English Language Arts Kindergarten Curriculum Guide

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Primary

English Language Arts

Kindergarten

Newfoundland Labrador

Curriculum Guide
2014

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Section I: Introduction

Background

The curriculum described in *Foundation for the Atlantic Canada English Language Arts Curriculum* (1998) and in the *Kindergarten English Language Arts Curriculum Guide* (2013) was developed by a provincial working group tasked with kindergarten curriculum renewal for English Language Arts. The English language arts curriculum has been developed with the intent of:

- responding to continually evolving education needs of students
  and society.
- providing greater opportunities for all students to increase literacy levels.
- preparing students for the diverse literacy experiences they will encounter throughout their lives.
- fostering a unified approach to teaching and learning in English language arts within Newfoundland and Labrador.

Pervasive, ongoing changes in society – for example, rapidly expanding use of technologies – require a corresponding shift in learning opportunities in order for students to develop relevant knowledge, skills, strategies, processes, and attitudes that will enable them to function well as individuals, citizens, workers, and learners. To function productively and participate fully in our increasingly sophisticated, technological, information-based society, citizens will need to use multiple literacies flexibly.

The Atlantic Canada English Language Arts Curriculum

The Atlantic Canada English language arts curriculum is shaped by the vision of enabling and encouraging students to become reflective, articulate, critically literate individuals who use language successfully for learning and communication in personal and public contexts. This curriculum is based on the premise that learning experiences in English language arts should:

- help students develop multiple literacies and become more critically aware in their lives and in the wider world.
- contribute toward students' achievement of the essential graduation learnings (See *Foundation for the Atlantic Canada English Language Arts Curriculum*, pages 5-9.).

Purpose of the Kindergarten English Language Arts Curriculum Guide

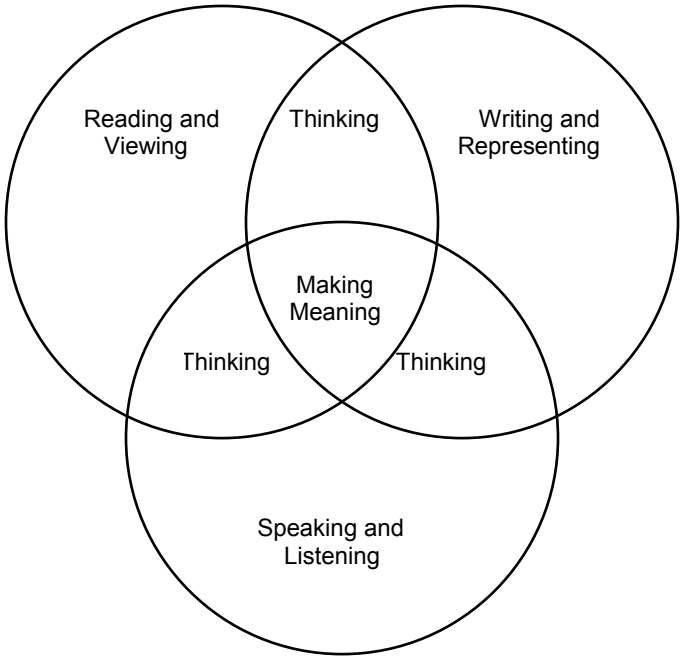
Foundation for the Atlantic Canada English Language Arts Curriculum provides a comprehensive framework for developing an integrated language arts program for school entry to grade 12. This guide has been developed to support teachers in the implementation of the Kindergarten English language arts curriculum in Newfoundland and Labrador. It focuses on the language arts curriculum by providing suggestions for teaching and learning, suggestions for assessment, and suggested resources and notes.

This curriculum document:

- reflects current research, theory, and classroom practice.
- provides a coherent, integrated view of the learning and teaching of English language arts.
- emphasizes a play-based approach to student learning.
- provides cross-curricular links for teachers to integrate outcomes in other curriculum areas where opportunities are evident.

The Nature of English Language Arts

English language arts encompasses the experience, study, and appreciation of language, literature, media and communication. All language processes (speaking and listening, reading and viewing, writing and representing) are interrelated and interdependent in that facility in one strengthens and supports the others. Students become confident and competent users through many opportunities to become engaged in language arts in a variety of contexts. This curriculum guide specifies that English language arts be taught in an integrated manner so that the interrelationship between and among the language processes will be understood and applied by the students. This integrated approach should be based on student's prior experiences with language and on meaningful activities involving all strands of language arts.



The application of these interrelated language processes is fundamental to the development of language abilities, sociocultural understanding, and creative and critical thinking.

Language Development and the Kindergarten Child

Language and thought are central to learning. Children develop their communicative skills in a social, interactive environment that allows them numerous opportunities to practise language in all of its functions. As children explore and use language, they learn a set of codes and rules which they use to communicate with others. They also learn that it is a means whereby thought processes are explored, refined, and broadened.

The kindergarten teacher fosters the development of thought processes by engaging children in meaningful and purposeful learning experiences. The refinement and extension of thinking takes place when children have opportunities to communicate, question, reflect on their thinking and to make representations through language. As children use language in functional ways, they develop an understanding of what language is and how it works. Understanding how children acquire language is fundamental in helping children move along the language continuum.

Language is a complex system which begins at birth. There are sensitive periods in brain development prior to children entering kindergarten which influence language development. These early experiences set the foundation for language learning. The complexity of the language experiences in the early years will be evident in the development of each child's language learning. Although the course of development is similar for all children there are individual differences in the rate of acquisition. The age at which children acquire a general mastery of the four cueing systems of language can vary considerably. The four cueing systems of language that make oral and written communication possible include: semantic (meaning), syntactical (structural), graphophonic (sound/symbol) and pragmatic (social and cultural). Through ongoing observations, teachers become familiar with children's different developmental levels and can provide appropriate experiences to enhance what each child knows, understands, and is able to do.

Developmentally appropriate language experiences recognize:

- communication is a process of conveying meaning to a particular audience for a particular purpose.
- language modes are interrelated (e.g., express ideas, knowledge and feelings through speaking, writing or visual representation and receive ideas through listening, reading and viewing).
- general principles about how written language works, including
  - the alphabetic principle (i.e., sound-symbol correspondence)
  - conventions of print as an aid to meaning
  - common patterns and structures (e.g., word families, sentence sense, concept of story)
  - vocabulary used to describe language structure (e.g., “letter”, “word”, “sentence”).
- a variety of language forms
  - oral (e.g., discussion, interview, storytelling, shared reading, choral speaking)
  - written (e.g., list, label, letter, story, poem, song, chant, blog)
  - visual (e.g., role play, drama, pantomime, web, chart, graph, diagram).
- language used to speak and write varies for different purposes.

An Effective English Language Arts Program

An effective English language arts program in kindergarten is designed to enable all students to become competent and confident language users. Literacy experiences are evident throughout all curriculum areas. Subject specific outcomes are delivered most effectively when:

- taught through a cross-curricular approach.
- a play-based approach to learning is presented whereby natural curiosity combined with direct experiences encourage children to use language to gain information about real and imaginary worlds.
- opportunities to speak and listen, read and view, and write and represent are explored.
- opportunities to question for deeper understanding are presented through an inquiry-based learning approach.
- a project approach is used to explore topics of student interest.
- learning is extended beyond the classroom into the local, national, and international communities.
- elements and conventions that enable students to understand, appreciate and use language in a variety of situations for communication, learning, and personal satisfaction are noted.
- students are exposed to a range of texts (oral, visual, multimedia, print and non-print).
- resources that are current, relevant, reliable and representative of many viewpoints.
- a balanced literacy approach is implemented.
- teachers understand that the way children use language reflects their stage of development as well as their perception of the world.

Play-Based Learning

Play and active involvement are fundamental for language learning in kindergarten. Through the process of play, children learn to represent their real and imagined worlds using listening, speaking, reading, writing, role playing, painting, drawing, building, measuring, estimating and exploring. The kindergarten teacher uses play as an essential learning experience which supports, sustains, facilitates, extends, enhances and enriches the child's learning. Play promotes the development of the whole child.

Play is a necessary and enjoyable part of healthy child development. Through play, children learn how to communicate, practise newly acquired skills, build relationships and come to understand the world around them. Play provides opportunities for successes as well as challenges and engages children in problem-solving. Through engagement with materials and with their peers, children develop confidence to take risks, experiment, imitate, and interact in rich language experiences. Through the richness of play, children become prepared for lifelong learning.

A child-centred kindergarten classroom has blocks of sustained time devoted to language learning through play. It is during child-initiated play that children's interests motivate them to practise authentic language in a non-threatening environment. Both teacher-directed play and child-initiated play are necessary in order for children to achieve the curriculum outcomes.

The kindergarten teacher is a facilitator of children's play, expanding learning, extending activities and designing the environment to support children's development. Acknowledging children's independence to choose what to play and how to play will support children as they try to make sense of their world. While the element of choice is critical to the kindergarten child's development, a teacher can monitor the child's progress and achievement during play. The teacher must recognize when it is best to intervene with appropriate suggestions to scaffold learning experiences and respond to the teachable moments.

When a teacher becomes actively engaged in preparing the learning environment for play opportunities, children feel safe experimenting with language, exploring role-playing and using creative approaches to solving problems. A teacher who values play will be better able to recognize the learning that takes place.

Play enables children to:

- extend language and literacy skills
- expand social and cultural understandings
- express personal thoughts and feelings
- practise flexible and divergent thinking
- encounter and solve real problems
- learn to consider and listen to the ideas of others
- negotiate play roles and plans
- develop self-control
- make sense of their world
- enhance brain and motor development.

A centre approach is an effective way to incorporate play throughout the kindergarten day. Centres may be designed to meet outcomes through a cross-curricular approach to learning. Students may explore learning activities independently or in small groups using a hands-on approach to learning. Activities and materials may be open-ended to meet the interests of all students.

Play will look differently as the school year progresses. Start small to achieve optimal success. Avoid placing a large number of materials in a learning area at one time. A gradual introduction to materials will provide different learning experiences throughout the year. The use of prop boxes, games and manipulatives provide opportunities to observe students engaged in their play. It also provides an opportunity to encourage students to document their own learning.

Contexts for Learning and Teaching

The English language arts curriculum provides students with opportunities to experience the power of language by dealing with a range of print and non-print texts and within the full range of contexts and purposes associated with the use of language. Language is a primary instrument of thought and the most powerful tool students have for developing ideas and insights, for giving significance to their experiences, and for making sense of both their world and their possibilities within it.

Principles Underlying the English Language Arts Curriculum

The following underlying principles of the English language arts curriculum describe that language learning is:

- an active process of constructing meaning, drawing on all sources and ways of knowing
- a primary instrument of thought and the most powerful tool students have for developing ideas and insights, for giving significance to their experiences, and for making sense of both their world and their possibilities in it
- personal and intimately connected to individuality
- developed out of students' home language and their social and cultural experiences
- helpful when expressing cultural identity
- developmental in that students develop flexibility and fluency in their language use over time
- most effective when students learn language concepts in context rather than in isolation, as all the language processes are interrelated and interdependent
- learned holistically so that students best understand language concepts in context rather than in isolation
- purposeful and challenging when experiences are designed around stimulating ideas, concepts, issues, and themes that are meaningful to them
- best when students are aware of the strategies and processes they use to construct meaning and to solve information related problems
- best when students experience frequent opportunities to conference with the teacher as they assess and evaluate their own learning and performance
- receiving various forms of feedback from peers, teachers, and others—at school, at home, and in the community
- continual and multidimensional; it can best be assessed by the use of multiple types of evidence that reflect authentic language use over time
- open for students to have opportunities to communicate in various modes using what they know and are able to do
- assessed in an integral way and it is ongoing part of the learning process itself, not limited to final products.

