

# English Language Arts Grade 1

*At-a-Glance*

*DRAFT*

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

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 If an outdated or inappropriate site is found, please report it to [curriculum@novascotia.ca](mailto:curriculum@novascotia.ca)

English Language Arts Grade 1 – At A Glance

© Crown copyright, Province of Nova Scotia, 2024

Prepared by the Department of Education and Early Childhood Development

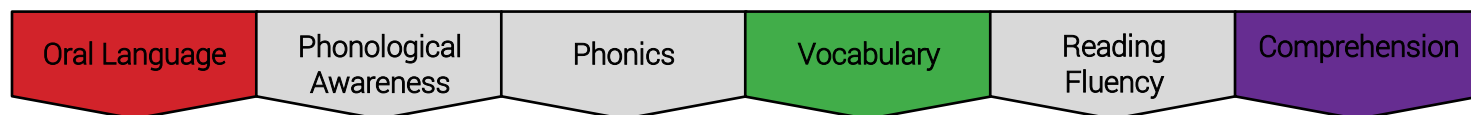
This is the most recent version of the current curriculum materials as used by teachers in Nova Scotia.

This curriculum guide was developed with the aid of generative AI.

The Nova Scotia Department of Education and Early Childhood Development wishes to express its gratitude to the Ontario Ministry of Education for granting permission to adapt its literacy curriculum in the development of this guide.

The contents of this publication may be reproduced in part provided the intended use is for noncommercial purposes and full acknowledgment is given to the Nova Scotia Department of Education.

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



## A1: Foundations of Language

### Rationale

Oral language development is an essential pillar of early literacy. Research reflects the importance of fostering a rich linguistic environment that facilitates the development of expressive and receptive language skills. During grade one, students continue to practice and develop essential skills including vocabulary, syntax, discourse, and pragmatics. Teachers play a pivotal role in creating opportunities for language-rich activities, encouraging active participation in discussions, and promoting storytelling to enhance narrative skills. Emphasis is placed on fostering a supportive and inclusive classroom atmosphere that values diverse language backgrounds and encourages language exploration. The integration of play-based learning and literacy-focused activities further aids in the holistic development of oral language proficiency.

### Indicators

- Use listening strategies to understand oral communication.
- Use oral and non-verbal communication strategies to interpret and contribute to the meaning of messages.
- Use explicitly taught vocabulary, syntax, and grammar to expand on communicating ideas and information.

### Instructional Scope

#### Listening and Communicating for Comprehension

**Active listening:** Active listening involves paying close attention to the speaker, understanding their message, and responding thoughtfully. This includes strategies for focusing attention, decoding messages, remembering information, and responding appropriately.

**Asking questions:** The ability to ask relevant questions deepens students' understanding of oral language. Students benefit from seeing different types of questions modelled that promote critical thinking, engagement with the speakers' ideas, and encourage dialogue between speakers.

**Authentic oral communication:** Authentic communication involves simulated or real-world opportunities to interact through listening and speaking that are relevant and meaningful to students. This includes incorporating various perspectives and voices, including those of the

Mi'kmaw, Acadian, African Nova Scotian, and Gael communities, and understanding the importance of traditions in preserving cultural heritage.

**Before, During, After Listening:** Students require explicit instruction and time to practice a variety of strategies they can apply. These include setting listening goals, engaging with the message actively, and reflecting on and evaluating the information received.

**Cultural Awareness in Listening Comprehension:** Recognize and value the various ways that students use to express themselves, are influenced by their cultural backgrounds. This involves becoming familiar with the cultural contexts and language dialects of students to enhance comprehension of verbal and non-verbal communication.

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

### Oral and Non-Verbal Communication Strategies

**Expressing and Interpreting Non-Verbal Cues:** Non-verbal communication has a significant impact on the interpretation and communication of spoken language. Recognizing and interpreting facial expressions and body language, such as gestures, posture, and movement, can enhance the meaning of spoken words. While eye contact can show attention and interest, it's important that students are familiar with how it varies across cultures.

**Culturally Responsive Communication:** Formal and informal contexts for listening and speaking, like unstructured play and circle time discussions, foster early literacy and understanding across different cultures.

**Interpreting Messages:** Students can begin to use context, such as using the surrounding words, sentences, and the situation to infer the meaning of unfamiliar words or statements.

### Vocabulary, Word Choice, Syntax, and Grammar in Oral Communication

**Vocabulary Development:** Students develop their vocabulary, including definitions, usage and context through a combination of explicit instruction and contextual learning as part of speaking and listening experiences. Learning word meanings, including

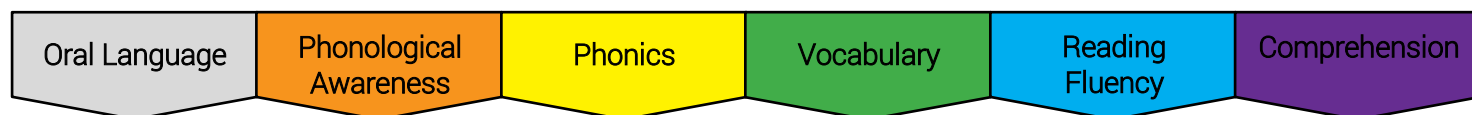
commonly used and subject-specific words allows all students to express their ideas and thinking with accuracy. Talking about new words, including related synonyms and antonyms, allows students to choose words that best fit their intended meaning. Including new words that are culturally relevant to students ensures that their identities and means of expression are valued and shared.

