus one that does not look right.
- Use cloze activities on chart paper, overhead, or LCD projector with a blank at the end of a sentence
- Replace a word with a blank at the end of a sentence.
- Ask students to predict what the word might be based on what would make sense and sound right.

- Next add the initial consonant(s) to refine the prediction based on whether it looks right.
- Expose the covered word and compare it to students' predictions.
- Read the complete **sentence**.

In addition, in the early stage

- Smoothly and fluidly follow print with a pointer to demonstrate chunking and phrasing rather than word-by-word reading.
- Cover the middle of a word exposing only the first consonant(s) and last letter (encourage students to make predictions of what the word might reasonably be given the context and students' prior knowledge of the topic or idea).
- Provide a word with a particular feature (beginning or ending consonant, beginning blend, common rime pattern, inflectional ending) that is not included in the text, and ask students to find a word in the text with the same feature.
- Explain the integration of two or more of the cueing systems (does it make sense? Does it sound right? Does it look right?).
- Draw students' attention to other text features such as titles, illustrations, text boxes, bold print, and labels.
- Model how to discuss events such as school presentations, class trips, and other viewing experiences.
- Take students through a picture walk of a text discussing how the pictures support understanding (topics in non-fiction, stories in fiction).
- Make comprehension explicit with all texts read aloud and shared with students.
- Read and reread enlarged text (e.g., big books, poems, songs, short messages) to model how left to right and top to bottom directionality, return sweep, letters, words, and ending punctuation helps readers understand a text and problem solve.
- On a daily basis, read texts to students that are above their reading levels and think aloud the processes used to make sense of the text.
- Before and during reading, explicitly teach how to draw on prior knowledge to make predictions, visualize, infer, etc.
- Model reading fluency by intentionally demonstrating phrasing and intonation to support understanding.
- Model making text-to-self connections that help the reader better understand a text.
- Read aloud books with interesting characters and model how a reader makes inferences about the characters' personalities.
- Read aloud books that have a moral or important message and discuss the overall meaning of the text (fiction).
- Read aloud books about a specific topic and discuss information in the text (non-fiction).
- Use a pointer to draw attention to a variety of non-fiction text features and discuss how these features help the reader understand the text.
- Prior to reading a text, select important vocabulary words and discuss their meanings.
- Discuss pictures in a text and how they connect with the print on the page.
- Read books by the same author and discuss commonalities of the different texts.
- Read books about the same topic and discuss information that is the same and different in the texts.
- Model how to talk about the beginning, middle, and end of a story.
- Model how to follow directions using pictures and written directions.
- Use wordless picture books and encourage students to determine what the text or story is about (inferring).

Time to Practise

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

- Provide opportunities for students to talk about books in whole class and small groups.
- With assistance, make appropriate selections from the classroom library.
- Provide students with bins of books that have a limited range of texts (e.g., A-B, A-C, B-D, D-F) and guide them to make appropriate choices.
- Independently practice reading and reading-like behaviours.
- Interact with books every day displaying reading and reading-like behaviours, gradually adding minutes to increase reading stamina.
- Practise reading small copies of text that have been introduced through shared reading.
- Read just-right texts independently on a daily basis.
- Independently interact with books every day displaying reading-like and reading behaviours, with increasing stamina.
- Match high-frequency words in a shared reading text (e.g., big books and poems) with word cards.
- Locate and read specific high-frequency words in a text (words that are currently being focused upon).
- Receive small-group instruction about
 - comprehending texts
 - drawing on background knowledge
 - using effective reading strategies
 - reading fluency
- Provide descriptive feedback to students about their attempts, self-corrections, etc.
- Participate in interactive read-alouds to talk with a partner about the text; teacher decides on meaningful stopping points and gives a focus for students' conversation.
- Follow a short set of instructions using picture cards.
- Retell stories using a set of picture cards.
- Discuss what is happening in wordless picture books.
- Talk about what they are learning in a non-fiction text.

