

P-3 Literacy Learning 2020

Supplemental Resource

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Prepared by the Department of Education and Early Childhood Development

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P-3 Literacy Learning September 2020

It is essential to determine where students are in their literacy development to inform responsive instructional plans for teachers and school literacy teams. The table below outlines foundational literacy learning in oral language, phonological awareness, listening, speaking, reading, and writing related to curricular outcomes as starting points for September.

In addition to responsive and explicit instruction, literacy development is dependent on consistent engagement in reading, writing, speaking, and listening.

Through daily opportunities to engage in literacy, learners will:

- listen, talk, read, and write every day
- explore their interests and build on their experiences through reading and writing
- build vocabulary knowledge and usage
- engage in literacy learning at their stage of development and develop personal literacy goals
- engage in reading/viewing with a variety of texts as sources of interest, enjoyment, and information
- build reading stamina (time sustained and volume)
- build increasing fluency through daily focused reading
- build comprehension through responding to text using a variety of comprehension strategies
- build writing stamina (time sustained and volume) (e.g., freewrite, quickwrite)
- engage in choice drawing and writing
- develop voice through writing
- write for a range of purposes and audiences including content areas

P-3 Literacy Learning

P-3 English Language Arts Outcomes:

- Learners will interact using effective oral language skills considering audience, purpose, and situation.
- Learners will demonstrate a variety of ways to comprehend and select from a range of culturally diverse texts.
- Learners will convey meaning by creating print and digital texts collaboratively and independently using imagination, personal experiences, and feelings.

September 2020	Listening and Speaking Oral Language and Phonological Awareness Phonemic Awareness Continuum P-3	Reading and Viewing Developmental Reading Continuum P-3	Writing and Representing Developmental Writing Continuum P-3
Primary	<p><i>Listening and Speaking</i></p> <ul style="list-style-type: none"> ● engage in listening and speaking opportunities daily ● begin to develop active listening habits in multiple cultural contexts ● share ideas, feelings, opinions, and simple descriptions ● begin to use simple sentences ● begin to ask and respond to questions to seek information ● engage in oral storytelling <p><i>Phonological Awareness and Phonics</i></p> <ul style="list-style-type: none"> ● develop concepts about print ● begin to recognize relationships between letters and sound ● sing and chant rhyme songs, poems, etc. ● recognize and experiment with new vocabulary 	<ul style="list-style-type: none"> ● engage in shared daily reading ● develop concepts about print ● recognize relationships between letters and sounds ● begin to learn letter names and some high frequency words ● share ideas in discussions about texts ● make personal connections to the texts read (text-to-self) ● communicate stories from pictures and use language and text structures (wordless picture books, play provocations...) ● choose texts appropriate to interests ● share ideas and opinions in discussions about text ● reread/revisit favorite stories and other texts including those read aloud 	<ul style="list-style-type: none"> ● develop concepts about print ● recognize, sort and begin writing own name ● begin to recognize relationships between letters and sounds ● generate ideas and topics from personal experiences ● realize that pictures and words on a page support and extend each other ● generate ideas in response to provocations that support curiosity and storytelling ● make decisions about where to place drawings and letters and/or words on a page ● think of what to work on next as a writer ● Add to drawings to expand on an idea ● When working on a piece of writing talk about it/read it aloud with others

		<ul style="list-style-type: none">• Use background knowledge to understand information• Use meaningful substitutions to solve	
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Grade 1

Listening and Speaking

- engage in listening and speaking opportunities daily
- demonstrate active listening habits in keeping with the student's cultural context
- express opinions and give simple explanations
- use simple sentences with a growing vocabulary
- ask and respond to questions to clarify or gather further information

Phonological Awareness and Phonics

- understand concepts about print
- segment words into syllables (hear/clap/drum)
- hear and say rhyming words
- hear and identify words that do not rhyme
- identify and use letter sound relationships
- recognize that some words begin with the same consonant sound
- recognize that some letters represent consonant sounds and some letters are vowels

- engage in daily reading/viewing
- understand concepts about print
- explain the concept of "story"
- choose texts appropriate to interests and learning needs
- read at least 10 words with automaticity such as: I, a, am, at, is, my, the, and, he, she, like, come, look
- share ideas and opinions in discussions about text
- begin to use first and last letters and pictures to solve unknown words
- search for and use meaning structure and/or visual information (MSV)*
 - ❖ meaning (personal experiences, context, picture clues)
 - ❖ structure: knowledge of oral language and book patterns (syntax)
 - ❖ visual: sound-symbol relationships (initial consonants, final consonants, medial letters)
- respond to text (e.g., drawing, painting, writing, talking)
- begin to read aloud with accuracy, fluency, and comprehension
 - ❖ reread familiar stories
 - ❖ revisit favorite stories and other texts including those read aloud
 - ❖ use background knowledge to understand information