**Syntax:** Students can practice composing simple and compound sentences orally. Understanding the role of intonation, pauses, and emphasis in spoken language reinforces students' understanding of punctuation and mechanics in spoken and written texts. Exploring varied sentence structures in oral communication helps students to communicate clearly and engage their audience.

**Grammar:** Talking about the parts of speech in oral language (nouns, verbs, pronouns etc.) supports students' understanding of how to use them correctly in spoken sentences. Students can explore the use of adjectives and adverbs to add detail to spoken sentences.

**Oral Traditions and Storytelling:** Incorporate storytelling and circle time activities that reflect the oral traditions of many cultures to encourage students to listen and share. This helps to foster communal learning and appreciation for different ways stories are shared.

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



## A2: Foundations of Language

### Rationale

Integration of phonological awareness, phonics, and vocabulary are essential for reading and writing success. Phonological awareness, including phoneme manipulation, forms the basis for decoding words, while phonics instruction utilizes grapheme-phoneme correspondences to facilitate reading and spelling. Explicit vocabulary instruction enhances comprehension and usage in reading and writing. Additionally, reading fluency, which involves reading text accurately with growing automaticity and proper expression, is crucial for developing comprehensive literacy proficiency in young students. These combined skills ensure students can decode and encode words effectively, comprehend text deeply, and read smoothly to achieve overall literacy success.

### Indicators

- Use knowledge of phonemes to isolate, blend, and segment words orally. Apply this knowledge with increasing progression when reading and spelling words.
- Name and form uppercase and lowercase letters in and out of order and demonstrate knowledge of alphabetic order with automaticity.
- Read and spell most common grapheme-phoneme correspondences of consonants and vowels, with automaticity.
- Use phonics knowledge and phonemic blending to read words in isolation and various text contexts.
- Use phonemic segmentation to spell phonetically regular words, in isolation and various texts contexts.
- Use developing orthographic knowledge, including position-based tendencies to decode a word when reading with increasing accuracy.
- Use developing orthographic knowledge to spell with increasing accuracy.
- Develop and use explicitly taught vocabulary in various contexts, including commonly used and subject specific words. Apply developing morphological knowledge to understand new words in context.
- Read simple words, short sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud with expression.

### Instructional Scope

#### Phonemic Awareness

**Orally Isolating and Blending Phenomes:** Using skills to hear and combine sounds in spoken words is critical for reading development.

**Segmenting Phonemes:** The ability to break spoken words into individual sounds. This is important for spelling.

**Progression in Complexity:** In primary, students begin with simple consonant-vowel (CV) and vowel-consonant words, then progress to consonant-vowel-consonant (CVC) words, and eventually to more complex structures. In grade one, students develop their understanding of articulatory features, vowel-consonant words, and the positions of sounds (initial, medial, and final) within words.

## Learners will **apply** understanding of foundational language knowledge and skill when reading and writing. (cont.)

### Alphabetic Knowledge

#### **Alphabetic Knowledge and Alphabetic Principle:**

Alphabetic knowledge refers to knowing the letters of the alphabet, including recognizing letters visually and audibly, knowing letter names, and knowing that letters are different from each other. Alphabetic principle is the understanding that there is a systematic and predictable relationship between written letters and spoken sounds. This includes knowing that letters and combinations of letters (e.g., “ch” and “th”) represent specific sounds in spoken language. Students can apply this knowledge to read and write words.

**Naming Consonants and Vowels:** Knowing the difference between vowels and consonants is underpins phonemic awareness, phonics instruction, and spelling patterns, which are essential for decoding, reading fluently, and constructing grammatically correct sentences. This foundational knowledge helps students systematically decode words and understand spelling rules.

**Letter Formation and Orientation:** The ability to print letters correctly supports the development of writing skills. Proper letter formation and orientation help students differentiate between letters and support transitions to more complex literacy development.

#### **Phonics: Grapheme-Phoneme Correspondences (GPCs)**

**Reading and Spelling GPCs:** The knowledge of the most common GPCs allows students to decode words systematically and accurately, which supports the development of reading fluency and apply these correspondences to write words independently over time.

**Automaticity:** Recognizing GPCs with automaticity allows students to read and write quickly and accurately, freeing cognitive resources for comprehension and other complex literacy tasks.