Time to Reflect and Share

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

- what they are learning from and enjoying about texts read aloud
- how they made their own book selections
- what they are learning from and enjoying about the texts they are reading
- what they are noticing in their chosen texts (e.g., title, pictures, letters, and words)
- how they used a pattern or rhyme to help word solve
- how they solved challenging words
- high-frequency words that they see repeatedly and are learning to recognize automatically
- strategies they are using to understand the story (e.g., What did you do when the story didn't make sense?)
- their personal connections and how those connections helped them understand a text better
- elements of a narrative such as character(s), setting, problem, plot, resolution
- what they are learning about a topic (non-fiction)
- what they know about a character (fiction)
- the main message of a story

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

Background

Emergent	Early
Students will be expected to	Students will be expected to
with assistance, interact with a variety of simple texts (e.g., pictures, computer software, video recordings, non-fiction) as well as human and community resources	<ul style="list-style-type: none">engage in the research process with assistancegenerate questions to guide researchlocate appropriate information with assistance (classroom, library, home, community)interact with the information

Indicators

- identify print and digital texts that are fiction and those that are non-fiction
- find information in simple print and digital texts
- ask questions about topics of interest

Concepts (and Guiding Questions)

Fiction and Nonfiction

- How are fiction and nonfiction different?
- What do you think is the most important message from this book?

Information

- Where can you find out more about something that interests you?
- What can you learn about the topic from looking at pictures/labels?
- What can you learn from this text?

Assessment, Teaching, and Learning

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

- Give students several books and ask them to sort them into two groups—fiction and non-fiction. Engage students in a discussion of how they made their sorting decisions.
- Invite students to find a non-fiction book and observe where in the library he or she looked.
- Ask students to share what they have learned after reading about a particular topic.
- Observe students as they share information with a learning partner.
- Note students' contributions during whole- and small-group contribution opportunities.
- Students draw pictures, label pictures, and/or write notes about a topic they are learning about.
- Students make models (e.g., clay) to illustrate what they are learning.
- Students write information in a small booklet or flip book. They discuss why they chose to include the information they did.

Time to Teach

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

- Help students distinguish between information texts and imaginary texts (e.g., talking animals, fairy tales).
- Demonstrate how to draw on prior knowledge about a topic.
- Demonstrate how to ask effective questions for research.
- Model how to set a specific purpose for reading.
- Explicitly build background knowledge about a topic by reading non-fiction books, viewing video clips, and inviting students to share what they know, etc.
- Select important vocabulary that students are likely to encounter in a text about a particular topic and build oral language skills about that topic.
- Demonstrate how to extract information from a variety of sources (e.g., pictures, viewing video clips, asking other people).
- Point out text features to locate important information (pictures, labelled diagrams, scaled diagrams, text boxes, captions, etc.).
- Demonstrate how to extract information from a collection of items in a learning centre (e.g., one about sharks—pictures, information cards, listening to a book on tape, a variety of non-fiction texts).

Time to Practise

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

- Read independently every day with just-right texts.
- Access texts online (e.g., Tumblebooks).
- Have two students peruse and/or read two different books about the same topic and discuss what they know and have learned.
- Develop effective questions of inquiry with a partner or in small groups.
- Provide students with bins of books on specific topics and encourage them to find information that answers their questions by using pictures, print, and text features.
- Invite students to ask their questions at home and bring the information to school not written down, but from memory.
- Provide students with small booklets or flip books to record their ideas.
- Provide students with I wonder ... booklets. Ask them to develop two kinds of questions—those that can be answered with information from a text and those that come from the heart.

Time to Reflect and Share

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

- the difference between a fiction and non-fiction book
- their background knowledge on a topic
- important information they are learning
- similarities and differences about information in two different texts
- questions to which they would like to find answers
- the information they included in their booklets or flip books

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

Background

Emergent	Early
Students will be expected to	Students will be expected to
respond personally to texts in a variety of ways	make personal connections to text and share their responses in a variety of ways
express opinions about texts and the work of authors and illustrators	express and begin to support opinions about texts and the work of authors and illustrators
recognize some basic types of texts (e.g., videos, poems, posters, letters, true and imaginary texts)	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
recognize some basic components of texts such as author, illustrator, and title	
begin to ask questions of text	respond critically to texts <ul style="list-style-type: none">formulate questions as well as understandings
begin to develop an understanding and respect for diversity	develop an understanding and respect for diversity

Indicators

- choose a face from a selection of faces (e.g., happy, sad, neutral) to represent feelings about a print and/or digital text
- draw pictures (or pictures with labels and/or text) about personal reactions
- talk about a personal reaction to a print and/or digital text (e.g., favorite part, character)
- back up an opinion with prior knowledge and/or experiences
- begin to ask questions of text
- talk about print and/or digital texts written by the same author
- talk about print and/or digital text written about the same topic
- begin to develop an understanding and respect for diversity
- discuss what they are wondering about and questions they have of texts
- begin to recognize different points of view

Concepts (and Guiding Questions)

Feelings

- How can you tell what the characters in the book are feeling?
- How does this story make you feel?