English language arts teachers can help all students become competent and confident language users. Students must develop an understanding of ideas and language processes that will allow them to participate and communicate in a variety of roles and settings. A description of what language arts is and what it is not is included in the table that follows:

English Language Arts …

Is	Is Not
appreciating children as active learners and accepting them as competent co-learners who can socially and culturally constuct knowledge with adults.	seeing children as passive vessels to be filled and believing that learning is received from outside sources and it is to be recapitulated.
helping children actively seek to understand the world around them and to learn about life and language.	telling children what knowledge they need to know but not having them use it or apply it.
using visual, multimedia, oral, and written communication competently, appropriately, and effectively for a range of purposes.	using only print resources with a fictional emphasis for a limited range of purposes (usually isolated to a school task).
recognizing the central role of language in communicating, thinking, and learning.	letting printed books, isolated activities, and worksheets drive the program.
setting meaningful and relevant contexts for teaching and learning including connections to students' experiences, knowledge, and personal and cultural identity.	giving isolated language activities and using unrelated texts.
helping students know what and why they are learning and doing something (share outcomes, indicators, and exemplars).	having only teacher awareness of the outcomes and not sharing them with students.
teaching and learning for "deep understanding" (including using compelling questions as a focus).	asking and answering solely teacher-directed questions.
making meaning of ideas or information received (when viewing, listening, and reading).	answering knowledge/comprehension questions, individually, after reading print texts.
creating meaning for students and others (through speaking, writing, and representing).	using only limited forms of communicating, usually writing.
using a variety of strategies (before, during, and after) depending upon the activity.	following only teacher-directed skills and strategies and spending time on isolated skill and drill.
engaging in inquiry learning.	doing a project or, if time permits, a series of activities to bring closure.
reflecting on own learning and literacy	assuming that the responsibility for learning and literacy lies with the teacher.

This table has been adapted from *English Language Arts 1* (Saskatchewan Ministry of Education, 2008). Used with permission of Saskatchewan Ministry of Education.

Considerations for Program Delivery

The Nature of the Kindergarten Learner

Children come to school as active thinkers, possessing a natural curiosity and eagerness to learn. They have a natural desire to explore, manipulate and discover. When they are engaged in a child-centred classroom, children develop problem-solving abilities which aid them in becoming competent, creative and critical thinkers.

Play is the foundation of all learning in kindergarten and it is the most appropriate means by which children can engage in language learning experiences through role-playing, risk-taking and problem solving. It is through play that children can exhibit a degree of control that reflects their developmental needs which builds self-confidence and security in their learning.

In any group of kindergarten children there will be a wide range of developmental levels. While students may be chronologically the same age, they may differ greatly in their levels of social and emotional, intellectual, physical, and spiritual and moral development. The subtle differences, common characteristics, and varying rates of growth and development inherent in kindergarten children determine how the teaching and learning environment is set.

The Characteristics of the Kindergarten Learner

Social and Emotional Development

The kindergarten learner:

- is developing social knowledge and emotional competence.
- is learning to distinguish between acceptable and unacceptable behaviour.
- relies on teachers to support them in relating well with others and working cooperatively in a variety of group settings.
- enters the school system with different early learning experiences stemming from home, regulated child care settings, library story times, family resource programs and other community involvement.
- is beginning to extend focus beyond their own needs and interests.
- is learning to express their feelings in a socially appropriate way through the use of actions and words.
- develops self-image, self-concept, self control, self-regulation and self-confidence through social engagement.
- is encouraged to take appropriate risks and learn the important social rules of working and playing together.

Cognitive and Language Development

The kindergarten learner:

- is inquisitive and eager to learn with unique strengths, needs, and interests.
- shows an eagerness to explore, think and solve problems, which is followed by reflection to help clarify their thinking, reconsider ideas, and make new connections.
- strives to make sense of their world and shows a keen interest in what makes things work.
- learns most effectively through a "hands-on, mind-on" approach.
- spends long periods of time experimenting and creating while using a variety of learning materials.
- demonstrates a rapid growth in language development through oral language experiences.
- begins to construct and experiment with their own understanding of how oral and written language works.
- is enabled in a risk-free environment.
- requires frequent opportunities to interact in authentic language situations to hear, use and learn new vocabulary and structures and to actively participate in dialogue, sharing and discussion.
- expands upon meaningful language experiences to develop the desired linguistic skills.
- engages in daily classroom routines which support language development.
- uses texts such as songs, rhymes, poems, and chants which may be accompanied by music, movements and gestures.
- works in a variety of flexible groupings to promote dialogue, sharing and discussions.
- develops questioning skills, reflects, clarifies to meet basic needs, solves problems and collaborate with others using oral language skills.
- clarifies and integrates new learning with prior knowledge, information and concepts from previous experiences.
- learns through and is highly motivated during purposeful play.

Physical Development

The kindergarten learner:

- has an inherent need to move and learns by doing.
- progresses physically from general to specific, gross motor control toward fine motor control, and from dependence toward independence and interdependence.
- is full of energy, tires easily, but recovers quickly.

Spiritual and Moral Development

The kindergarten learner:

- shows curiosity, excitement and wonder while exploring, questioning and investigating the world around them.
- develops a personal code of conduct for their actions through role-modelling.

The Role of the Kindergarten Teacher

Teachers who create a developmentally appropriate classroom where many activities are presented for children to play and learn, recognize the value of observation, guidance and importance of the structure in the learning environment to support the learning needs of their students. Play should be seen as a means for curriculum delivery rather than being used as a break from the curriculum or a reward for good behaviour.

Teachers recognize that children may enter kindergarten having rich pre-school experiences in group settings, exposure to organized events, social gatherings with peers and adults and cultural events. It is also important to recognize that some children enter kindergarten having limited experiences or exposure to events outside the home. The kindergarten teacher must be cognizant of the diverse backgrounds and learning experiences that each child brings to the kindergarten classroom.

In addition to direct teaching, the teacher's role includes:

- observing
- documenting
- creating and designing a rich classroom environment
- facilitating children's play
- partnering with parents.

In order to provide an environment that is sensitive to the varying needs of children, teachers view children as capable, active participants in the delivery of the curriculum. Decision-making can be shared and the direction taken can be collective. Using a collaborative approach to learning helps meet everyone's needs while supporting the development of multiple intelligences. Children experience meaningful activities and choices while kindergarten teachers meet curriculum outcomes through innovative ways.

The role of the kindergarten teacher is unique and the effect that the teacher has on the life of a kindergarten child and his/her family cannot be underestimated. It is during this first year of formal schooling that children begin to see themselves as successful and active participants in the school community. Kindergarten teachers create caring, respectful and nurturing environments where children and their families are valued. This is an integral part in supporting children to reach their full potential.

Text Experiences in Kindergarten

Teachers are encouraged to expose students to a wide range of print, non-print, and human resources in their learning and teaching in order to provide students with the knowledge and skills they need to be information literate.

In this document, the term *text* is used to describe any language event, whether oral, written, visual or digital. In this sense, conversations, poems, novels, posters, music videos, and multimedia productions are all considered texts. The term is an economical way of suggesting the similarity among the many skills involved in viewing a film, interpreting a speech, or responding to an online forum. This expanded concept of text takes into account the diverse range of texts with which people interact and from which they construct meaning.

Information literacy is a process in which the learner needs to find, understand, evaluate, and use information in various forms to create for personal, social and global purposes. It involves the ability to judge whether the information is meaningful and how best to communicate the knowledge.

In the English language arts program, teachers should consider:

- creating a classroom environment rich in resources.
- student interests and inquiries in different text types.
- exposing students to a wide range of texts and their features.
- encouraging students to problem solve independently to determine for themselves the skills and resources they need to accomplish a learning task.
- emergent curriculum and inquiry based learning in their teaching and learning.
- collaborating with resource people both inside and outside the school (community resource people or professional associations, for example) in planning and teaching units.
- encouraging students to explore a variety of sources for both information and enjoyment.
- encouraging students to experiment with a variety of responses to text.
- using technology, media and other visual texts as pathways to learning to develop information literacy.
- activities which promote and encourage students to think critically.

The Learning Environment

Learning is facilitated when students have a rich, stimulating environment that encourages interaction, exploration, and investigation. It flourishes when the classroom climate is one that provides support, structure, encouragement, and challenge, and where students are treated with warmth, sensitivity and respect.

Teachers in English language arts learning environments:

- integrate new ways of teaching and learning with established effective practices.
- have an extensive repertoire of strategies from which to select the one most appropriate for the specific learning task.
- value the place of talk in the learning process.
- recognize students as being intelligent in a number of different ways, and encourage them to explore many ways to show what they know.
- demonstrate and model strategies which are effective in helping students learn language.
- set expectations for each child's language development.
- provide time and opportunities for students to practice using language in authentic way
- value the inclusive classroom and engage all learners in meaningful activities.
- acknowledge the ways in which gender, race, ethnicity, and culture shape particular ways of viewing and knowing the world.
- structure repeated opportunities for reflection so that reflection becomes an integral part of the learning process.
- provide opportunities for student choice when selecting, reading writing, or responding to texts.
- regard approximations as a natural part of the learning process as students' progress toward conventional language use.
- observe and respond to student learning.

Establishing Community in the English Language Arts Classroom

To create a community of learners, teachers must ensure that all students feel respected and valued. Diversity in the classroom is celebrated, emphasizing the point that it enhances the learning for all. It is important that students feel comfortable knowing they are supported and cared for by their teacher, and each other. This type of classroom community improves both the level of student engagement and their level of academic achievement.

If an environment sensitive and responsive to the needs of all students is to be created, the students must come to know and interact with one another. Flexibility is important for all students, especially for those who need extra support. The teacher and the students together can make decisions as to appropriate groupings for various activities. This builds the base for peer partnerships, for peer teaching, sharing and other types of collaboration. Students need to feel supported as they learn about themselves, others and the world around them.

The teacher's role as facilitator is a very active one. The teacher circulates around the room, tuning in to the vocal and the silent members of each group, modeling ways of drawing everyone into the dialogue as well as ways of respecting and valuing each person's contribution, documenting observations on student learning and conferring with students on an individual basis. Considerations for establishing a safe and caring classroom include:

- asking for students' opinions on topics during whole-class discussion.
- ensuring that all students are given opportunities to ask questions and/or share opinions.
- providing time to discuss topics to generate prior knowledge enabling connections for new learning.
- guiding students to work collaboratively in groups.
- helping students to establish a comfort zone, a small group in which they will be willing to speak and take learning risks.
- observing students within a group, getting to know their strengths, and areas where support may be required.
- allowing students to work alone, if they choose, so long as they still benefit from some group experience.
- conferencing with students to provide mini-lessons or strategy instruction, on a one-to-one basis, or with other students.