### Word Level Reading and Spelling: Using Phonics Knowledge

**Phonics Knowledge:** Using knowledge of letter-sound relationships to read words in various texts.

**Phonetically Regular Words:** Words that can be decoded (read) and encoded (spelled) based on standard GPCs. They can be read and spelled using the phonics skills students acquire. Phonetically regular words can be used to practice and reinforce phonics skills, allowing students to read and spell these words accurately.

### Word Level Reading and Spelling: Using Orthographic Knowledge

**Orthographic Knowledge:** The recognition and application of conventional spelling patterns in English, including the knowledge of how letters combine to represent sounds and the use of specific letter patterns and sequences, support students in developing strong decoding and encoding abilities.

**Position-Based Tendencies:** Knowing that the position of letters within words affects their pronunciation and spelling improves decoding skills and spelling accuracy. Over time, as students internalize this knowledge they can read and spell with greater fluency and automaticity.

**Accuracy in Decoding and Encoding:** Developing orthographic knowledge allows students to read and spell words more accurately by recognizing and applying these spelling patterns consistently.

### Vocabulary Development

**Understanding New Vocabulary:** Vocabulary development lays the foundation for language development and reading comprehension. By understanding new words and their meanings and applying them in various contexts, students can clearly express their ideas and comprehend the texts they read.

## Learners will **apply** understanding of foundational language knowledge and skill when reading and writing. (cont.)

**Commonly Used Words:** The ability to understand and accurately use words frequently encountered in spoken and written communication, especially those relevant to students' lived experiences and learning environments, allows children to understand and participate in conversations and learning experiences.

**Subject-Specific Words:** Learning vocabulary that is specific to the subject being explored helps students to comprehend and engage with content-specific texts and discussions, enhancing their understanding.

### **Developing Morphological Knowledge:**

Understanding prefixes, suffixes, and root words helps students decode and infer the meanings of new words they encounter in texts. Breaking down unfamiliar words into their component parts and manipulating word parts, such as adding or removing prefixes and suffixes, enhances students' ability to apply this knowledge in various reading and writing contexts.

### **Reading Fluency: Accuracy, Rate, and Prosody**

**Fluent Reading:** The ability to read fluently is critical as it enables students to focus less on decoding individual words and more on comprehending the text. This shift is essential and often considered the bridge for building robust reading comprehension skills.

**Accuracy:** Accurate decoding is foundational for effective reading fluency. It involves ensuring that students can correctly identify and pronounce each word. This accuracy is essential because it forms the basis for all other aspects of reading fluency, supporting the development of more advanced literacy skills.

**Automaticity:** Automaticity in reading refers to the ability to recognize words quickly and effortlessly. Developing automaticity allows students to read without having to pause and decode each word consciously, which frees up cognitive resources to focus on comprehending the text.

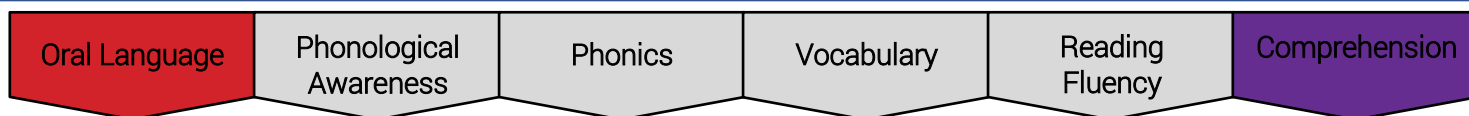
**Pacing:** Controlled pacing in reading is important. It helps students maintain a rhythm that supports understanding without rushing or slowing down excessively. Pacing that aligns with the learner's current proficiency level ensures that reading remains both fluent and comprehensible.

**Expression:** Reading with expression involves teaching students how to interpret and use signals in the text, such as punctuation and syntax. Reading with intonation, pitch, and volume not only enhances the emotional and semantic interpretation of the text but also improves oral reading skills. Students practice these techniques to engage more deeply with both the narrative and informational texts.

.



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



## A3: Foundations of Language

### Rationale

Knowledge of syntax and print concepts is essential for the development of reading and writing skills. When students can apply this knowledge, it enhances both accuracy and fluency. By developing these foundational skills, students gain the tools needed for interpreting and creating text meaningfully. Research shows that there is a strong reciprocal relationship between oral language, reading, and writing. Proficiency in oral language contributes to better reading comprehension and writing abilities. As students begin to read and write more, their oral language skills also improve, creating a process of continuous growth.

### Indicators

- Compose simple and compound sentences orally and in writing.
- Use knowledge of parts of speech in oral language to support reading comprehension and communicate meaning in writing.
- Apply knowledge of capitalization and appropriate end punctuation when reading and writing.

### Instructional Scope

#### Syntax and Sentence Structure

**Sentence Structure:** Understanding the basic structure of simple sentences (e.g., a subject and a predicate) supports students in being able to compose compound sentences using a conjunction. Applying their knowledge of simple and compound sentences allows students to compose more engaging and varied sentences over time.