Opinions

- Which book/song/poem do you prefer and why?
- Why are the pictures important in a book?

Diversity

- What can you learn about families from this book?
- How does this book help you to see yourself? (text to self)

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.

- Record whether students can distinguish features of different types of texts.
- Ask students to identify the title, author, and illustrator of a text.
- Discuss with students questions they have about texts (e.g., Why do you think that character behaved that way? Do you think the character was fair to do what he or she did?).
- Confer with students about the questions they ask themselves when they are reading. Record their responses.
- Discuss with students differences and similarities based on ethnicity, gender, and social and cultural diversity.
- Students record ideas in response journals (e.g., pictures, pictures with labels, etc.)

In the emergent stage

- Discuss with students their feelings about a text and their reasons for feeling that way.
- Observe how students interact with each other to discuss personal reactions to text.
- Notice the extent to which students contribute to group discussions about personal reactions.
- Students' record their feelings using pictures, pictures with labels, and/or some text in response journals.
- Note how students show their understanding about a text, author, or illustrator when asked to act out their feelings.

In addition, in the early stage

- Students record their feelings with pictures and text in response journals.
- Discuss with students how they compare two or more books by the same author or illustrator.
- Discuss with students how they compare two or more texts about the same topic.
- Note how students support their opinions about texts.

Time to Teach

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

- Demonstrate how drawing on prior knowledge can help a reader better understand a text, for example,
 - a personal experience
 - background knowledge about a particular topic
 - connections between texts written by the same author
 - connections between texts about the same topic
- Demonstrate how to express opinions about texts, for example,

- a favourite character
- a favourite part
- feelings evoked by the text (e.g., happiness, sadness, excitement)
- Model how to respectfully share ideas and respond to other students' ideas.
- Model how to give an opinion about a character.
- Model how to talk about a favourite part of a text.
- Model how to support opinions with reasons.
- Explicitly teach the differences between factual and imaginary texts (e.g., talking animals, magic).
- Read texts with appropriate phrasing and intonation.
- Use labels to identify different text types (e.g., poem, fiction, non-fiction) and talk about the differences between and among these text types.
- Discuss interesting word choice; why an author may have used something specific.
- Draw student's attention to the title, author, and illustrator of texts used for read-aloud and shared reading experiences.
- Point out and discuss the differences between the styles of two or more authors.
- Point out and discuss the differences between the styles of two or more illustrators.
- Read two or more versions of the same story and discuss similarities and differences between and among them.
- Discuss the author and why a particular text might have been written (to inform, persuade, entertain, etc.).
- Model examples of questions to ask an author or guest speaker/presenter.
- Read aloud stories and non-fiction text that highlight gender and ethnic, social, and cultural diversity.
- Engage students in discussions about similarities and differences based on gender and ethnic, social, and cultural diversity.

Time to Practise

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

- Read independently on a daily basis with just-right texts.
- Invite students to make and talk about relevant personal connections as they read during independent reading.
- Invite students to make and talk about connections between two or more texts by the same author that have been read aloud.
- Invite students to make and talk about connections between two or more texts about the same topic that have been read aloud.
- Invite students to identify their favourite part of a text.
- Give two or more students opportunities to independently read a text and discuss personal connections.
- Engage students in discussions about whether texts are about real information or imaginary events.
- With students, co-construct anchor charts about different genres and forms (e.g., narratives, alphabet books, information texts).
- Invite guest speakers into the classroom so that students may ask questions.
- Encourage students to share their ideas about two or more versions of the same story (e.g., which one they preferred and why).
- Encourage students to ask questions about text (e.g., Why do you think the character behaved that way? What are you wondering about?).