Differentiating Instruction

Differentiated instruction is instruction that responds to students of different abilities, interests or learning needs so they may acquire appropriate ways to learn, use, develop and present concepts. It involves actively planning for student differences in a learning situation in terms of the core concepts and skills being taught, the process by which the content is delivered, and the product that students will create based on their readiness and interests.

Teachers continuously make decisions about how to select teaching strategies and structure learning activities to meet the diverse learning styles of their students. Given the wide range of development in young children, creating such a responsive environment will provide all students with a safe place to grow and succeed in a dynamic and personalized space.

Differentiating instruction is an essential tool for engaging students and addressing their individual needs. Teachers can differentiate the content, process, product or environment of the classroom.

Differentiating the Content

Content can be described as the knowledge, skills and attitudes we want students to learn. Differentiating content requires teachers to pre-asses students to identify those who do not require direct instruction. Students who demonstrate an understanding of the concept may move past the instruction step and proceed to apply the concepts to the task of solving a problem.

Teachers should consider the following examples of differentiating by content:

- using reading materials at varying readability levels.
- creating recordings of reading.
- presenting ideas through both auditory and visual means.
- meeting with small groups to re-teach an idea or skill or to extend the thinking or skills when necessary.

Differentiating the Process

Differentiating the process means varying learning activities or strategies to provide appropriate methods for students to explore the concepts and make sense of what they are learning. The content and product is kept consistent for all students, but activities that lead to task completion will vary depending on the learner. A teacher might assign all students the same product but the process students use to create the story will differ, with some students meeting in groups to peer critique while others meet with the teacher to develop a storyboard. The same assessment criteria are used for all students.

Teachers should consider flexible groupings of students which include whole class, small group or individual instruction. Students may be grouped according to their learning needs and the requirements of the content or activity presented. It may be necessary to form short-term groups of students for specific purposes.

Teachers should consider the following examples of differentiating by process:

- using activities through which all learners work with the same important understandings and skills, but proceed with different levels of support, challenge, or complexity.
- providing activities and resources that encourage students to further explore a topic of particular interest to them.
- providing students with activities that includes common work for the whole class and work that addresses individual needs and interests of learners.
- offering manipulatives or other supports for students who need them.
- varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.

Differentiating the Product

Differentiating the product means varying the complexity of the product that students create to demonstrate learning outcomes. Teachers provide several opportunities for students to demonstrate and show evidence of what they have learned. When students have a choice in what the end product can be, they will become more engaged in the activity.

Teachers should consider the following examples of differentiating by product:

- giving students options of how to express required learning (*e.g.,* create a classroom blog, write a letter, or develop a mural).
- using rubrics or checklists that match and extend students' varied skills.
- allowing students to work alone or in small groups on their products.
- encouraging students to create their own inquiries.

Opportunities for Student Choice

Offering students a choice in how they demonstrate their understanding is a powerful way to engage students. It is important to offer students learning activities that are appropriate to their learning needs, readiness, and interests. When learning goals are clearly defined, it is easier to determine whether students should have free choice, a guided choice, or no choice at all.

Examples of free choice in learning activities include allowing students to:

- choose whether or not to work with a partner, and with whom to work.
- choose a centre they wish to explore.
- choose an assessment activity they wish to complete.
- choose topics for independent projects.

Examples of guided choice in learning activities encourage students to:

- choose from teacher selected options (for example, the teacher identifies three different reader responses to a particular text, and students choose one based on their interests/talent).

At times it is appropriate for teachers to provide no choice of learning activities for students. Students will understand and accept not having a choice about a learning activity when the teacher feels it is not in the best interest of the student to do so and if the teacher offers choice on a regular basis.

Differentiating the Learning Environment

The learning environment of a classroom refers to the way a classroom works and feels. It embodies the physical and affective tone or atmosphere in which teaching and learning take place, and includes the noise level in the room, whether student activities are static or mobile, and how the room is furnished and arranged. A classroom may include tables of different shapes and sizes, spots for quiet individual work, and areas for collaboration.

Teachers may divide the classroom into sections, create learning centers, or have students work both independently and in groups. The structure should allow students to move from whole group to small group, pairs, and individual learning experiences and support a variety of ways to engage in learning. Teachers should be sensitive and alert to ways in which the classroom environment supports their ability to interact with students individually, in small groups, and as a whole class.

Teachers should consider the following examples of differentiating the learning environment:

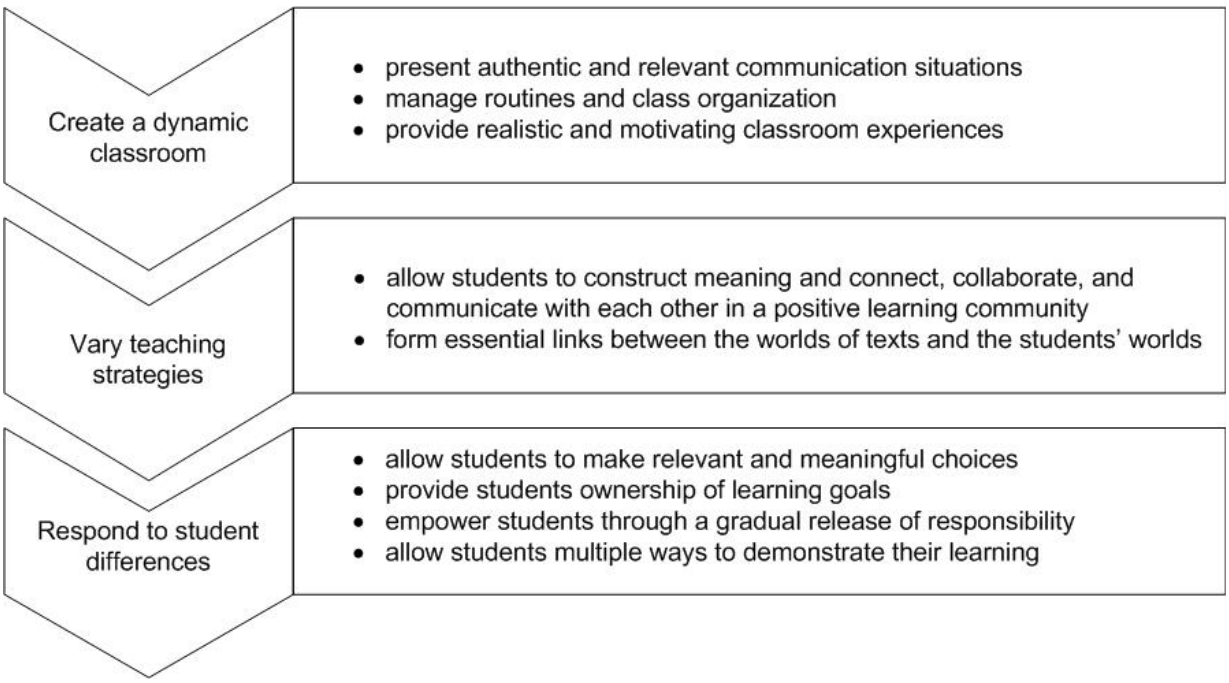
- making sure there are places in the room for students to work quietly and without distraction, as well as places that invite student collaboration.
- providing materials that reflect a variety of cultures and home settings.
- setting out clear guidelines for independent work that matches individual needs.
- developing routines and strategies that allow students to get help when teachers are busy with other students and cannot help them immediately.

Learning Preferences

Students have many ways of learning, knowing, understanding, and creating meaning. How students receive and process information and the ways in which they interact with peers and their environment are indicated by and contribute to their preferred learning styles. Most learners have a preferred learning style, depending on the situation and the type of information the student is dealing with, just as most teachers have a preferred teaching style. Learning experiences and resources that engage students' multiple ways of understanding allow them to focus on their learning processes and preferences.

Preparing students means engaging them with texts and with people from whom they can learn more about themselves and their world. Prior knowledge and experience has a large impact on their ability to make meaning, and what they will take away from the experience. It is essential for teachers to get to know their students and their learning preferences. The learning environment must be structured in such a way that all students can gain access to information and to the community, while developing confidence and competence with using language for real purposes. Through the English language arts curriculum, students must be encouraged to question their assumptions and attitudes, and to find their own voice.

Teachers should…



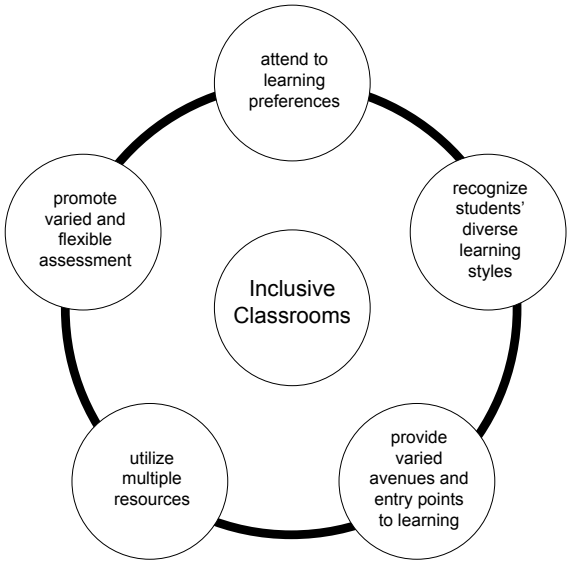
The Inclusive Classroom

Valuing Equity and Diversity

An inclusive classroom values the social and ethno-cultural backgrounds of all students while creating opportunities for community building. Students can learn much from the diverse backgrounds, experiences, and perspectives of their classmates in a community of learners where participants discuss and explore their own and others' customs, histories, traditions, values, beliefs and ways of seeing and making sense of the world. In reading, viewing, and discussing a variety of texts, students from different social and cultural backgrounds can come to understand each other's perspectives, to realize that their ways of seeing and knowing are not the only ones possible, and to probe the complexity of the ideas and issues they are examining. Learning resources should include a range of texts that allows students to hear diverse social and cultural voices, to broaden their understanding of social and cultural diversity, and to examine the ways language and literature preserve and enrich culture.

Effective inclusive schools have the following characteristics: supportive environment, positive relationships, feelings of competence and opportunities to participate. (The Centre for Inclusive Education, 2009)

English language arts activities can provide opportunities in a safe and caring environment for students to express feelings, to think critically, problem-solve, or to simply reflect on current issues. All students need to see their lives and experiences reflected in their school community. It is important that the curriculum reflect the experiences and values of both genders and that texts and other learning resources include and reflect the interests, achievements, and perspectives of all students. The promotion of inclusive attitudes builds respect for one another, creates positive interdependence and allows for varied perspectives.



Students with Language and Communication Exceptionalities

Some students may need specialized equipment such as braillers, magnification aids, word processors with spell checkers, and other computer programs and peripherals such as voice synthesizers or large print to help achieve outcomes. Speaking and listening outcomes can be understood to include all forms of verbal and non-verbal communication including sign language and communicators.

Teachers should adapt learning contexts to provide support and challenge for all students, using the continuum of curriculum outcomes statements in a flexible way to plan learning experiences appropriate to students' learning needs. When specific outcomes are not attainable or appropriate for individual students, teachers can use statements of general curriculum outcomes, key-stage curriculum outcomes, and specific curriculum outcomes for previous and subsequent grade levels as reference points in setting learning goals for individual students.