**Oral Composition:** A variety of learning experiences, including discussions, storytelling, and role-playing activities, provide students with opportunities to practice speaking in complete sentences. This helps to reinforce sentence structure in authentic, engaging contexts.

**Written Composition:** Students can practice writing simple and compound sentences in a variety of ways. Using sentence starters, writing prompts, and sentence frames support their understanding of sentence structure.

#### Grammar

**Parts of Speech:** Knowing the basic parts of speech (e.g., nouns, verbs, conjunctions) and their roles in sentence construction helps students understand how to comprehend and compose grammatically correct sentences.

**Supporting Reading and Writing:** Knowledge of parts of speech in oral language helps students understand how words function in sentences, which aids in decoding and comprehending texts. This understanding enables them to compose grammatically correct and varied sentences in writing.



## Learners will **apply** knowledge of sentence structure, grammar, capitalization, and punctuation when reading and writing. (cont.)

### Capitalization and Punctuation

**Rules of Capitalization:** Knowing the rules of capitalization is important because it helps readers understand the beginning of new sentences and recognize proper nouns and the pronoun “I”. This knowledge clarifies meaning and supports accurate comprehension of text. When applied to writing, it enhances the readability of text, aiding in effective communication.

**End Punctuation:** Knowing different kinds of end punctuation supports readers in identifying the end of a sentence, and it helps to convey the intended tone and meaning of a sentence. Proper use of periods, question marks, and exclamation points guides students in understanding statements, questions, and expressions of emotion or emphasis that support comprehension and communication

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

Oral Language

Phonological  
Awareness

Phonics

Vocabulary

Reading  
Fluency

Comprehension

## B1: Comprehension

### Rationale

Understanding text structures and styles is essential for comprehending a wide range of genres that reflect diverse perspectives. By identifying narrative and informational texts, recognizing their organizational structures, and interpreting the role of illustrations, students enhance their ability to decode and comprehend a variety of texts. Recognizing elements of style in text equips students with the skills to appreciate author's choices and understand deeper meanings. This knowledge lays the foundations for critical reading skills, enabling students to engage meaningfully with various literary forms and cultural narratives.

### Indicators

- Identify narrative and informational text forms and associated genres.
- Identify organizational structures and text features in various text forms.
- Identify the relationship between visual elements and related texts.
- Identify elements of style in text.
- Examine how texts present the narrator's point of view.

### Instructional Scope

#### Text Forms and Genres

**Elements of Text Forms:** Understanding the common elements of narrative and informational text forms enhances students' comprehension. Recognizing the unique characteristics and purposes of each text form supports students' ability to identify and engage with a variety of texts.

**Narrative Texts:** Familiarity with narrative texts, which typically include characters, settings, and plots, helps students understand how stories convey imaginary or real-life experiences. Exploring narrative genres such as fairy tales, fables, and personal stories enhances students' oral and written storytelling skills.

**Informational Texts:** Knowledge of informational texts, which are designed to explain, inform, or instruct, improves students' ability to identify and process information. Understanding features like headings, bullet points, and factual statements aids in navigating and comprehending texts such as reports, fact books, and how-to guides.

**Genres:** Different genres, such as stories, poetry, and informational texts, have distinct structures, language features, and purposes. Recognizing these helps students anticipate and understand the text's content and organization. Exposure to a variety of genres allows students to apply specific reading strategies suited to each genre.

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

### Text Patterns and Features

**Organizational Structures:** Exploring text patterns, or organizational structures, such as sequence/chronological order, description, cause and effect, and comparison supports students in understanding how a text is organized. This understanding enhances students' ability to comprehend texts and remember information.

**Text Features:** Text features aid in the navigation of text and support comprehension. Students can examine titles, images, illustrations, and other text features to support their understanding of information and ideas.

### Visual Elements of Text

**Types of Visual Elements:** Visual elements include illustrations, diagrams and charts, photographs, and other visual media. Knowing how visual elements are integrated with related texts, such as how captions explain images, improves students' ability to interpret and connect information.

**Enhancing Comprehension:** Visual elements often provide additional context or information to support a text. Understanding how these elements relate to the text helps students grasp the author's main idea and details more effectively.

**Support for Reading and Writing:** Identifying the relationship between visual elements and related texts students' reading comprehension and their ability to use visuals effectively in their writing to enhance communication.

### Elements of Style

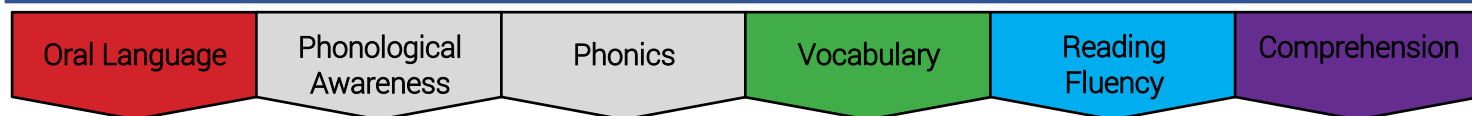
**Engagement and Understanding:** Identifying elements of style in text, such as diction, voice, point of view, and figurative language, helps students begin to develop an understanding of how language can be used creatively to convey meaning. This knowledge is foundational in developing analytical skills as students notice the choices that authors make. Understanding an author's choices encourages deeper engagement with text and supports students when authoring their own authentic texts.