- Develop respect for students’ first language by inviting all students to become familiar with a few words or phrases of the languages represented in the classroom.
- Involve students in discussions of what is fair and unfair.

Time to Reflect and Share

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

- a personal connection—memories or feelings evoked, etc.
- prior knowledge related to a text
- texts by the same author—similarities and differences
- texts about the same topic—similarities and differences
- differences between the styles of two authors or illustrators
- differences between the kinds of illustrations in non-fiction texts versus fiction texts
- pointing to and/or reading the title, author, and illustrator of a text

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

Background

Emergent	Early
Students will be expected to	Students will be expected to
understand that print carries a message	
use writing and other forms of representing to convey meaning <ul style="list-style-type: none"> ▪ communicating messages ▪ recounting experiences ▪ expressing feelings and imaginative ideas ▪ exploring learning 	use writing and other forms of representing for a variety of functions <ul style="list-style-type: none"> ▪ ask questions ▪ generate and organize ideas ▪ express feelings, opinions, and imaginative ideas ▪ inform/communicate information ▪ record experiences ▪ explore learning
	begin to develop, with assistance, some ways to make their own notes (e.g., webs, story maps, point-form notes)
	begin to experiment with language choices in imaginative writing and other ways of representing

Indicators

- understand that print carries a message
- play with words and sounds to express an idea
- begin to label some drawings to explain some ideas/topics
- begin to understand readers'/listeners' comments to clarify meaning

Concepts (and Guiding Questions)

Message

- What is the main idea of this story?
- How can you make the ideas in your story clearer?

Ideas

- Where can you get ideas for your writing?
- Where do authors get their ideas?
- How do the story and pictures match?

Revision

- What could you add to your words to make them match the picture?
- What could you add to your picture to make it match the words?

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
 - the meaning of their representations and to read their writing
- Observe students as they
 - construct meaning through drawing and other writing
 - interact and talk with classmates about writing
 - write for different reasons (e.g., labelling, making signs, recording experiences, making lists, writing notes)
- Collect writing samples to assess students' ability to convey intended messages and identify each writer's strengths and needs.
- Analyze writing growth over time using dated writing samples.

Time to Teach

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

In the emergent stage, students

- understand that writing consists of ideas written down
- make the connection between oral and written language
- write for a variety of purposes to
 - explore an idea
 - convey messages
 - recount personal experiences
 - express feelings
 - record important information (e.g., science logs, math journals)
 - record observations or learning
 - persuade
- understand how illustrations, scribbles, random letters, etc., all convey meaning
- add labels, captions, and print to drawings to strengthen written expression
- contribute ideas as the teacher composes a short text
- “share the pen” and invite them to actually write the letters, leave spaces (using the width of two fingers) as well as the spelling of words they know (using the word wall, their memories, etc.)
- co-construct an anchor chart of reasons for writing; exhibit examples of student writing along with reasons for writing (e.g., Write on a sentence strip: “We write to record our observations” — supplement with a few examples of students' learning log entries.)

In addition, in the early stage

- create a web to explore and expand an idea
- use a graphic organizer of a story map to tell a story
- create a simple story map to tell a story
- read non-fiction text, thinking about important ideas and writing jot notes

Time to Practise

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

- Invite students to write for a wide variety of purposes and audiences.
- Encourage students to use drawings to share ideas and add text (labels, captions, etc.) to more fully explain their ideas.
- Provide opportunities for students to write for real reasons—notes to classmates, learning log entries, personal narratives.
- Encourage students to revisit, reread and retell the ideas they wrote after each writing session—to a partner, a small group, and/or themselves.

Time to Reflect and Share

Students talk with a learning partner, small group of students or the whole class about their writing and other representations, explain their meaning, and read their writing.