Students Learning English as a Second Language (ESL)

Students from language backgrounds other than English add valuable language resources and experiences to the classroom. The language, prior knowledge, and culture of ESL students should be valued, respected and, whenever possible, incorporated into the curriculum. The different linguistic knowledge and experience of ESL students can be used to extend the understanding of linguistic diversity of all students in the class.

The learning environment and organization of the classroom should affirm cultural values to support ESL students and provide opportunities for individual and group learning. While ESL students should work toward achievement of the same curriculum outcomes as other students, they may approach the outcomes differently and may at times be working with alternate learning resources at varied levels with a different time frame than that of other students. It is especially important for these students to have access to a range of learning experiences, including opportunities to use language for both formal and informal purposes.

Teachers may need to make explicit the ways in which different forms and styles of English are used for many different purposes. It is particularly important that ESL students make connections between their learning in English language arts and other curricular areas, and use learning contexts in other subjects to practice, reinforce, and extend their language skills.

Teachers should adapt learning contexts to stimulate and extend the learning of advanced learners (gifted), using the continuum of curriculum outcome statements to plan challenging experiences. In designing learning tasks, teachers should consider ways that students can extend their knowledge base, thinking processes, learning strategies, self-awareness, and insights. Advanced learners also need significant opportunities to use the general curriculum outcomes framework to design their own learning experiences, which they may undertake individually or with community partners. Project-based learning is one example of this type of opportunity.

Students with Advanced Abilities

Advanced learners need experiences working in a variety of grouping arrangements, including partnering, mixed-ability and similar-ability cooperative learning groups, and interest groups. Many of the suggestions for teaching and learning in this curriculum guide provide contexts for acceleration and enrichment (for example, the emphasis on experiment, inquiry, and critical perspectives). The curriculum's flexibility with regard to the choice of texts also offers opportunity for challenge and extension to advanced learners.

Section II:
Curriculum Outcomes

Curriculum Outcomes Framework

Essential Graduation Learnings

Essential graduation learnings are statements describing the knowledge, skills, and attitudes expected of all students who graduate from high school, which are

- cross-curricular
- the foundation for all curriculum development
- found on pages 6–9 of the *Foundation for the Atlantic Canada English Language Arts Curriculum* and page 27 of this curriculum guide

General Curriculum Outcomes

General curriculum outcomes are statements identifying what students are expected to know and be able to do upon completion of study in English language arts, which

- contribute to the attainment of the essential graduation learnings
- are connected to key-stage curriculum outcomes
- are found on page 14 of the *Foundation for the Atlantic Canada English Language Arts Curriculum* and page 28 of this curriculum guide

Key-Stage Curriculum Outcomes

Key-stage curriculum outcomes are statements identifying what students are expected to know and be able to do by the end of grades 3, 6, 9, and 12. They reflect a cumulative continuum of learning in English language arts, which

- contributes to the achievement of the general curriculum outcomes
- connects to essential graduation learnings (pages 29-31) can be found on pages 15-35 of the *Foundation for the Atlantic Canada English Language Arts Curriculum* and in the flow charts at the beginning of each 2-strand grouping in this guide

The complete list of key-stage curriculum outcomes for the end of grades 3, 6, 9, and 12 are found on pages 16-35 of Foundation for the Atlantic Canada English Language Arts Curriculum.

While there may appear to be similarities in outcomes across the key stages, teachers will support the increase in expectations for students through a gradual release of responsibility as it pertains to

- the nature of learning language processes
- students' maturity of thinking and interests
- students' increasing independence as learners
- the complexity and sophistication of ideas, texts, and tasks
- the level or depth of students' engagement with ideas, texts, and tasks
- the range of language experiences and the repertoire of strategies and skills students apply to those experiences

Specific Curriculum Outcomes

Specific curriculum outcomes are statements identifying what students are expected to know and be able to do at a particular grade level, which contribute to the achievement of the key-stage curriculum outcomes.

Meeting the Essential Graduation Learnings in Kindergarten

Essential Graduation Learning	Kindergarten students will…
Aesthetic Expression Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.	• draw upon personal experiences and the environment to create art. • respond personally to texts in a variety of ways.
Citizenship Graduates will be able to assess social, cultural, economic and environmental interdependence in a local and global context.	• develop an awareness of rules and why they are made. • describe and demonstrate ways we use our knowledge of materials to maintain a healthy environment which includes reducing, reusing, and recycling.
Communication Graduates will be able to use listening, viewing, speaking, reading, and writing modes of language(s) as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively.	• begin to experiment with language choices in imaginative writing and other ways of representing. • demonstrate an understanding of repeating patterns (2 or 3 elements) by identifying, reproducing, extending, and creating patterns using manipulatives, sounds and actions.
Personal Development Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.	• make choices to be physically active daily. • regard reading/viewing as sources of interest, enjoyment, and information.
Problem Solving Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.	• build and describe 3-D objects. • use meaning cues (personal experiences, context, picture cues) to predict, confirm/ self-correct.
Technological Competence Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications and apply appropriate technologies for solving problems.	• begin to use technology in writing and other forms of representing with assistance. • use appropriate tools for manipulating and building simple objects.
Spiritual and Moral Development Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.	• begin to recognize the need to respect celebrations in various living belief systems. • recognize how celebrations influence people to respond to the needs of others.

General Curriculum Outcomes

The statements of general learning outcomes are organized in six strands within three groups: Speaking and Listening, Reading and Viewing and Writing and Representing. However, it is important to recognize that these language processes are interrelated and can be developed most effectively as interdependent processes.

Speaking and Listening

Students will be expected to:

GCO 1
- speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

GCO 2
- communicate information and ideas effectively and clearly, and to respond personally and critically.

GCO 3
- interact with sensitivity and respect, considering the situation, audience, and purpose.

Reading and Viewing

Students will be expected to:

GCO 4
- select, read, and view with understanding a range of literature, information, media, and visual texts.

GCO 5
- interpret, select, and combine information using a variety of strategies, resources, and technologies.

GCO 6
- respond personally to a range of texts.

GCO 7
- respond critically to a range of texts, applying their understanding of language, form, and genre.

Writing and Representing

Students will be expected to:

GCO 8
- use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

GCO 9
- create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

GCO 10
- develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.

Key-Stage Curriculum Outcomes

The complete list of key-stage curriculum outcomes for the end of grades 3, 6, 9, and 12 are found on pages 16-35 of Foundation for the Atlantic Canada English Language Arts Curriculum.

Key-stage curriculum outcomes for the end of grades 3, 6, 9, and 12 reflect a continuum of learning. While there may appear to be similarities in outcomes across the key stages, teachers will recognize the increase in expectations for students according to:

- the nature of learning language processes.
- students' maturity of thinking and interests.
- students' increasing independence as learners.
- the complexity and sophistication of ideas, texts, and tasks.
- the level or depth of students' engagement with ideas, texts, and tasks.
- the range of language experiences and the repertoire of strategies and skills, students apply to those experiences.

The following key-stage curriculum outcomes describe what students will be expected to know and be able to do in English language arts by the end of grade 9. It should be noted that students work toward achieving these outcomes from school entry to grade 3.

Speaking and Listening

GCO 1

Students will be expected to

- speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences

By the end of grade 3, students will be expected to:

- describe, share, and discuss thoughts, feelings, and experiences and consider others' ideas.
- ask and respond to questions to clarify information and to explore possibilities or solutions to problems.
- express and explain opinions and respond to the questions and reactions of others.
- listen critically to others' ideas and opinions.

GCO 2

Students will be expected to

- communicate information and ideas effectively and clearly, and to respond personally and critically

By the end of grade 3, students will be expected to:

- participate in conversation, small-group and whole-group discussion; understand when to speak, when to listen.
- adapt volume, projection, facial expressions, gestures, and tone of voice to the speaking occasion.
- give and follow instructions and respond to questions and directions.
- engage in and respond to a variety of oral presentations and other texts.
- use basic courtesies and conventions of conversation in group work and co-operative play.

GCO 3

Students will be expected to

- interact with sensitivity and respect, considering the situation, audience, and purpose

By the end of grade 3, students will be expected to:

- identify some forms of oral language that are unfair to particular individuals and cultures and use vocabulary that shows respect for all people.
- demonstrate a growing awareness that different kinds of language are appropriate to different situations.

Reading and Viewing

GCO 4

Students will be expected to

- select, read, and view with understanding a range of literature, information, media, and visual texts

By the end of grade 3, students will be expected to:

- select, independently and with teacher assistance, texts appropriate to their interests and learning needs.
- read widely and experience a variety of children's literature.

GCO 5

Students will be expected to

- interpret, select, and combine information using a variety of strategies, resources, and technologies

By the end of grade 3, students will be expected to:

- use pictorial, typographical, and organizational features of written text to determine content, locate topics, and obtain information.
- use and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic, and graphophonic) and a range of strategies to construct meaning.
- describe their own reading and viewing processes and strategies.
- answer, with assistance, their own questions and those of others by seeking information from a variety of texts
  - identify their own personal and learning needs for information
  - generate their own questions as a guide for research
  - use a range of print and non-print materials to meet their needs
  - use basic reference materials and a database or electronic search
  - reflect on their own research process.

GCO 6

Students will be expected to

- respond personally to a range of texts

By the end of grade 3, students will be expected to:

- make personal connections to texts and describe, share, and discuss their reactions and emotions.
- express and explain opinions about texts and types of texts, and the work of authors and illustrators, demonstrating an increasing awareness of the reasons for their opinions.
- question information presented in print and visual texts
  - use a personal knowledge base as a frame of reference.
- identify some different types of print and media texts
  - recognize some of their language conventions and text characteristics
  - recognize that these conventions and characteristics help them understand what they read and view.

Writing and Representing

GCO 7

Students will be expected to

- respond critically to a range of texts, applying their understanding of language, form, and genre

By the end of grade 3, students will be expected to:

- respond critically to texts
  - formulate questions as well as understandings
  - identify the point of view in a text and demonstrate awareness of whose voices/positions are and are not being expressed
  - discuss the text from the perspectives of their own realities and experiences
  - identify instances of prejudice, bias, and stereotyping.

GCO 8

Students will be expected to

- use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations

By the end of grade 3, students will be expected to:

- use writing and other forms of representation to
  - formulate questions
  - generate and organize language and ideas
  - discover and express personal attitudes and opinions
  - express feelings and imaginative ideas
  - record experiences
  - explore how and what they learn.

GCO 9

Students will be expected to

- create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes

By the end of grade 3, students will be expected to:

- explore, with assistance, ways for making their own notes.
- experiment with language choices in imaginative writing and other ways of representing.
- create written and media texts using a variety of forms
  - experiment with the combination of writing with other media to increase the impact of their presentations.
- demonstrate some awareness of purpose and audience
  - make choices about form for a specific purpose/audience.
- consider their readers'/listeners'/viewers' questions, comments, and other responses in assessing their work and extending their learning.

