

English Language Arts Primary

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 If an outdated or inappropriate site is found, please report it to curriculum@novascotia.ca

English Language Arts Primary – At A Glance

© Crown copyright, Province of Nova Scotia, 2024

Prepared by the Department of Education and Early Childhood Development

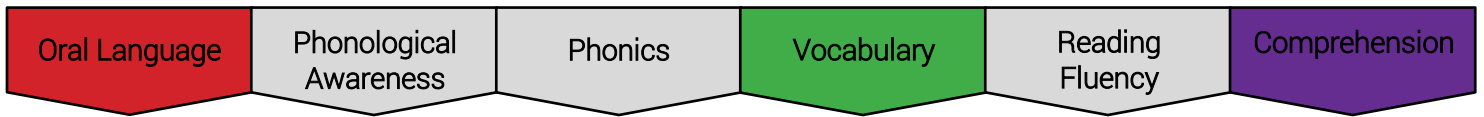
This is the most recent version of the current curriculum materials as used by teachers in Nova Scotia.

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 linguistic environment that facilitates the development of expressive and receptive language skills. During primary, students begin to develop and practice 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 to express ideas and emotions.
- Use explicitly taught vocabulary, syntax, and grammar to communicate ideas.

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 listening and speaking opportunities 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 and After Listening: Through modelling and practice, students develop listening strategies they can use to comprehend ideas and information conveyed. 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 many 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:

Learning to use and interpret non-verbal communication adds to the meaning of messages. Students need opportunities to recognize and interpret these cues effectively.

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.

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

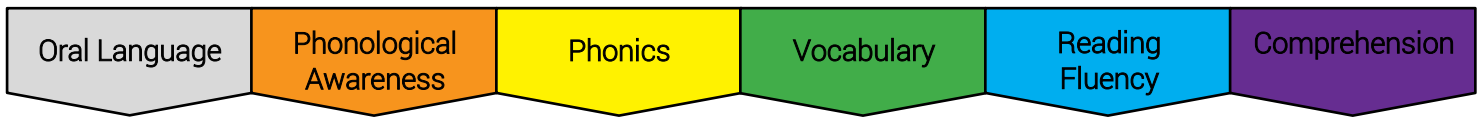
Vocabulary Development: Students develop their vocabulary, including definitions, usage, and context, through a combination of explicit instruction and contextual learning as part of speaking and listening experiences. Learning word meanings, including commonly used and subject-specific words, allows all students to express their

ideas and thinking with accuracy. Talking about unfamiliar words, including related synonyms and antonyms, allows students to choose words that best fit their intended meaning. Including 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.

Oral Traditions and Storytelling: Storytelling and circle time are chances to share the oral traditions of many cultures and to encourage students to listen to and share stories with each other. This helps to foster communal learning and appreciation for different ways stories are expressed.

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 is essential for early 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 accurate word use in reading and writing. Additionally, reading fluency, which involves reading text accurately and quickly with 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 one syllable 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.
- Read and spell most common grapheme-phoneme correspondences of consonants and vowels.
- Use phonics knowledge and phonemic blending to read words in isolation and various text contexts. Use phonemic segmentation to spell phonetically regular words in isolation and various text contexts.
- Use developing orthographic knowledge to decode and blend to read simple words and make a spelling choice.
- Develop and use explicitly taught vocabulary, including commonly used words, in various contexts with accuracy.
- Read simple words and short sentences in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension.

Instructional Scope

Phonemic Awareness

Orally Isolating and Blending Phonemes: 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

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. The 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” or “th”) represent specific sounds in spoken language. Students can apply this knowledge to read and write words.

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

Naming Letters: The ability to name letters helps students to recognize and differentiate between letters. Understanding letter names facilitates easier retrieval and use of letter-sound relationships, supporting encoding and decoding strategies.

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

Reading and Spelling Grapheme-Phoneme Correspondences (GPCs): The knowledge of the most common GPCs allows students to decode words systematically and accurately, which supports the development of reading fluency they ability and apply these correspondences to write words independently over time.