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

Background

Emergent	Early
Students will be expected to	Students will be expected to
understand that print carries a message	
use writing and other forms of representing to convey meaning <ul style="list-style-type: none"> ▪ communicating messages ▪ recounting experiences ▪ expressing feelings and imaginative ideas ▪ exploring learning 	use writing and other forms of representing for a variety of functions <ul style="list-style-type: none"> ▪ ask questions ▪ generate and organize ideas ▪ express feelings, opinions, and imaginative ideas ▪ inform/communicate information ▪ record experiences ▪ explore learning
	begin to develop, with assistance, some ways to make their own notes (e.g., webs, story maps, point-form notes)
	begin to experiment with language choices in imaginative writing and other ways of representing

Indicators

- write, using drawings, a combination of letters with some sound associations, and known words to explain thinking, feelings, and ideas, to record experiences, record personal opinions, inform, and communicate information
- talk about their writing and/or reading the text they wrote
- talk about writing and/or reading the text written
- create and record questions in both print and/or digital format

Concepts (and Guiding Questions)

Thoughts, Feelings, and Ideas

- Where can you write about?
- How can drawing your thinking help you to write?

Word Choice

- What is another way to say “I like”, “nice”, “good” ?
- What words can you use to start your story?
- What words can you use to make your writing more interesting, exciting, or funny?

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
 - the meaning of their representations and to read their writing
- Observe students as they
 - construct meaning through drawing and other writing
 - interact and talk with classmates about writing
 - write for different reasons (e.g., labelling, making signs, recording experiences, making lists, writing notes)
- Collect writing samples to assess students' ability to convey intended messages and identify each writer's strengths and needs.
- Analyze writing growth over time using dated writing samples.

Time to Teach

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

In the emergent stage

- understand that writing consists of ideas written down
- make the connection between oral and written language
- write for a variety of purposes to
 - explore an idea
 - convey messages
 - recount personal experiences
 - express feelings
 - record important information (e.g., science logs, math journals)
 - record observations or learning
 - persuade
- understand how illustrations, scribbles, random letters, etc., all convey meaning
- add labels, captions, and print to drawings to strengthen written expression
- contribute ideas as the teacher composes a short text
- “share the pen” and invite them to actually write the letters, leave spaces (using the width of two fingers) as well as the spelling of words they know (using the word wall, their memories, etc.)
- co-construct an anchor chart of reasons for writing; exhibit examples of student writing along with reasons for writing (e.g., Write on a sentence strip: “We write to record our observations” — supplement with a few examples of students' learning log entries).

In addition, in the early stage

- create a web to explore and expand an idea
- use a graphic organizer of a story map to tell a story
- create a simple story map to tell a story
- read non-fiction text, thinking about important ideas and writing jot notes

Time to Practise

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

- Invite students to write for a wide variety of purposes and audiences.
- Encourage students to use drawings to share ideas and add text (labels, captions, etc.) to more fully explain their ideas.
- Provide opportunities for students to write for real reasons—notes to classmates, learning log entries, personal narratives.
- Encourage students to revisit, reread and retell the ideas they wrote after each writing session—to a partner, a small group and/or themselves.

Time to Reflect and Share

Students talk with a learning partner, small group of students or the whole class about their writing and other representations, explain their meaning, and read their writing.

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

Background

Emergent	Early
Students will be expected to	Students will be expected to
create written and media texts using some familiar forms (e.g., lists, letters, personal narratives, retellings, messages, finger plays, drawings, puppetry)	use a variety of familiar text forms and other media (e.g., messages, letters, lists, recounts, stories, poems, records of observations, role-plays, Readers' Theatre)
demonstrate a beginning awareness of audience and purpose	demonstrate some awareness of audience and purpose <ul style="list-style-type: none"> ▪ choose particular forms for specific audiences and purposes ▪ realize that work to be shared with an audience needs editing
begin to consider readers'/listeners' questions/comments about their work	consider their readers'/viewers'/listeners' questions/comments, and begin to use such responses to assess and extend their learning

Indicators

- identify audiences for some of their writing
- explain the reason for their writing (e.g., to remember an important event, to explain what happened, to thank a guest speaker, to share an idea with a classmate)
- work with a partner, in small groups, and independently, to create writing (e.g., lists, notes, stories, poems)
- use role plays to convey meaning (other ways of representing)

Concepts (and Guiding Questions)

Audience and Purpose

- Who do you think will read your writing?
- Why would someone want to read this book?

Forms of Communication

- What are the reasons that you would write something?
- What is your favorite type of book? Why?

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 growing writing behaviours, noting strengths and needs, and together with the student decide on an appropriate learning goal.
- Observe students as they
 - write
 - contribute to shared and interactive writing experiences
- Collect writing samples to assess students' ability to convey intended messages and make notes about each writer's strengths and needs.
- Analyze growth over time using dated writing samples.