### Point of View

**Identifying the Narrator:** Understanding who the narrator is in a text is essential for understanding the point of view from which the story or information is presented. Students can be introduced to different types of narrators, such as first-person narrators who use "I" or "we", and third-person narrators who use "he", "she", or "they", helps students identify the narrator's point of view and enhances their comprehension of the text.

**Textual Evidence:** Identifying textual evidence that reveals the narrator's point of view, such as descriptions of the narrator's thoughts and feelings, helps students begin to understand how the narrator's perspective shapes the narrative.

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



## B2: Comprehension

### Rationale

The ability to use comprehension strategies is essential for developing proficient readers who can navigate and understand a variety of texts. Identifying the purpose for reading texts helps students set goals and engage with the material more effectively. Making and confirming predictions using background knowledge and evidence from the text encourages active reading and critical thinking. Monitoring comprehension strategies, such as self-questioning and summarizing, allows students to assess their understanding continuously and address any misunderstandings effectively. Making connections between texts and their own experiences helps students relate new information to what they already know, fostering deeper understanding and retention. Finally, identifying the main idea in texts enables students to grasp the essential message, aiding in the synthesis and application of information. These strategies not only enhance students' reading, listening and viewing skills but also prepare them to engage with diverse perspectives and experiences, promoting empathy and critical awareness. By developing these strategies, students become confident, independent readers capable of comprehending and analyzing a wide range of texts.

### Indicators

- Identify the purpose for reading texts.
- Make and confirm predictions using background knowledge and evidence from the text.
- Use strategies to monitor reading comprehension.
- Make connections text to self and text to world.
- Identify the main idea in texts.

### Instructional Scope

#### Pre-Reading: Identifying the Purpose for Reading, Listening, and Viewing

**Purpose for Reading:** Knowing why they are reading – whether to learn something new, follow instructions, or enjoy a story – helps students to apply appropriate comprehension strategies and improves their understanding of text. Setting a purpose fosters an intentional approach to reading that supports the development of critical thinking, improves retention, and makes reading a more enjoyable experience for students. Over time, it enhances students' ability to select texts that match their interests or information needs.

#### Monitoring of Understanding: Making and Confirming Predictions

**Background Knowledge:** To make predictions, students need background knowledge. Background knowledge provides a framework of understanding based on prior experiences and learned information. It provides students with the context and vocabulary they need to anticipate events or concepts and make informed guesses.

**Make and Confirm Predictions:** When students make predictions, they use their background knowledge and evidence from the text to anticipate what might happen next. This strategy allows readers to check their understanding as they engage with a text. By predicting what will happen

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

next and then confirming to see if their predictions are correct, students can actively assess whether they are following the story or information. This ongoing assessment helps them to stay engaged and to adjust their reading strategies as needed.

### **Monitoring of Understanding: Ongoing Comprehension Check**

**Monitoring Comprehension:** Monitoring for meaning ensures that as students decode connected text, they can understand what is being communicated. This process helps them to recognize when the text makes sense and when they might need to use strategies like re-reading or asking questions to clarify their understanding. Monitoring supports comprehension, enables students to connect new information with existing knowledge, and helps develop critical thinking skills.

**During Reading Strategies:** Strategies like asking questions and re-reading are effective in supporting reading comprehension. By asking questions about the simple texts they are reading, students can clarify their understanding and actively construct meaning from the texts. Re-reading encourages students to revisit the text to clarify their understanding, reinforce new information, and provide deeper engagement as they monitor their comprehension.

### **Monitoring of Understanding: Making Connections**

**Text to Self:** By relating new information in simple texts to known contexts, students are more likely to engage deeply with texts, enhancing their understanding of the ideas expressed and information conveyed. When students can talk about the connections they make with others, it supports them in relating to characters and situations beyond their immediate experience.

**Text to World:** When students link the content of a text to current or historical events, cultural practices, scientific concepts, or other knowledge of the world around them, they gain a deeper understanding of the material. Making connections between the text and broader world knowledge helps students to understand the relevance of what they are reading, hearing, or viewing.

### **Summarizing: Identifying Relevant Information and Drawing Conclusions**

**Identifying the Main Idea:** Recognizing the main idea of a text is essential for comprehension. The main idea is the central point of the message that the author wants to convey. It is what a text is mostly about. Students can begin to use a variety of strategies to identify the main idea, including titles and headings, topic sentences, asking questions, and summarizing

.

.