Word Level Reading and Spelling: Using Phonics Knowledge

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

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.

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

Understanding New Vocabulary: Vocabulary development lays the foundation for language development and reading comprehension. In primary, vocabulary development is essential to ensure that all students are developing the language that will support their academic success. By understanding unfamiliar words and their meanings and applying them in various contexts, students can clearly express their ideas and comprehend the texts they read.

Commonly Used Words: The ability to understand and accurately use words frequently encountered in spoken and written communication, especially those relevant to students' everyday lives, and words students frequently encounter at school, including subject-specific vocabulary. Knowing the meaning of these words and being able to use them accurately allows students to understand and participate in conversations and learning experiences.

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

Reading Fluency: Accuracy, Rate, and Prosody

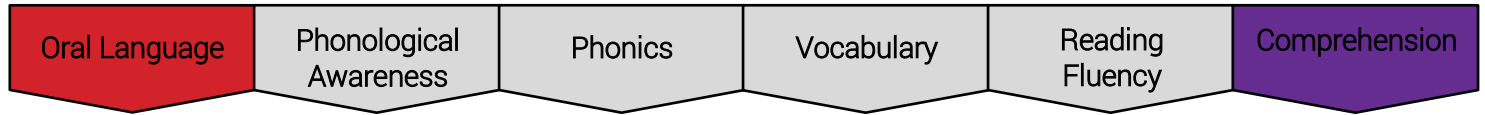
Fluent Reading: The ability to read fluently is critical as it enables students to focus less on decoding individual words and more on comprehending the text. This shift is essential and often considered the bridge for building robust reading comprehension skills.

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. ¶

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 sentences orally and in writing, using syntax and sentence structure.
- Recognize parts of speech in oral language. Use this knowledge to support comprehension and communication.
- Use capital letters at the beginning of sentences and punctuation at the end when reading and writing.

Instructional Scope

Syntax and Sentence Structure

Syntax: Understanding syntax helps students to appreciate how different parts of a sentence fit together to make meaning. Arranging words and phrases into sentences orally and in writing supports students in developing reading and writing skills.

Sentence Structure: Knowledge of sentence structure helps students organize and convey their thoughts. This knowledge aids their ability to express their ideas in speaking and writing and enhances their reading comprehension by helping them recognize similar structures in various texts.

Grammar

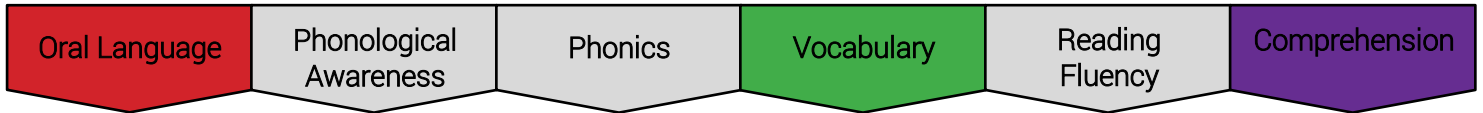
Recognizing and Using Parts of Speech: Common articles, the pronoun "I," nouns, and verbs are the basic building blocks of language and are essential for storytelling and effective communication.

Understanding how to use common articles, pronouns, nouns, and verbs helps students compose sentences that make sense, enhancing their ability to communicate clearly. It supports comprehension by enabling students to listen to and engage with stories, instructions, and conversations.

Capitalization and Punctuation

Capital Letters and Punctuation: Knowing to use capital letters at the beginning of a sentence and punctuation at the end supports students in understanding the basic rules of written language, aiding in reading fluency and comprehension. When students recognize these cues, they can better identify sentence boundaries, which supports their understanding of the structures of texts and for following the flow of ideas. They can apply this understanding to their writing.