- write routinely throughout the day for a range of purposes and audiences including content areas
- understand concepts about print
- generate ideas and topics from personal experiences, interests and the work of others
- draw pictures or record information to develop ideas for writing as appropriate
- begin to write stories that may have a beginning, middle and an end
- use known oral language in writing even if unsure how to spell some words
- recognize and experiment with new vocabulary
- write at least 10 words with automaticity such as: I, a, am, at, is, my, the, and, he, she, like, come, look
- say a word slowly and record sounds
- edit for
 - ❖ spacing
 - ❖ correct letter formation or orientation
 - ❖ periods
 - ❖ capital letters (beginning of sentence, names and "I")
- think of what to work on next as a writer

<p>Grade 2</p>	<p><i>Listening and Speaking</i></p> <ul style="list-style-type: none"> ● engage in listening and speaking opportunities daily ● demonstrate effective active listening habits in keeping with the student’s cultural context ● express and explain opinions, and respond to questions of others ● use complex sentences that begin to incorporate rich vocabulary and transition words to connect phrases ● ask and respond to questions to seek clarification of others’ ideas or to gather further information ● expand oral vocabulary through reading texts <p><i>Phonological Awareness and Phonics</i></p> <ul style="list-style-type: none"> ● hear and say onset and rime of a word frequently seen in text, such as: <i>ight, aw, ice, ank, ate, ink, ug, unk, ash, ip, other, ine, and, og, ill, ump, ack</i> ● blend, segment, and manipulate phonemes ● recognize and use the structure of words (e.g., syllables, plurals) 	<ul style="list-style-type: none"> ● engage in daily reading/viewing ● read 45+ high-frequency words with automaticity ● recognize spelling patterns found in text ● search and monitor using all sources of information (MSV) <ul style="list-style-type: none"> ❖ meaning (personal experiences, context, picture clues) ❖ structure: knowledge of oral language and book patterns (syntax) ❖ visual: sound-symbol relationships (initial consonants, final consonants, medial letters) ● use multiple ways to solve for unknown words ● respond to text in a variety of ways (drawing, painting, writing, talking) ● maintain accuracy, fluency and comprehension when reading <ul style="list-style-type: none"> ❖ reread/revisit familiar stories and other texts including those read aloud ❖ use background knowledge to understand information 	<ul style="list-style-type: none"> ● write 45+ high-frequency words with automaticity ● write routinely throughout the day for a range of purposes and audiences including content areas ● generate ideas and topics from personal experiences, interests and the work of others ● expand writing using supportive details and examples, ● using simple and compound sentences ● apply spelling strategies to write unfamiliar words ● write a story that has a beginning, a middle and an end ● edit for <ul style="list-style-type: none"> ❖ spacing ❖ spelling approximations by making another attempt ❖ notice letters/words that do not look right and make another attempt ❖ correct letter formation or orientation and periods ❖ capital letters (beginning of sentence, names and “I”) ● seek on-going feedback on writing and goals
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<p>Grade 3</p>	<p><i>Listening and Speaking</i></p> <ul style="list-style-type: none"> ● engage in listening and speaking opportunities daily ● demonstrate effective active listening habits in keeping with the student's cultural context ● express and explain opinions, and respond to questions and reactions of others ● ask and respond to questions to seek clarification of others' ideas to consolidate information ● use complex sentences that incorporate rich vocabulary and transition words to connect phrases ● extend and elaborate in discussions centered around text ● expand oral vocabulary through reading texts <p><i>Phonological Awareness and Phonics</i></p> <ul style="list-style-type: none"> ● recognize and use synonyms (eg. large-enormous) ● recognize and use antonyms (eg. large-small) ● recognize and use words with multiple meanings (eg. cover- to protect or to extend over) 	<ul style="list-style-type: none"> ● maintain accuracy, fluency and comprehension when reading silently ● use background and new knowledge to understand information ● reread when comprehension is lost ● integrate a variety of comprehension strategies to respond to the authors' message (written, orally...) ● use high frequency words with automaticity ● integrate all sources of information (MSV) <ul style="list-style-type: none"> ❖ meaning (personal experiences, context, picture clues) ❖ structure: knowledge of oral language and book patterns (syntax) ❖ visual: sound-symbol relationships (initial consonants, final consonants, medial letters) ● use multiple ways to solve for unknown words ● reflect on and share ideas and opinions supported by evidence from the text 	<ul style="list-style-type: none"> ● write routinely throughout the day for a range of purposes and audiences including content areas ● articulate goals as a writer and seek feedback to attain them ● make a plan for writing based on purpose and audience ● write stories that have a beginning, a series of events and an end ● generate relevant ideas and make writing choices ● use drawings and sketches to support planning, drafting, and revising ● expand writing using supportive details and examples, using simple, compound and complex sentences ● apply a wider range of spelling strategies to spell increasingly complex words ● seek on-going feedback on writing and goals
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