Time to Teach

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

In the emergent stage

- find ideas for writing—things you have done, love, seen, are interested in, etc.
- record observations
- express feelings about something
- invite someone to an event
- thank a person for something they have done
- apply concepts about print to writing—top to bottom/left to right directionality, spacing and sound-symbol matching (mixture of temporary and conventional spelling, as appropriate to students and the writing task)
- risk-take to spell words using some sound-symbol matching
- use the word wall to spell some words accurately
- use environmental print to spell some words
- talk about writing prior to actually putting ideas on paper (e.g., drawings, labels, letters, words)
- think and talk about what to include in a piece of writing depending on the purpose and audience
- access and include ideas based on background knowledge
- write a note to a classmate and deliver it using a class mailbox
- “share the pen” and invite students to actually write the letters, spaces (with two fingers), and spelling of words they know
- contribute ideas to a piece of writing while the teacher writes

In addition, in the early stage

- supplement writing ideas with imaginative thinking
- use simple editing skills to make a piece of writing more accessible to a reader/audience. (e.g., spacing, sound-symbol matching)
- determine what makes a piece of writing readable for an audience and co-construct an anchor chart listing those ideas (e.g., picture and text match, writing is composed left to right, top to bottom, some words are spelled conventionally, other words are spelled using what the writer knows about letters, sounds, and spelling patterns)

Time to Practise

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

In the emergent stage

- write for a wide variety of real purposes and audiences
- encourage students to choose different writing materials and write for enjoyment
- co-construct with students an anchor chart of ideas for writing (e.g., topics from background experiences—things done, seen, interested in, have, like, know about)
- teach and reinforce the use of concepts of print such as top to bottom/left to right directionality, spacing, and sound-symbol matching through shared and interactive experiences
- direct students' attention to the word wall and other available environmental print to find some words they wish to include in their writing
- engage students in a variety of experiences supporting them to construct text (e.g., pictures, labels, adding letters, words)
- encourage students to take risks by making suggestions of how to record their thinking using drawings, scribbles, random letters, sound-symbol matching, etc.
- encourage students to think about what they know and about which they wish to write
- provide opportunities for students to talk about their ideas before they write (whole class, learning partner, small group)
- encourage students to revisit, reread, and retell their writing ideas after each writing session—to a partner, a small group, and/or themselves

In addition, in the early stage

- encourage students to refer to the anchor chart about what makes a text readable to an audience

Time to Reflect and Share

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

- a note received from a classmate
- what they wrote
- the purpose and audience for pieces of writing

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

Background

Emergent	Early
Students will be expected to	Students will be expected to
begin to develop strategies for prewriting, drafting, revising, editing, and presenting, for example	develop strategies for prewriting, drafting, revising, editing/proofreading and presenting/publishing
use drawing and talking as ways to rehearse for writing	use prewriting strategies, such as drawing, talking, and reflecting
take risks with temporary spelling as a strategy for getting ideas on paper (drafting)	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)
confer with others, respond orally to comments, and begin to add on (simple revision strategies)	use simple revision strategies to create a meaningful message (e.g., adding on, crossing out, starting to insert information)
use simple editing strategies such as adding more letters to one or two words, or putting in periods	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)
share writing and other representations with others in a variety of ways	use a variety of techniques for publishing/presenting (sharing writing/representing with the class or another class, publishing online, submitting work to school/district anthology or magazine)
demonstrate engagement with writing and other forms of representation	demonstrate engagement with the creation of pieces of writing and other representations
engage in writing and representing activities every day	engage in writing and representing activities every day