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



## B3: Comprehension

### Rationale

Developing critical thinking skills in students enables them to engage deeply with texts, analyzing and evaluating how different perspectives and topics are presented across various genres. Research underscores the importance of students not only understanding texts at a surface level but also questioning and critiquing the viewpoints and ideas presented. By applying critical thinking, students begin to learn to consider different perspectives in relation to their own. Additionally, critical thinking enables students to make connections across different texts and real-life situations. These skills prepare students to eventually navigate complex texts and information in their everyday lives.

### Indicators

- Use information and visual elements from texts to make inferences.
- Identify and sequence important information in texts.
- Express personal thoughts and feelings about ideas presented in texts.

### Instructional Scope

#### Making Inferences

**Building Background Knowledge:** When students are introduced to topics, new vocabulary, and concepts before reading, it provides understanding that students can draw from to infer. Accessing background knowledge allows students to use their existing knowledge to fill in gaps between what is explicitly stated and what can be understood implicitly.

**Making Inferences:** Learning to use clues from the text and related images, along with their own knowledge and experiences, allows students to go beyond the text to understand deeper messages that are not explicitly stated.

**Visual Elements:** Recognizing the role of visual elements, such as illustrations, diagrams, and charts, in providing additional context and evidence is essential. Visuals can support and enhance textual information, guiding students to infer meanings and themes that contribute to their comprehension of a text.

**Combining Evidence:** Students can begin to combine textual and visual evidence with their background knowledge and experiences to make informed inferences. Over time, drawing inferences fosters critical thinking and deeper comprehension.

#### Determining Importance

**Identifying Important Information:** Recognizing the most important pieces of information in a text is essential for comprehension. Students can begin to distinguish between main ideas and supporting details to understand the message and purpose of a text.

**Sequencing Information:** Sequencing involves arranging information in a logical order, which helps students understand the progression of ideas or events in a text. Sequencing applies to both narrative and informational texts and supports students' understanding of the material.

Learners will **apply** critical thinking skills to deepen comprehension of texts and analyse how various perspectives and topics are communicated and addressed in a variety of texts. (cont.)

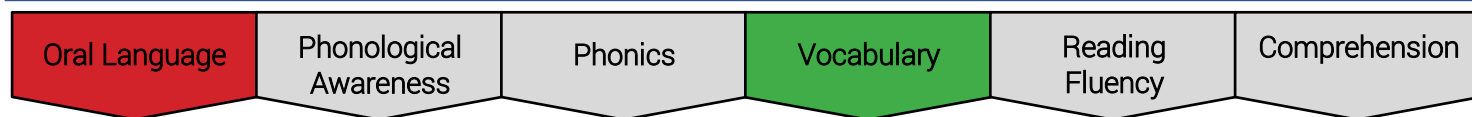
### Analysis and Response

**Expressing Thoughts and Feelings:** When students express their thoughts and feelings about texts, they begin to develop critical thinking skills. This helps them to analyze texts, form opinions, and

deepen their comprehension and engagement with texts. As they support their opinions and respond to different points of view, they begin to differentiate between facts and opinions.



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



## C1: Composition

### Rationale

Pre-writing is a foundational stage of the writing process that is essential for developing writers who can effectively convey their ideas in various contexts. By developing pre-writing skills and strategies for various texts, students can communicate their messages effectively to various audiences. By engaging in activities that integrate these skills, students learn to articulate thoughts clearly and creatively, adapt their message to suit specific purposes, and understand others' communications. Research reflects that effective pre-writing activities lead to more coherent and well-structured texts. Pre-writing also fosters motivation and engagement by allowing students to explore and refine their ideas before drafting.

### Indicators

- Identify the topic and audience for writing.
- Use various strategies to generate ideas for writing.
- Gather information and content relevant to a topic, using a single source.
- Use various strategies to organize writing.

### Instructional Scope

#### Purpose and Audience

**Identifying Topics:** Identifying the topic is the first step in the pre-writing process. It involves selecting a subject that will guide the content and direction of the writing. As students become more familiar with identifying topics for their writing, they can begin to consider the purpose of their writing – what they want to communicate to their audience.

**Identifying the Audience:** Understanding the audience is essential for effective writing. Students can consider who their intended readers are and develop the content to meet the needs of their audience.

**Relevance and Interest:** Students can begin to understand the importance of choosing topics that are relevant and interesting to their audience. This connection helps to ensure that the writing process is engaging and meaningful.

#### Developing Ideas

**Generating Ideas:** Exploring different ways to generate ideas fosters creativity and supports

students in developing their own unique voices. By practicing different strategies, students learn to express their thoughts and ideas. Through strategies like group discussions, drawing, story prompts, role play, and read alouds students can begin to understand the ways that talking and sharing with others can help them to develop their ideas. Using brainstorming techniques, drawing inspiration from text and experiences, and responding to prompting questions all support students in learning to generate a wide range of ideas for writing.

## Learners will **apply** pre-writing skills and strategies to develop various texts for a range of authentic audiences and purposes. (cont.)