GCO 10

Students will be expected to

- use a range of strategies to develop effective writing and representing and to enhance their clarity, precision, and effectiveness

By the end of grade 3, students will be expected to:

- experiment with a range of prewriting, drafting, editing, proofreading and presentation strategies.
- use some conventions of written language.
- experiment with technology in writing and other forms of representing.
- demonstrate engagement with the creation of pieces of writing and other representations.
- select, organize, and combine relevant information, with assistance, from at least two sources, without copying verbatim, to construct and communicate meaning.

Specific Curriculum Outcomes

Key-Stage Curriculum Outcomes

Specific curriculum outcomes (SCOs) are statements that identify what students should know and be able to do at a particular grade level. These outcomes represent a continuum of learning. Although the SCOs are presented in 2-strand groups (speaking–listening, reading–viewing, writing–representing), it is recognized that classroom experiences develop these processes in an integrated manner. The curriculum should be balanced to provide wide-ranging experiences in each outcome through student participation in all aspects of the program. Instructional and assessment practices can and should be designed to provide multiple routes to achievement of the outcomes and multiple ways for students to demonstrate what they know and what they can do.

The following chart explains the content of each of the four columns in the 2-page spreads following the Strand Overview.

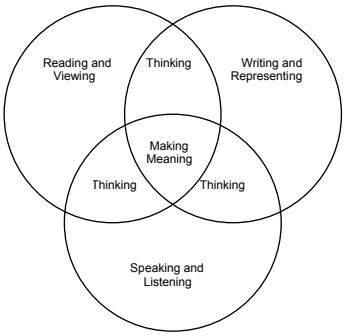
Outcomes	Suggestions for Teaching and Learning	Suggestions for Assessment	Resources
This column contains the SCOs for each GCO. They are numbered according to the relevant GCO. Cross-Curricular Links to specific outcomes in other subject areas are indicated where applicable.	This column provides context and elaboration for the idea and concepts contained within the SCOs. This may include: • references to students' prior knowledge • the depth of treatment of a particular concept • what teachers need to know to scaffold and challenge students' learning • common misconceptions. • cautionary notes as applicable • specific sample tasks, activities and strategies that enable students to meet the expectations and goals of the SCOs	This column contains specific information about the assessment of the curriculum outcome in column one. It includes: • sample assessment tasks and activities • strategies that enable students to meet the expectations and goals of the SCOs • common misconceptions • cautionary notes as applicable • opportunities for differentiated learning and assessment	This column contains references to: • authorized resources • supplementary resources • suggested resources • links to resources in other curriculum areas as applicable

Speaking and Listening

Overview of Speaking and Listening

Focus

The six strands of language arts necessitate an integrated approach in developing learning activities for students. When focusing on a particular strand, it is important to recognize the interconnections of the strands and build on students' strengths; emphasizing the cognitive strategies that students use to make meaning as they speak, listen, read, view, write and represent to support literacy learning.



Speaking and listening allows students to express themselves and communicate ideas through oral language. Students must practise recognized strategies and skills associated with effective speaking and listening, including verbal and non-verbal behaviours.

Outcomes Framework

GCO 1 Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts,ideas, feelings, and experiences.

KSCOs

- describe, share and discuss thoughts, feelings and experiences and consider others' ideas
- ask and respond to questions to clarify information and to explore possibilities or solutions to problems
- express and explain opinions and respond to the questions and reactions of others
- listen critically to others' ideas and opinions

SCOs

1.1 share personal experiences orally

1.2 listen respectfully to experiences and feelings shared by others

1.3 ask questions to seek more information

1.4 respond to questions that seek clarification

1.5 retell events and familiar stories in sequence

1.6 explore aspects of language

1.7 reflect upon a variety of oral texts

GCO 2 Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

KSCOs

- participate in conversation, small-group and whole-group discussion; understand when to speak, when to listen
- adapt volume, projection, facial expressions, gestures, and tone of voice to the speaking occasion
- give and follow instructions and respond to questions and directions
- engage in and respond to a variety of oral presentations and other texts

SCOs

2.1 participate in conversations

2.2 share information, ideas, and opinions orally

2.3 respond personally to information, ideas, and opinions

2.4 respond critically to information, ideas, and opinions

2.5 give directions with more than one step

2.6 follow directions with more than one step

GCO 3 Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

KSCOs

- use basic courtesies and conventions of conversation in group work and cooperative play
- identify some forms of oral language that are unfair to particular individuals and cultures and use vocabulary that shows respect for all people
- demonstrate a growing awareness that different kinds of language are appropriate to different situations

SCOs

3.1 demonstrate an awareness of social conventions

3.2 demonstrate an awareness of how word choice affects the feelings of others

3.3 develop an awareness of verbal and non-verbal cues

General and Specific Outcomes for Speaking and Listening in Kindergarten and Grade One

GCO 1: Students will be expected to speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings, and experiences.	
Kindergarten	**Grade One**
Students will be expected to:	Students will be expected to:
1.1 share personal experiences orally.	1.1 describe personal experiences orally.
1.2 listen respectfully to experiences and feelings shared by others.	
1.3 ask questions to seek more information.	1.3 use questioning to seek more information.
1.4 respond to questions that seek clarification.	
1.5 retell events and familiar stories in sequence.	1.5 retell events and familiar stories in sequence with emphasis on beginning, middle, and end.
1.6 explore aspects of language.	1.6 use aspects of oral language.
1.7 reflect upon a variety of oral texts.	1.7 listen to acquire information.
GCO 2: Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.	
2.1 participate in conversations	
2.2 share information, ideas, and opinions orally.	2.4 present orally.
2.3 respond personally to information, ideas, and opinions.	
2.4 respond critically to information, ideas, and opinions.	2.5 respond critically to information and ideas.
2.5 give directions with more than one step.	2.2 communicate directions with more than two steps.
2.6 follow directions with more than one step.	2.6 follow directions with more than two steps
GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.	
3.1 demonstrate an awareness of social conventions.	3.1 demonstrate social conventions with others.
3.2 demonstrate an awareness of how word choice affects the feelings of others.	3.2 understand how word choice affects the feelings of others.
3.3 develop an awareness of verbal and non-verbal cues.	3.3 consider the situation, audience, and purpose during communication.

GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Outcomes

Students will be expected to:

1.1 share personal experiences orally

Cross-Curricular Links

Links to English Language Arts Speaking and Listening Outcome 1.1

Health
Unit 1
Outcome 1.1
identify personal hygiene practices and their contribution to a healthy body

Unit 2
Outcome 3.2
examine personal interactions with others and how they make others feel

Religious Education
Outcome 4.2
acknowledge and celebrate that they belong to various groups

Art
Outcome 4.1.2
respectfully discuss their own and other's artwork, describing various reasons why the artwork was made

Outcome 6.1.1
give reasons for their preferences in artwork, recognizing people can respond emotionally to what they see

Outcome 8.1.1
explain reasons for creating an artwork

Social Studies
Outcome K.1.1
identify characteristics about themselves that make them unique and special persons

Outcome K.2.3
identify traditions, rituals and celebrations connected to their personal experiences

Suggestions for Teaching and Learning

Proficiency in oral language is critical to the success of literacy development. Through experiences with oral language, students develop the ability to identify and manipulate phonemes (phonemic awareness), build vocabulary, develop awareness of meaning (semantic knowledge), and develop awareness of language structures (syntactic knowledge), and thus develop the foundations for reading and writing.

Through social interactions, kindergarten students connect to one another and share personal experiences. They use oral language to make these connections throughout the school day. Conversations about personal experiences may include groups they belong to, favourite celebrations, field trips, family events, video/board games or websites they enjoy. Consider inviting students to share journals, pictures, objects, photographs, or other media texts that are familiar to them to help initiate conversation. For example, personalized theme posters may be created using digital resources. Digital photographs may be imported in the image bank and displayed on theme posters to facilitate the sharing.

During opening and closing routines, provide opportunities for students to take turns talking about and sharing experiences. Daily messages may become a starting point for discussion. Messages may be student or teacher generated. Build in time throughout the day for students to reflect on their daily classroom experiences. The song, *Who Remembers What We Did Today?* or a visual schedule may help lead the reflection.

Invite students to share personal experiences with one another using props such as a microphone or puppet. As a starting point, display a graphic organizer to guide *who, what, when, where, how* and *why* questions to elicit information about personal experiences. Questions may include: *What is your favourite thing to do after school? How did you celebrate your birthday?, etc.* Student experiences may be recorded or shared orally.

Make an "Idea Jar" by filling a container with ideas to generate discussions about personal experiences. Students choose an idea from the jar to talk about (eg. trips, family, pets, lost tooth, trying new food, etc.). If students are unable to recall a personal experience from the idea selected, they may wish to select another or use one of their own. Invite students to suggest ideas for the jar throughout the year.

GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Suggestions for Assessment

Throughout the kindergarten year, continued growth in oral language may be observed and assessed in the following ways:

- listening to talk in small and large group discussions, face-to-face and virtual dialogues, play, and student-teacher conferences
- joining in conversations between students and connecting to their dialogue
- offering a verbal/visual prompt to encourage students to share and discuss personal experiences
- acknowledging the meaning in a student's talk by modelling a response using correct grammatical structure
- reading aloud to students and noting their discussions about the text

Use observation, anecdotal records, digital/video recordings or checklists to assess oral language development in the following areas:

- content (personal experiences shared)
- language (sentence structure and vocabulary)
- independence (level of prompting and support required)
- participation (willingness to share)
- pragmatics (speaking skills)
- interest and motivation
- personal connections

The *Oral Language Checklist* from *Nelson Literacy Kindergarten Teacher eSource* may be customized to document student learning for language content and used throughout the year.

Resources

Authorized Resources:

Nelson Literacy Kindergarten:

Teacher's Resource/eSource

BLM: *Oral Language Checklist*

Digital Resources

Read Alouds

Shared Reading Cards

Graphic Organizers

Theme Posters

Poetry/Song Posters

Photo Cards

Audio CD

Learn the Alphabet Puppet Set

Suggested Resource:

First Steps: Oral Language Resource Book

Framework for Planning News, pages 60-62

GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Outcomes

Students will be expected to:

1.2 listen respectfully to experiences and feelings shared by others

Cross-Curricular Links

Links to English Language Arts Speaking and Listening Outcome 1.2

Health
Unit 2
Outcome 1.2
understand that each person experiences a variety of feelings

Unit 3
Outcome 2.2
demonstrate respect for others

Outcome 3.2
recognize that cooperating and respecting others contributes to the overall health of self and others

Religious Education
Outcome 5.1
identify appropriate ways to express feelings

Art
Outcome 4.1.2
respectfully discuss their own and other's artwork, describing various reasons why the artwork was made

Social Studies
Outcome K.2.3
demonstrate an understanding of the importance of showing respect for others' traditions, rituals and celebrations

Suggestions for Teaching and Learning

Listening is a skill that is taught. Teacher modelling is an effective way to teach students to listen for meaning in talk. It is important to model active listening when engaged in conversations with students. When students see that the teacher is interested in what they are saying by connecting to their message they will develop an understanding of the importance of listening. Kindergarten students will require many opportunities to practise listening to one another as they play and socially interact and engage in small and large groups. Suggestions for negotiating classroom rules for listening and speaking may be referenced in *First Steps: Oral Language Resource Book.*

In a large group, discuss respectful listening behaviours that contribute to active listening in a variety of situations. Consider using the following resources as a means to initiate discussion:

- children's literature
- photo cards
- visuals depicting respectful listening behaviours
- dramatization
- use of puppets to role play

Read a children's literature selection about listening behaviours such as *Howard B. Wigglebottom Learns to Listen* by Howard Binkow. Following the class discussion, create a student-generated chart of respectful listening behaviours. Display the chart in the classroom and refer to it throughout the school year.