choose to write when given a choice of activities	choose to write independently during free choice time
sustain engagement in writing and other forms of representation (e.g., creating with blocks or paint, role-playing, telling a story through drawing and writing)	sustain engagement in writing and other forms of representation (drawing, role-playing, Plasticine art, collage, etc.)
take risks to express self in writing	
write in play situations (e.g., making grocery lists, making signs, playing school, preparing menus)	contributing observations/information to classroom records of field trips, science experiments, etc. contribute during shared writing activities
share writing and other representations willingly with others	share writing and other representations with others and seek response
use some conventions of written language	use some conventions of written language
use drawings, letters, and approximations to record meaning develop the concept of directionality (left to right; top to bottom) establish one-to-one correspondence between spoken and written words	
begin to use spacing between words	use conventional spacing between words
write complete sentences (although they are not always punctuated correctly with periods) experiment with punctuation (sometimes overgeneralize use of periods—e.g., periods after every word)	use simple sentence structures attempt to use punctuation (periods, question marks, exclamation marks)
understand that letters can be written in upper- and lower-case forms (but often tend to use them indiscriminately)	use capital letters for proper names, pronoun “I,” and sentence beginnings
use letters to represent the predominant sounds in words (e.g., beginning sound; beginning and final sound; beginning, middle, and ending sound)	use an increasing number of letters to represent sounds (most vowel and consonant sounds represented)

begin to spell some words conventionally	use an increasing number of words spelled conventionally
with assistance, begin to use technology in writing and other forms of representing	with assistance, experiment with technology in writing and other forms of representing
use an audio recorder to record a completed piece of writing, an oral retelling, or a dramatization	use an audio recorder to record choral readings, dramatizations, retellings, or finished pieces of writing
use a drawing program/simple word processing program (computer software) to create illustrations for a group story or to draw a picture and write a caption	create illustrations/drawings with a computer graphics/drawing program compose simple text (and begin to revise and edit) with a word processing program share writing/representations online
with assistance, engage in the research process to construct and communicate meaning	select, organize, and combine, with assistance, relevant information to construct and communicate meaning
interact with a variety of simple texts (e.g., pictures, computer software, video recordings, easy fiction and non-fiction), as well as human and community resources	interact with resources (print, non-print, or human) to answer their own questions or learning needs
record information in simple ways (e.g., drawings, labels, predesigned booklets, short pieces of writing)	with assistance, develop strategies for making and organizing notes create a new product
share information with others in a variety of ways	share their information in a variety of simple ways

Indicators

Writing Processes

Prewriting

- talk about the ideas they plan to write about
- begin to draw pictures to help develop ideas for writing

Drafting

- develop some complete thoughts through drawing, using letter-like forms, random letters, sound-symbol matching, and some words
- write left to right and top to bottom most of the time
- begin to use some conventional spacing

- begin to reread their writing to monitor meaning and message

Revision

- add details to a picture
- add labels to a picture

Editing

- observe and develop an awareness of a teacher-modelled editing process

Proofreading

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

Publishing/information sharing

- share and publish student-selected pieces of writing

Writing Traits

Ideas

- begin to develop a topic
- begin to tell a story related to a topic (storytelling, drawing, and/or writing)

Organization

- recognize a sense of flow (beginning, middle, and end) in writing
- understand that print and illustrations go together

Language use (sentence fluency, word choice, voice)

- create a thought with a beginning and end
- begin to experiment with a variety of words
- recognize voice through shared reading/read-aloud
- begin to use personal expression through storytelling, drawing, and/or writing
- begin to experiment with a connection to audience through storytelling, drawing, and/or writing

Writing conventions

- begin to write from left to right and from top to bottom
- begin to use spacing between words

Word Study (Word Work)

Rhyming

- generate rhyming words with a beginning sound prompt

Segmenting

- segment the sounds in a word with three sounds (CVC)

Isolating

- tell which word does not end with the same sound, with three spoken words

Deleting

- delete ending sounds from words

Blending

- blend three sounds to make a word

Substituting

- add sounds to the beginning and ending of words
- use the names of letters to spell words,

- begin to use letters to represent sound,
- demonstrate an awareness of letter-sound relationship (most)

Concepts (and Guiding Questions)

Writing Processes

- How do you make sure that your pictures match your writing?
- Why is it important to talk about your ideas before you write?

Writing Traits

- What can you add to your picture to make it clearer?
- What can you add to your writing to make it clearer?

Word Study

- What strategies can you use to write new words?
- How can words you know help you to write new words? (analogies).