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



B1: Comprehension

Rationale

Understanding text structures and styles is essential for comprehending texts from 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 what they read, hear, and view. 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 simple narrative and informational text.
- Identify organizational structures and text features associated with various text forms.
- Describe the relationship between simple visual elements in a text.
- Identify simple elements of style in text.

Instructional Scope

Text Forms and Genres

Narrative Texts: Familiarizing students with common elements of narrative structure, such as characters, setting, and plot, enhances their comprehension of narrative texts. Stories can convey imaginary or real-life experiences, and the exploration of narrative texts supports students' oral and written storytelling. Simple texts often include a plot with a beginning, middle, and end. Students can also be introduced to circular narratives and their important role in various cultures.

Informational Texts: Informational texts are designed to explain, inform, or instruct by presenting facts about the world or a specific topic. Learning about the structure of informational texts, such as headings, bullet points, and factual statements, improves students' ability to identify and process information.

Text Patterns and Features

Organizational Structures: Text patterns, or organizational structures, refer to the way information is arranged and presented within a text to convey the intended message effectively. Exploring simple organizational structures such as sequence/chronological order, description, and comparison supports students in understanding how a text is organized. This understanding enhances students' ability to comprehend texts and remember information.

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

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.)

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.

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

Oral Language

Phonological
Awareness

Phonics

Vocabulary

Reading
Fluency

Comprehension

B2: Comprehension

Rationale

Developing reading, listening, and viewing strategies in grade primary is essential in supporting students' understanding of written, spoken, and visual texts. Before, during, and after reading strategies enable students to interpret and engage with different forms of text, enhancing their comprehension skills and broadening their cultural awareness. Exploring a variety of perspectives and experiences through texts fosters students' empathy, critical thinking, and a deeper appreciation of the world around them.

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 between texts and self.
- Identify important information in a simple text.

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. Depending on the text and purpose for reading, background knowledge may include the topic, genre conventions, story structure, vocabulary, or historical and cultural contexts. 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 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.

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

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 to clarify their understanding. Monitoring for meaning supports comprehension, enables students to connect new information with existing knowledge, and helps develop critical thinking skills.

Monitoring 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.

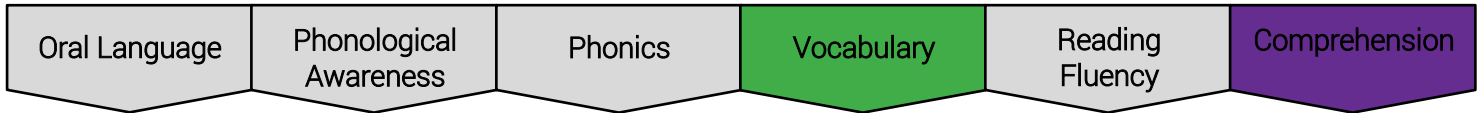
Monitoring of Understanding: Making Connections

Text to Self: By relating new information in simple texts to personal experiences and prior knowledge, 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.

Summarizing: Identifying Relevant Information and Drawing Conclusions

Determining Importance: Identifying important information in a simple text ensures that as students read, they can distinguish between key details and less critical information. This process helps them understand the main idea and supporting details, which is essential for comprehension. By focusing on important information, students develop the ability to summarize texts and enhance their understanding.

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 enables students to engage deeply with texts, analyzing and evaluating how different perspectives and topics are presented across various genres. Research reflects the importance of students not only understanding texts at a surface level but also thinking about 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 from texts to make inferences.
- Express personal thoughts and feelings about ideas presented in texts.

Instructional Scope

Making Inferences

Build Background Knowledge: When students are introduced to new topics, vocabulary, and concepts before reading, it provides knowledge and 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 evidence 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.

Analysis and Response

Expressing Thoughts and Feelings: When students express their thoughts and feelings about texts and use evidence from the text to support their thinking, they begin to develop critical thinking skills. This helps them to analyze texts, form opinions, and deepen their comprehension and engagement with texts.