### Research

**Understanding Relevance:** Students can identify what information is important for their topic. This includes finding details that directly support what they are writing about.

**Choosing a Source:** Students can begin to learn how to choose sources that are relevant to their topic and reliable.

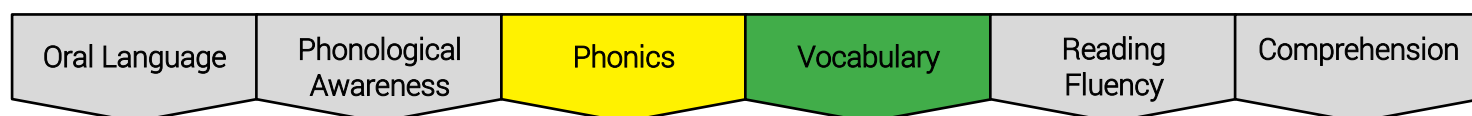
### Organizing Content

**Organizational Structure:** By exploring how authors use different ways to organize texts, students learn to organize their own thoughts and ideas when they begin to develop their own texts. Understanding different text forms and organizational structures helps students to understand how stories and information are put together, which supports storytelling.

**Sorting and Sequencing:** Sorting and sequencing images can support students in organizing a story by helping them to understand the progression of events. This strategy encourages students to think about the order in which events occur and helps them to identify the beginning, middle, and end. This understanding fosters a sense of narrative structure that students can apply to their own writing and storytelling.

**Strategies for Organizing Writing:** Organizing their writing helps students understand that organization means putting their ideas in a clear and logical order so that their message is easy to follow. Students can begin to use discussion, simple outlines, or graphic organizers to begin organizing their ideas and information.

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



## C2: Composition

### Rationale

By learning to structure their ideas coherently, use appropriate conventions, and engage in revising and editing their work, students build literacy skills that are essential for clear and effective writing. Opportunities for writing authentic texts provide opportunities for students to share their lived experiences, ideas, feelings, and knowledge across a range of genres. Emphasizing the exploration of different text forms, such as narratives, informational texts, and simple poems, supports their understanding of how writing can be adapted for various purposes and audiences. This practice enhances their writing abilities and fosters a love for storytelling and communication.

### Indicators

- Draft texts of various forms and genres using a variety of tools.
- Transcribe letters, words, and sentences with increasing accuracy.
- Demonstrate personal voice in written text.
- Identify the point of view used in their texts.
- Revise texts by adding or deleting words.
- Use strategies to edit and proofread drafts of texts.

### Instructional Scope

#### Producing Drafts

**Developing Drafts:** Learning to draft is an essential part of the writing process as students develop their ideas into simple text. During the drafting stage, students should be encouraged to experiment with different ways to express their ideas and feelings as appropriate to the genre.

#### Narratives, Poems, and Information Text:

Composing text in a variety of genres supports students in developing writing skills in engaging ways. Opportunities to write about personal experiences and relatable events, create poems using rhyme, rhythm, or repetition, and writing about topics that interest them support students' growing understanding of text forms and genres.

#### Printing

**Orientation of Text:** Knowing that in English, text is written left to right and from top to bottom is important to help students understand where to begin writing on a page and the directionality of the text they compose.

**Letter Formation and Orientation:** Knowing the correct way to shape each letter and ensuring that letters are positioned correctly on the page is important in developing readability and legibility in writing.

**Spacing:** Correct spacing helps to delineate where one word ends and another begins, which is essential for readability. For sentences, appropriate spacing indicates the end of one thought and the start of another, which helps to maintain the logical flow and coherence in written text.

## Learners will **apply** knowledge and understanding of text forms and genres to write a variety of texts. (cont.)

**Accuracy in Transcription:** Transcription is essential in the learning-to-write process because it involves the accurate formation of letters, words, and sentences, which are foundational skills for clear and effective written communication. Transcription contributes to writing fluency and is a crucial element in being able to express ideas and develop more advanced writing skills.

### Voice

**Personal Voice:** When writers express their personal voice, their writing sounds like them. It provides opportunities for students to write about their own thoughts, feelings, and interests in their texts. When students choose topics that they are passionate about or interested in, it supports them in expressing their unique perspectives and experiences. Students can draw from their own lives, experiences, opinions, and ideas to express their voices.

**Descriptive Language:** Students can use adjectives and adverbs to add detail and emotion to their writing. Incorporating expressive words and phrases supports them in reflecting their personalities and feelings.

**Dialogue and Expression:** Students can explore mentor texts to see how authors use dialogue to express how characters think and feel. They can use exclamation and punctuation marks to show excitement, curiosity, and other emotions.

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

### Point of View and Perspective

**Identifying Point of View:** In writing, point of view refers to who is telling the story or sharing the information. Students can be introduced to both first person point of view where they are telling the story from their own perspective or a character's perspective and the third person point of view, where they are telling the story about someone else. Students can use clues from their texts, such as pronouns and the narrator's position to identify the point of view.