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
 - ideas prior to writing
 - writing pieces and intended meaning
 - strengths and needs, and offer one or two teaching points to move them forward as writers
 - their use of specific conventions to support their readers
 - how they are recording information
- Observe students as they
 - write to learn more their interest in writing, stamina, etc.
 - contribute during shared and interactive writing
 - write to learn more about how they apply conventions
 - discuss ideas about conventions during shared and interactive writing
 - use word processing software and other technological aids.
 - how they use materials to record information
 - their contributions to collaborative class publications
 - how they are finding and recording information
- Collect writing samples to assess students' ability to convey intended messages and determine each writer's strengths and needs.
- Collect writing samples to assess students' use of conventions.
- Analyze growth over time using dated writing samples.
- Writing samples are used to assess students' ability to convey the intended messages and to identify each writer's strengths and needs.

Time to Teach

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

In the emergent stage

- model finding topics to write about (relying largely on personal experiences and background knowledge)
- talk about ideas prior to writing
- co-construct with students, an anchor chart of ideas for writing (topics from background experiences—things done, seen, interested in, have, like, etc.)
- model risk-taking when writing (using sound-symbol knowledge to spell, not always conventionally)
- model and role-play writing experiences in play-related activities (e.g., restaurant, kitchen, school)
- finger-tell sequential stories—using first event (thumb), next event (index finger), then (middle finger), finally (ring finger)
- tell a story through drawing (i.e., creating a story map)
- finger-tell information about a topic—topic (rubbing the palm), details (holding four fingers and thumb, one at a time, while stating details)
- draw and write captions to match the drawing (using letters, words, labels)
- add detail to drawings to give the reader more information
- add labels to drawings to give the reader more information
- give feedback about others' writing (e.g., I like ..., I want to know more about ..., What happened when ...)
- use technology to polish a piece of writing for publication (e.g., bulletin board, class book)
- focus on audience and purpose for writing prior to writing
- use mentor texts to model reading-writing connections with respect to spacing, directionality, etc.
- discuss the purpose of spacing, simple capitalization, and ending punctuation
- show where to begin writing on a blank page and how to continue to produce writing (top to bottom/left to right directionality/return sweep)
- model using alphabet strips as a reminder of how letters look
- model risk-taking and the use of sound-symbol connections
- use spelling resources (word wall and environmental print) to spell some words conventionally
- hand spell words (single consonant or digraph onset and rime—extend thumb while saying the sound of the onset, extend four fingers while saying the rime, then close fist and say the whole word (e.g., bike/bike; sh-ack/shack)
- finger spell words (beginning with the thumb—extend one digit for each sound, then close fist and say the whole word, e.g., l-i-p/lip; p-l-a/play)
- manipulate letters and sounds in simple “making words” activities to strengthen spelling by analogy
- revisit previously read texts (big books, poems, etc.) to point out the use of specific conventions

In addition, in the early stage

- add a word related to colour, shape, size, or texture
- use a caret to insert information
- cross out information that is not on topic
- cross out information that is repetitive
- change one or two sentence beginnings that are highly repetitive (e.g., I like ..., I like ...)
- change an overused verb to a more specific verb (e.g., said to shouted)
- change an overused noun to a more concrete noun (e.g., toy to teddy bear)
- reread a piece of writing and insert ending punctuation at appropriate pauses
- reread a piece of writing and circle misspelled high-frequency words by using the posted high-frequency word wall
- use a personal spelling reference to check a few spellings
- use a beginning dictionary to check a spelling or two

- arm-tap syllables in words (finger tips, wrist, elbow, shoulder, ear, head) to assist in sound-syllable matching in longer words)
- use knowledge of word families to spell some words
- letters tapped on a keyboard appear on the screen
- mistakes can be erased by using the backspace key
- spaces are placed between words by using the space bar
- the enter key is used to move to a new line
- the use of a mouse
- writing can be saved

Demonstrate how to record information

- using webs
- using charts with headings
- in prepared booklets
- letters tapped on a keyboard appear on the screen
- mistakes can be erased by using the backspace key
- spaces are placed between words by using the space bar
- the enter key is used to move to a new line
- the use of a mouse
- using charts with headings
- in prepared booklets
- using webs
- using charts with headings
- in prepared booklets

Time to Practise

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

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

- Use published alphabet books as models and, as a class, co-construct alphabet books with students to make letter-sound connections explicit.
- Provide opportunities to use word processing software to compose text.
- Engage students in a collaborative effort to develop a class publication.

Time to Reflect and Share

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

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