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

Oral Language

Phonological
Awareness

Phonics

Vocabulary

Reading
Fluency

Comprehension

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

- Explore topic and audience for a variety of texts.
- Use various strategies to generate ideas orally.
- Explore various ways to organize a story.

Instructional Scope

Purpose and Audience

Varying Texts: Understanding that authors create texts about different topics for specific audiences supports students in exploring the ways texts can vary. This helps students develop their understanding of the roles audience and purpose play in crafting texts. By examining the choices authors make, students can begin to apply those techniques to their own simple texts.

Developing Ideas

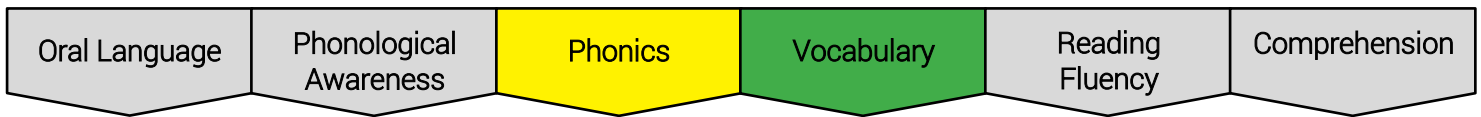
Generating Ideas: Exploring different ways to generate ideas fosters creativity and encourages students to develop their own unique voices. Through strategies like group discussions, drawing, story prompts, role play, and read alouds students can begin to understand the ways that talking and sharing with others can help them to develop their ideas.

Organizing Content

Organizational Structure: By exploring how authors use different ways to organize texts, students learn to organize their thoughts and ideas when they begin to develop their own texts. Understanding different organizational patterns helps students to understand how stories are put together supports them in telling their own stories.

Sorting and Sequencing: Sorting and sequencing images helps students organize 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 writing and storytelling.

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.

Indicators

- Draft short, simple texts.
- Transcribe letters and small words with increasing accuracy.
- Make simple edits to draft texts.

Instructional Scope

Producing Drafts

Drafting: Learning to draft is an essential part of the writing process as students develop their ideas into simple texts. During the drafting stage, students should be encouraged to experiment with different ways to express their ideas and feelings using the conventions of the genre.

Narratives, Poems, and Informational Text:

Authentic opportunities to write about personal experiences and relatable events, create poems using rhyme, rhythm, or repetition, and write about topics that interest them support students' growing understanding of text forms and genres in engaging ways.

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. In primary, students may still reverse some letters (e.g., “b” and “d”).

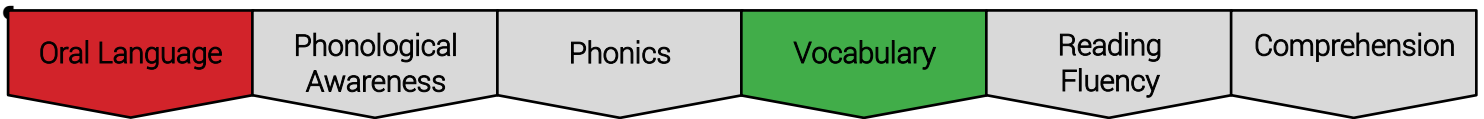
Spacing: Correct spacing helps to delineate where one word ends and another begins, which is essential for readability. For sentences, appropriate spacing indicates the end of one thought and the start of another, which helps to maintain the logical flow and coherence in written text.

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.

Editing and Proofreading

Making Simple 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 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, it enhances their ability to tailor messages for specific audiences and purposes. 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 texts using simple techniques, including visual elements.
- Explore media and tools used to present final text.
- Present texts to audiences.

Instructional Scope

Using Techniques to Produce Final Texts

Visuals and Images: As students consider their writing, they can begin to create or identify images and other visuals that enhance the meaning of their texts by conveying emotions or adding more information for the reader.

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 Media and 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 a key step in the writing process that allows students to share their final texts with others and highlight their achievements.

Media and Tools: As students prepare to publish texts, they can explore both traditional ways to write and draw 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 support 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