Use songs, chants and/or poems to model respectful listening. Examples include:

Give Me 5
(Include actions while chanting)

My eyes are looking (touch eyes)
My ears are listening (touch ears)
My lips are quiet (finger to lips)
My hands are still (hands in lap)
My heart is caring (touch your heart)

Listening Time
(Sung to the tune of Pop Goes The Weasel)

Let's all sit down it's listening time
We'll watch, be quiet and listen
We'll use our ears for listening time
Ssshhh, it's time to listen!

Use a song such as *Sailing* to transition students to a different activity. Students learn to associate these listening cues to a change in their activity and they respond accordingly.

Sailing, sailing, over the ocean,
Sailing, sailing, over the sea
Sailing, sailing, over the ocean
Sail back home to me.

GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Suggestions for Assessment

Observe and monitor students' listening behaviours over a period of time while engaged in activities. Through anecdotal notes or checklists, document student learning on the following:

- acknowledging the speaker through eye contact, body language and/or facial expressions
- responding politely to experiences shared by others
- asking questions or making comments respectfully

Ask students to complete a listening self-assessment such as the one included in the appendix of the *Discovery Links Social Studies Teacher's Guide.*

Customize the *Oral Language Checklist* from *Nelson Literacy Kindergarten Teacher eSource* to document student learning throughout the year.

Resources

Authorized Resources:

Nelson Literacy Kindergarten: Getting Along Literacy Kit

Teacher's Resource/eSource

BLM: *Oral Language Checklist*

Digital Resource

Shared Reading Cards

Theme Poster

Photo Cards

Suggested Resource:

First Steps: Oral Language Resource Book

Negotiating Classroom Rules for Listening and Speaking, pages 46-47

Suggested Children's Literature:

Howard B. Wigglebottom Learns to Listen by Howard Binkow

GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Outcomes	Suggestions for Teaching and Learning
Students will be expected to:	
1.3 ask questions to seek more information	Kindergarten students are continuously trying to make sense of the world around them by asking simple questions about a topic and connecting the new information to what they already know. Do not assume that students understand the difference between questions and responses. This distinction may be reinforced during show and tell by showing a personal item such as a certificate, special gift, etc. Encourage students to find out information about the item by asking questions and taking on the role as questioners. Questioning strategies may be referenced in *First Steps: Oral Language Resource Book.*
	Students are motivated to ask questions when they are curious. Provide a display table for unusual and/or interesting objects such as a seashell, feather, sponge, driftwood, pumpkin pieces, soil, rocks, etc. Include tools such as a magnifying glass, pan balance scale or tweezers to encourage students to explore these items further. Allow students time to explore and investigate items on the table. Interactions with the objects should promote questions between students.
	Gather items in a mystery bag that are part of a topic or theme. Show each object to the class and discuss the attributes of each item. Secretly place one of the objects in the mystery bag. Play *Guess What?* and invite students to ask questions to determine what is in the bag. Encourage the students to ask questions based on the attributes discussed. It is important to remind students that they cannot guess the object; rather ask questions to describe characteristics of the object. Once several questions have been asked to determine the item in question, the students can guess what it is. The game can begin with the song:
	Look At This (Sung to the tune of *Row, Row, Row Your Boat*) Look, look, look at this Right here in my hand. Can you tell me what it is? Yes I think I can!
	Play a game such as Headbanz® by attaching a picture card of an object to a headband worn on a player's head or on their back so that it cannot be seen. The player wearing the picture card does not know the object on the card. To determine the object on the picture card, the child wearing the card must ask questions to others to find out what the object is. Model questions seeking answers with a yes/no format. Examples may include: "Is it an animal?" "Can I wear it?' or "Can I eat it?" Once the object is determined, another player takes a turn wearing the card. When students become familiar with this game they may play it in small groups to eliminate long periods of time between turn-taking.
	Play an adapted version of the game, Twenty Questions. The game encourages students to ask questions to seek more information. Students ask questions regarding the identity of a specific alphabet puppet which is hidden in a bag. Only yes or no responses are provided by the teacher. This restriction encourages students to remember information gained from other responses and choose further questions which will eliminate as many of the twenty-six alphabet puppets as possible. Yes/no questions should be modelled.

Cross-Curricular Links

Links to English Language Arts Speaking and Listening Outcome 1.3

Science
Outcome (200-1)
ask questions that lead to exploration and investigation

Outcome (203-1)
communicate questions, ideas, and intentions while conducting their explorations

GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Suggestions for Assessment

The questions asked will provide insight into student understanding. Observe and note:

- students who ask questions to seek further information.
- the interactions between students as they take turns listening to the questions and answers.
- the types of questions asked to seek further information.
- contributions to questions in large group settings

Resources

Authorized Resources:

Nelson Literacy Kindergarten: *My Community Literacy Kit*

Graphic Organizer: KWLM Chart (print and digital)

Teacher's Resource/eSource

Digital Resource

Suggested Resource:

First Steps: Oral Language Resource Book

Teaching Strategies: Questioning pages 151-153

GCO 1: Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Outcomes Students will be expected to:	Suggestions for Teaching and Learning
1.4 respond to questions that seek clarification.	A natural, conversational context is an effective means for young students to share their knowledge on a particular topic. In addition to questioning, a show and tell activity may also be used to encourage responses. Individual students may share personal items that may prompt students to ask questions that require responses. Using a puppet, the teacher presents problem-solving scenarios that students may experience such as playground disagreements or turn-taking situations in the classroom. The teacher's role is to model sample questions. Once the scenarios are given, encourage students to respond to questions posed by the puppet to seek more information about the problem to be solved. This activity may be modified for small groups. Pairs may take on roles of different community helpers such as doctor/patient, veterinarian/pet owner, or firefighter/news reporter. By creating a sign-up sheet with visuals of the roles, students may participate in the activity at different times by rotating through the different roles. Microphones, clipboards, note pads, costumes, etc. may be used. Provide students with a selection of photo cards and ask them to select one that interests them. Suggested questions about each card are listed under the category, "Let's Talk." This activity may also be altered to be used with partners posing the questions in a "think, pair, share" activity. The student in each pair takes a turn sharing their ideas and responding to questions posed.

GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Suggestions for Assessment

Use observations and anecdotal records to document how students respond. Observe the interactions among/between students as they engage in conversation. Listen or digitally record the types of responses offered.

Observe the responses given by students and note the following:

- knowledge of the topic
- use of vocabulary
- ease and comfort
- appropriateness of the response
- providing more information when required
- interaction with the questioner
- response to open-ended and closed questions

Using a poster selection from one of the *Boldprint Anthologies*, ask students questions related to the poster. Suggestions for questions may be found in the notes for literacy learning at the end of each anthology. For example, questions pertaining to the poster, *On the Farm,* from the anthology, *Moo! Baa! Oink!* may include:

> *Can you select one of the photos and tell what is happening?*
>
> *What farm activity would you like to take part in and why did you choose this?*

Resources

Authorized Resources:

Nelson Literacy Kindergarten:

Read Alouds

Graphic Organizer:
Story Map in print and digital format on the Digital Resource:
My Community

Teacher's Resource/eSource

Digital Resources

Shared Reading Cards

Poetry/Song Posters

Theme Posters

Photo Cards

Audio CD

Boldprint Kids Anthology:

10 Anthologies

20 Graphic Readers

Project X Series

GCO 1: Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Outcomes Students will be expected to:	Suggestions for Teaching and Learning
1.5 retell events and familiar stories in sequence.	Student talk may be stimulated and focused when the teacher models oral story-telling to the class and invites the children to participate in the re-telling. Think aloud strategies for re-telling events and familiar stories in sequence may be modelled. Oral stories stimulate images in the mind. The retelling of these stories draws on language skills which require students to sequence events, select language, empathize with the developing characters and evoke settings for whoever the audience may be. Stories spark a natural wonder and sense of curiosity which stimulates the learner's imagination and ultimately leads to a higher level of cognitive thinking. After listening to a familiar read aloud selection, invite the students to sequentially re-tell the main events of the story. The main focus of the re-telling should be the beginning, middle and ending. Ask students to choose how they would like to retell the main events. Choices may include use of: • puppets, costumes, or masks in the dramatic play area using the dialogue that they can remember from the story • software to illustrate scenes from the story digitally and audio clips to record a re-telling of their representation • art materials to paint, create or build a favourite scene from the story to be used as a visual aid during the oral retelling • a felt story-board to sequence events in familiar chants, rhymes, etc. • the graphic organizer, "Story Map," to emphasize beginning, middle, and end Using a digital camera, take photographs of a classroom event. Invite students to re-tell the event using the photographs as a guide to sequence the story. Sequencing ideas may include: fairy tales, morning routines, bedtime routines, school day, etc. Create clothesline stories with visuals from graphic stories included in the *Boldprint Anthologies* such as *Little Red Riding Hood, The Elves and the Shoemaker, and Goldilocks.* Pin the illustrations onto a clothes line in random order. Invite students to hang them in a sequential order. Using sequenced illustrations such as the ones in the *Boldprint Graphic Readers* and *Project X*, ask students to retell the story. Some students, who experience difficulty retelling the events of a story from memory, may develop confidence in this skill by relying on illustrations provided in the text to support them while completing this task.

GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Suggestions for Assessment

Assessment should focus on the inclusion of beginning, middle and end. As students become more familiar with an oral story or read aloud, observe and note

- if they expand on their ideas
- if more details are included in the retelling after the story has been revisited
- the different ways that children participate
- if the retelling of events and familiar stories are in sequence

Anecdotal notes may be used to document student learning during retellings in large and small groups and in individual settings. To accommodate all learners, documentation may include anecdotal notes, photographs, digital drawings, pictures, video and audio recordings.

Oral stories such as the ones suggested in Appendix B should be told and retold many times. Some children will join in by listening attentively, others will do only the actions, and others will re-tell the story using actions and words. As oral stories become more familiar, observations of student participation in the retelling should look differently than observations made during the initial attempt. Action rhymes such as *Two Little Boats Went Out to Sea* and *The Steam Roller* may be used to assess the retelling of events and familiar stories in sequence.