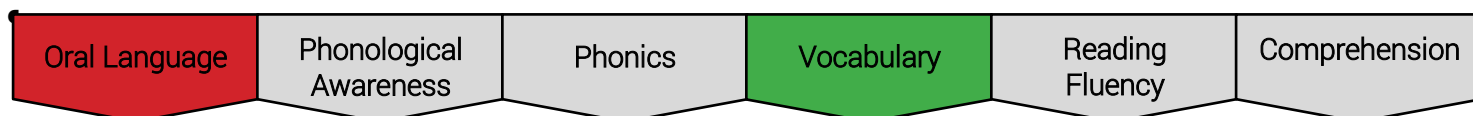
### Revision

**Adding and Deleting Words:** Students can begin using revision strategies to improve their draft through making revisions, such as adding or deleting words to make their text clearer and more effective. Students can add words or phrases to expand on their ideas, provide more detail or make their writing more interesting. Adding words can also clarify meaning, making text easier to understand. Students can also consider deleting words that might be unnecessary or repetitive information to make their writing clearer and more direct.

### Editing and Proofreading

**Making Edits:** Learning to edit texts is an important part of the writing process and supports students in assessing and improving their own work. Authentic writing provides opportunities for students to review and apply their foundational knowledge of spelling, capitalization and punctuation as they make simple edits to their texts.

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



## C3: Composition

### Rationale

Learning to use suitable and effective media, techniques, and tools for publishing and presenting final texts across various genres supports students in developing their communication skills and creativity. As students explore different platforms and formats, their ability to tailor messages for specific audiences and purposes is enhanced. The process fosters technical proficiency, adaptability, and a deeper understanding of the impact of their work, preparing them to communicate effectively using a range of media.

### Indicators

- Produce final texts using simple techniques.
- Use media and tools used to present final text.
- Present created texts to audiences.

### Instructional Scope

#### Using Techniques to Produce Final Texts

**Production:** To produce texts for an audience, students need to understand that text production involves the writing produced during the drafting and editing process, and in some cases, other elements such as titles, drawings, and pictures.

**Text Layout:** Exploring simple text layouts that encourage students to consider how to include both written text and visual elements supports them in developing engaging texts for publication.

#### Selecting Publication and Media Tools

**Final Text:** Publishing a final text is a significant step for early writers because it represents their ability to think, plan, write, and refine their work. Choosing techniques and tools for publication is an important step in the writing process that allows students to share their final texts with others and showcase their achievements.

**Media and Tools:** As students prepare to publish texts, they can explore both traditional ways to write their texts, as well as digital media tools. Experimenting with different methods and tools for publication broadens students' understanding of how texts can be communicated and accessed and provides ways for them to be creative and express their own unique styles as authors.

#### Publishing and Presenting Texts

**Presentation Strategies:** Students can explore different ways to present their texts including reading aloud and using visual aids. Opportunities to practice their presentations supports students in building their confidence as they learn to communicate their messages clearly.

**Audience Awareness:** When students are given opportunities to consider the needs of their listeners, they can begin to tailor their presentations to various audiences. Growing audience awareness helps students communicate their messages effectively and clearly.

## Skill Descriptions

**Compose:** Arrange elements in a structured and intentional way to form a cohesive whole

**Demonstrate:** Show a skill or ability clearly and effectively.

**Describe:** Provide a detailed account or explanation

**Develop:** Strengthen skills, knowledge, or understanding through building on acquired or existing abilities

**Draft:** Organize thoughts, ideas, and research into a structured format that can be revised

**Examine:** Consider something carefully in order to understand its nature

**Explore:** Consider, review, or gather information about aspects or components to gain a comprehensive understanding.

**Express:** Convey thoughts, ideas, or feelings through speech, writing, or other forms of communication

**Form:** Write letters (graphemes) correctly, including understanding the shapes, size, and orientation required for each letter.

**Gather information:** Collect facts or details from a text(s) to learn more about a topic.

**Identify:** Locate, select, or distinguish specific elements based on their unique features

**Make and confirm predictions:** Suggest what will happen next in a text based on evidence, then check if the guesses were correct by reading further

**Make connections:** Relate events or ideas in a story to personal experiences, other texts, or the world.

**Make simple edits:** Make small changes or corrections to a piece of writing to improve it.

**Name:** State specific elements

**Present:** Display or deliver information or ideas to others

**Produce:** Apply knowledge and skills to generate a final draft

**Recognize:** Identify by recalling and confirming information, distinguishing from new or unknown elements.

**Revise:** Review and alter a piece of work with the intent to improve its clarity, quality, and effectiveness  
**Sort:** Categorize or group items based on shared characteristics or criteria

**Spell:** Arrange letters to form words

**Transcribe:** Use knowledge of letter sounds and word structure to convert spoken words to print

**Use:** Put knowledge or skills into action to complete a task or solve a problem