Resources

Authorized Resources:

Nelson Literacy Kindergarten:

Graphic Organizer:
Story Map in print and digital format on the Digital Resource: *My Community*

Boldprint Kids Anthology:

10 Anthologies

20 Graphic Readers

Project X:

Ducks by Alex Lane

My Cat Stripes by Jon Stuart

Pickles' New Home by Jon Stuart

Learn the Alphabet Puppet Set

English Language Arts Kindergarten Curriculum Guide 2013:

Appendix B: Oral Storytelling: *Two Little Boats Went Out to Sea* and *The Steam Roller*

GCO 1: Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Outcomes

Students will be expected to:

1.6 explore aspects of language

Cross-Curricular Links

Links to English Language Arts Speaking and Listening Outcome 1.6

Math
Strand: Patterns and Relations (Patterns)
KPR1
demonstrate an understanding of repeating patterns by identifying, reproducing, extending and creating patterns using manipulatives, sounds and actions

Music
Organizer: Rhythm and Meter
Outcome 1
perform, listen to and create
- beat
- rhythm
- stepping/skipping songs

Organizer: Melody/Pitch
Outcome 1
perform, listen to and create
- higher and lower
- the singing voice

Outcome 2
sing, in tune, a repertoire of songs within a limited range

Organizer: Expression
Outcome 1
perform, listen to and create
- louder and softer
- faster and slower
- sounds from various sources

Organizer: Contexts
Outcome 1
perform, listen to and create
- songs and games
- folk music

Suggestions for Teaching and Learning

Include daily opportunities for participation in a variety of oral language activities that include sounds, rhymes, rhythms, language structures, repetition and storytelling. A traditional song such as *Down by the Bay* or a chant such as *Willaby Wallaby* may be used to transition students from individual learning areas to a large group area, movement to different areas of the school, or to prepare students for dismissal. Ask students to listen for rhyming words and repetitive phrases. Invite them to create other verses using the same predictable pattern and rhyming scheme. Record on chart paper or digitally to share during another reading/singing of the song.

Willaby Wallaby

(Substitute the initial letter of each student's name with a "W" in the space on the third line and the student's actual name in the space on the fourth line.

Willaby Wallaby Wolly	*Willaby Wallaby Wolly*
An elephant sat on Molly	*An elephant sat on Molly*
Willaby Wallaby _____	*Willaby Wallaby <u>Wony</u>*
An elephant sat on _____	*An elephant sat on <u>Tony</u>*

At the beginning of the year, introduce oral stories, songs, chants and rhymes that students will revisit throughout the year. These oral experiences allow them time to play with sounds in words. *If You're Happy and You Know It* may be sung along with the audio CD and a clapping rhyme such as *A Sailor Went To Sea* may be included in daily routines. *The Key to the Kingdom* can be used as a greeting to start the day or a way to transition children to a large group activity or as a closing activity to end the day. Encourage children to share an oral retelling with a family member at home. These stories promote listening skills, sequencing, rhyme, rhythm, and repetition. It is important to tell these stories to students from memory rather than reading from a chart since they are oral retellings rather than shared readings. As students become more familiar with the story they will join in the retelling.

Provide students opportunities to retell stories and familiar rhymes in different play areas of the classroom by:

- using puppets to retell a story from the point of view of the character
- illustrating/painting or using found materials to create the scenes of a story in sequence
- building sets using boxes and wooden blocks
- wearing costumes to dramatize and reenact stories or rhymes such as *Jack Be Nimble, Little Miss Muffett,* and *Hey Diddle Diddle.*

GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Suggestions for Assessment

Observe students during oral language activities and note how they:

- join in a chant, song or rhyme
- play with words and songs
- engage in oral storytelling
- explore familiar rhymes and chants
- use rhythm, sounds and actions

Resources

Authorized Resources:

Nelson Literacy Kindergarten:

Audio, Tracks # 1- 8:

If You're Happy and You Know It

So Much the Same

Working Together

Oh Where, Oh Where Has My Little Dog Gone?

The More We Get Together

Sticky Glue

Oats, Peas, Beans, and Barley Grow

On Top of Spaghetti

Poetry/Song Posters:

Sticky Glue

If All The World Were Paper

The Grand Old Duke of York

Move It!

Five Little Tadpoles

Oats, Peas, Beans, and Barley Grow

The Bad-Mood Bug

Working Together

Everybody Says

So Much the Same

Homes

Old Mother Hubbard

English Language Arts Kindergarten Curriculum Guide 2013:

Appendix B: *Oral Storytelling: A Sailor Went To Sea* and *The Key to the Kingdom*

Professional Learning Site: www.k12pl.nl.ca:
Oral Storytelling segments from K-6 English Language Arts

GCO 1: Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Outcomes	Suggestions for Teaching and Learning
Students will be expected to:	
1.7 reflect upon a variety of oral texts.	Students require time to reflect on and share their ideas about the messages presented in oral texts. Through reflection, students learn how to interpret texts critically and think about texts for a specific purpose. Opportunities should be provided for students to hear the ideas of others and reflect on their own thinking in this context. Oral texts to consider may include: • podcasts • music with and without lyrics • audio recordings • sound clips • weather and school announcements • children's literature such as poetry, stories, rhymes and chants, • advertisements • news broadcasts • audio books The varied interests of students in the class may be explored by allowing them time to reflect on the messages presented in the oral texts. For example, students may listen to a farmer presenting step by step instructions on how to plant seeds prior to planting their own seeds in the spring. They may listen to a poem or song selection about the significance of wearing a poppy before a Remembrance Day Ceremony. Each listening activity requires the listener to reflect on the text for a specific purpose.

Cross-Curricular Links

Links to English Language Arts Speaking and Listening Outcome 1.7

Religious Education
Outcome 3.2
develop an awareness of various stories of celebration

Music
Organizer: Contexts
Outcome 1
perform, listen to and create
- songs and games
- folk music

GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Suggestions for Assessment	Resources
Conference with individual students and note students' responses and interactions with texts and how they reflect on the texts they hear in order to share their thoughts, ideas, feelings and experiences. Within large and small groups, invite students to share their reflections on a particular text being used by asking them to show a "thumbs up" or "thumbs down" response. Encourage them to talk about the reasons for their response to a particular text.	**Authorized Resources:** *Nelson Literacy Kindergarten:* Read Alouds Teacher's Resource/eSource Audio CD Digital resources

GCO 2: Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.

Outcomes	Suggestions for Teaching and Learning
Students will be expected to:	
2.1 participate in conversations.	Create a classroom environment that encourages interaction and talk amongst students as they converse with partners, small groups or in large groups. Interactive learning areas throughout the classroom will promote conversation between students. For example, positioning structures such as art easels beside each other will encourage conversation between students while interacting and sharing in a similar activity. Conversations may occur when students: • exchange personal information (…things you usually do when you get home from school) • share likes and dislikes (…your favorite TV show or toy) • recount experiences (…what you did on your birthday) • express opinions (…what makes you happy/sad) • share strengths (…things you are good at) • describe and explain (…your backyard/bedroom/a game) • swap stories and jokes (…tell a funny story/joke) • share an imaginative story (…if we won a class trip to space) Provide time for child-initiated play in the classroom. Through play, children learn to represent their real and imagined worlds using language. Students may engage in conversations through dramatic play and assume roles such as: doctor, chef, father, mother, teacher, pilot, builder, etc. Props and costumes may be used.

Cross-Curricular Links

Links to English Language Arts Speaking and Listening Outcome 2.1

Science
Outcome (100-1)
develop vocabulary and use language to bring meaning to what is seen and thought

Outcome (203-1)
communicate questions, ideas and intentions while conducting explorations

Outcome (203-4):
respond to the ideas of others in constructing their own understanding

Art
Outcome 4.1.2
respectfully discuss their own and other's artwork, describing various reasons why the artwork was made

Outcome 6.1.1
give reasons for their preferences in artwork, recognizing people can respond emotionally to what they see

Outcome 8.1.1
explain reasons for creating an artwork

GCO 2: Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.

Suggestions for Assessment

Use an audio recorder in a learning centre to capture conversations that occur between small groups of students. Listen to the recording and note individual learning that is evident from the conversations. Invite the students to play back the conversation to reflect on their participation in the conversation with the small group.

Observe and listen to student interactions as they engage in conversations in large and small groups. It is also important to record observations of oral language behaviours in both structured and unstructured play. Children's conversations may be prolonged and expanded by joining in and asking open-ended questions, and challenging them to extend their conversations.

The *Oral Language Checklist* from *Nelson Literacy Kindergarten Teacher eSource* may be customized to document student learning throughout the year.

Resources

Authorized Resources:

Nelson Literacy Kindergarten:

Teacher's Resource/eSource:
BLM: *Oral Language Checklist*

Digital Resources

Shared Reading Cards

Theme Posters

Photo Cards

GCO 2: Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.

Outcomes	Suggestions for Teaching and Learning
Students will be expected to: 2.2 share information, ideas, and opinions orally.	Kindergarten students like to share information, ideas and opinions about familiar topics. Frequent opportunities should be provided daily for students to share their knowledge based on their learning experiences. Invite students to share their opinion about a topic or object. They may use a photo or object to help them share the information. For example, if a child enjoys building structures with blocks, they will show their block structure. Students are encouraged to express how this activity makes them feel and why they choose to participate. Another option for this activity is to ask students to orally share their favourite playground activity. Provide students the opportunity to explain how their participation in the activity makes them feel and their reasons for their selection.

Cross-Curricular Links

Links to English Language Arts Speaking and Listening Outcome 2.2

Art

Outcome 2.1.2
choose, display, and talk about work from their portfolio

Outcome 6.1.3
talk about their own and others' artwork, using descriptive language that includes the elements and principles of design

GCO 2: Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.

Suggestions for Assessment

There are multiple opportunities to note student learning at various points throughout the year as various topics are explored in all content areas.

Images of students may be inserted into digital posters and projected on a screen or Smartboard® to share orally. For example, one of the digital shared reading cards, *Things I Like*, or *Look What I Can Do!* can be personalized with visuals from the classroom. Observe and note student's:

- willingness to engage in oral sharing
- ease and comfort when speaking
- knowledge of the topic
- ability to stay on topic
- clarity of communication

Listen and observe student interactions as they engage in conversations while sharing information with one another during small and large group activities. The *Oral Language Checklist* from *Nelson Literacy Kindergarten Teacher eSource* may be customized to document student learning throughout the year.

Resources

Authorized Resources:

Nelson Literacy Kindergarten:

Teacher's Resource/eSource:
BLM: *Oral Language Checklist*

Digital Resources for Shared Reading Cards:

Things I Like

Look What I Can Do!

GCO 2: Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.

Outcomes	Suggestions for Teaching and Learning
Students will be expected to:	
2.3 respond personally to information, ideas and opinions.	To develop oral proficiency and build confidence, it is important to engage students in oral language opportunities. Opportunities for students to respond personally arise naturally from daily learning experiences. These experiences provide opportune times for students to talk about themselves as learners and conversation is central to both communication and learning. Students will rely on the support of the teacher to help them deepen their responses and extend their ability to share their responses. It is during shared learning experiences that students may see how their learning relates to the ideas and opinions expressed by others. Students need to value personal responses and recognize that it is a good way to learn from one another. The personal responses provided by individuals may be in agreement or disagreement with statements made by the speaker. They may also ask for clarification or expand on an idea. These types of responses help students understand the perspectives of others and encourage them to rethink their own responses. Through talk, encourage students to examine their own thinking and to make connections to the thinking of others. It allows students to consider different ideas and issues while building relationships that support new awareness and emerging understandings. Think, pair, share activities provide opportunities for students to take turns sharing their views in pairs and sharing their own perspectives on an issue. To encourage student participation in a class discussion, a talking circle strategy may be used whereby an oral summary of the most interesting points made by each student is created at the end of the conversation. Starting statements/questions for language responses may include: *How do you know that?* *I also noticed...* *Why do you think that?* *I agree/disagree because...* *I didn't understand...*

GCO 2: Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.

Suggestions for Assessment

Personal responses will arise naturally from daily learning experiences and they may be assessed throughout the kindergarten year. Note evidence of the following when responses are observed:

- feelings and thoughts are provided in the response
- willingness is shown when sharing responses
- meaning is expressed to others
- rethinking occurs after listening to others
- value is shown towards the personal responses of others

Resources

Authorized Resources:

Nelson Literacy Kindergarten:

Teacher's Resource/eSource:
BLM: *Oral Language Checklist*

Digital Resources

Shared Reading Cards

Theme Posters

Photo Cards

GCO 2: Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.

Outcomes

Students will be expected to:

2.4 respond critically to information, ideas and opinions

Cross-Curricular Links

Links to English Language Arts Speaking and Listening Outcome 2.4

Science
Outcome (203-4)
respond to the ideas of others in constructing their own understanding

Art
Outcome 6.1.1
give reasons for their preferences in artwork, recognizing people can respond emotionally to what they see

Suggestions for Teaching and Learning

When students think and respond critically, they use thought processes to actively evaluate and analyze information that is received. Building a classroom environment of mutual respect and reassurance is essential to students learning how to respond critically to information and ideas from differing points of view. Teachers need to model critical responses. Give consideration to the following when modelling critical responses:

- ask relevant questions
- connect new information to prior knowledge
- create and share new understanding of ideas and issues
- recognize possibilities
- reflect and include personal responses
- act on ideas
- try things out

Engage students in a variety of children's literary experiences such as picture books, posters, poems, digital stories, eBooks, websites, etc., and encourage them to express and support opinions and feelings about texts. Consider asking students the following questions:

Who wrote/designed it?

Why did they write/create it?

How did the text make you feel? Why?

What did the author do to make you feel this way?

Who do you think would like/dislike this text?

Why are some parts of the website animated while others are not?

Why is the voice for the eBook story louder in some parts than others?

Why did the illustrator choose to use particular colours in the picture?

Did the author portray the boys as being stronger than the girls?

How did the text show that the story is sad?

What is the cover of the book telling the reader about the story?

Why are some features of text emphasized in size, colour and shape?

Issues arising from literary experiences may be discussed/debated. For example:

Did the Gingerbread Man deserve to be caught?

Why isn't the name of the big bad wolf given?

Do you think Goldilocks should enter a house without the owner knowing?

Why are stepmothers sometimes portrayed as mean individuals?

GCO 2: Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.

Suggestions for Assessment

Observe and note student responses as they communicate in natural conversations and interactions with one another. Include notes on student responses when they share their thoughts critically and show evidence of critical thinking. Documentation may include anecdotal notes, photographs, digital drawings, pictures, or audio/video recordings.

After students complete an activity or project, invite them to bring their work to circle time for constructive feedback. After each student shares their work, invite classmates to give *two likes and a wish*. For example, a student may say, "I *like* the shapes you used and I *like* the colour of your house. I *wish* for clouds in your sky."

Invite students to bring in a favourite cereal box to analyze. To expand the variety of cereals available, visuals may be retrieved online though a Google image search and displayed. Note responses to the following questions that may be asked to guide the discussion:

Is this a good name for the cereal? Why or why not?

Can you suggest a different name?

What is advertised on the box that made you want to buy it?

Why are prizes included in some cereals?

Who is this box of cereal designed for? Why?

Explore advertising methods such as toy store flyers, catalogues, commercials or online ads to stimulate discussion about why toy makers might want to make you believe that their toy is the best. Ask students if they have ever purchased an advertised toy and discovered after buying it that it wasn't quite what they expected. Discuss reasons why the ad was so appealing and the product was so disappointing. Encourage ways to express opinions respectfully to companies when they feel disappointed with a product.

Resources

Authorized Resources:

Nelson Literacy Kindergarten:

Read Alouds

Graphic Organizer:
Story Map in print and digital format on the Digital Resource:
My Community

Teacher's Resource/eSource

Digital Resources

Shared Reading Cards

Poetry/Song Posters

Theme Posters

Photo Cards

Audio CD

Boldprint Kids Anthology:

What's Your Name?

"A" is for Apple

Where's the Bear?

All Together

Vroom! Vroom!

"Brrr!"

Splish! Splash!

How Much?

Moo! Baa! Oink!

Me Too!

Project X Series

Suggested Website:

Cereal images retrieved from www.google.ca (images)

GCO 2: Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.

Outcomes	Suggestions for Teaching and Learning
Students will be expected to:	
2.5 give directions with more than one step.	Provide time for children to interact and use language to perform a task by playing barrier games. Two students place a barrier between them to hide their work. Each student takes on the role of speaker or listener and after each activity is completed they may switch roles. Through this type of play, speakers learn the importance of giving explicit and complete information and listeners learn the importance of monitoring information and using questions to gain further information. The speaker communicates how to recreate models, pictures or images that are based on their example. Once instructions are given and the recreations are completed the barrier is removed to verify the accuracy of the directions followed. Barrier games will require teacher modelling and multiple opportunities to practise with support, before independent play will occur. Provide students with opportunities to take on leadership roles. For example, they may: • "play teacher" at a dramatic play center or in an area that students consider to be the teacher's place to teach. • bring a game to school that they can teach others to play. • take turns leading a movement activity and providing instructions to classmates such as, "Hop two times and then touch your toes."

Cross-Curricular Links

Links to English Language Arts Speaking and Listening Outcome 2.5

Social Studies
Outcome K.3.2
give verbal directions using relative terms for different locations give directions in relative terms

GCO 2: Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.

Suggestions for Assessment

Document student learning with digital photos or audio/video recordings of representations created by students while giving directions in barrier games, movement activities, and dramatic play.

Listen to students as they communicate directions to others and note the use of procedural language and how they effectively use language to communicate. For example, when students are playing in a kitchen centre, ask them to demonstrate how to make a sandwich using model play food or set a table. The order in which the sandwich is made or the table is set is dependent on the step by step directions given by the student.

Resources

Authorized Resources:

First Steps Oral Language Resource Book, Barrier Games, page 109

First Steps Oral Language Developmental Continuum, Establishing an Environment for Speaking and Listening, pages 29-30

Suggested Resource:

Kindergarten Teacher's Resource Book, by Miriam Trehearne, Barrier Games, pages 208-209

GCO 2: Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.

Outcomes	Suggestions for Teaching and Learning
Students will be expected to: 2.6 follow directions with more than one step.	As students develop a comfort level they may work with a partner or a small group and follow oral directions such as those found in: • action songs • barrier games • scavenger hunts • table setting in the dramatic play centre • patterns with two or three elements created using manipulatives • parts of structures built with specified materials • art created with found items • recipes • obstacle courses Listen and follow the directions in songs such as the "*Hokey Pokey*", "*If You're Happy and You Know It*", "*Circle Time*" and various other selections from movement based DVDs and CDs. Play a listening game that asks students to follow multi-step directions. Start the game by using one direction. For example, say "Touch your heart." Add a second direction and eventually build up to three steps. For example, say "Touch your heart then your hips and your nose." Go on a classroom hunt and complete multiple steps such as: Step 1: Find a specific object in the classroom. For example, find something that starts with the letter "s" sound. Step 2: Draw a picture of the item on a piece of paper. Step 3: Share it with the class by posting it on the classroom bulletin board. Ideas for barrier games can be easily created by students using colored counters and markers, magnetic letters and numbers, blank paper and found materials such as those in *Beautiful Stuff*. For example, a child may create a visual on a defined space such as a cookie sheet using found materials. A scene may be created with clouds, a tree and the earth. The student may ask his partner on the opposite side of the barrier to create the visual by following the following verbal directions: *First*, use three cotton balls to make clouds on top. *Second*, put a green tree made of 2 green feathers below the clouds. *Third*, use five small brown rocks to make the earth on the bottom of the picture.

Cross-Curricular Links

Links to English Language Arts Speaking and Listening Outcome 2.6

Health
Unit 4
Outcome 2.1
practice appropriate recyling

Outcome 2.3
demonstrate safe practices in play environments

Physical Education
Rhythmic Activities
Cooperation and Responsibility (Affective) Outcome
follow directions for the safety of self, others and surrounding environment

Science
Outcome (201-1)
follow a simple procedure where instructions are given one step at a time

GCO 2: Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.

Suggestions for Assessment

Communicate directions orally to students and ask them to represent the directions on individual white boards using markers. For example, ask students to draw a large circle in the middle of their board and write their name inside the circle. Observe students as they complete the task and make anecdotal notes about the number of steps that they can follow when given directions with more than one step. Skill development should be noted throughout the year.

Resources

Authorized Resources:

First Steps Oral Language Resource Book, Barrier Games, page 109

First Steps Oral Language Developmental Continuum, Establishing an Environment for Speaking and Listening, pages 29-30

Completely Kindergarten: Kindergarten Curriculum Guide: Learning Areas and Suggested Materials, pages 27-30

Suggested Resource:

Kindergarten Teacher's Resource Book, by Miriam Trehearne, Barrier Games, pages 208-209

GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

Outcomes

Students will be expected to:

3.1 demonstrate an awareness of social conventions.

Cross-Curricular Links

Links to English Language Arts Speaking and Listening Outcome 3.1

Health
Unit 2
Outcome 1.3
understand that one's interaction/play affects one's feelings and those of others

Unit 3
Outcome 1.2
understand that friends share appropriately and play cooperatively

Outcome 2.1
demonstrate cooperative sharing and playing

Outcome 2.2
demonstrate respect for others

Physical Education
Outcomes
demonstrate the ability to cooperate and work with others while respecting individual differences

demonstrate respect for the personal space of others

Social Studies
Outcome K.1.4
develop an awareness of rules and why they are made

Suggestions for Teaching and Learning

Model, role play and explicitly discuss and describe:

- behaviours conducive to group work and play
- social conventions such as sharing materials, turn taking in conversation, asking to join an activity or use materials
- respecting and considering differing points of view
- use of language to gain the attention of others
- how to ask for help
- conflict resolution through problem solving situations

Use a sharing stick to focus attention on taking turns. Rotate the stick amongst students throughout the day as they interact in various learning areas. During large group discussions, the student holding the stick may become the speaker while others are the listeners. The use of the stick emphasizes the importance of one person speaking at a time.

Assign specific roles to students as they engage in small group activities. For example, roles in the reading area may include: page turner, reader, pointer, and questioner. Highlight the importance of each group member's responsibility in carrying out their role. After the activity, invite students to reflect on and share their contributions to the group.

Use choice boards to provide opportunities for students to practise moving between different learning areas. Model a variety of social conventions that may be used to accept a new student in an activity already in progress.

Create an incentive program to acknowledge students who display cooperative behaviours. To encourage others to adopt these positive behaviours, a sharing session may occur to highlight cooperative students. Schools may offer similar incentives as a school-wide initiative.

Discuss the lyrics in songs such as *Heigh Ho-Manners* and *Manners-Getting Along With Others.* Talk about the importance of getting along with others and demonstrating manners.

GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

Suggestions for Assessment

Observe and note the following social conventions using anecdotal notes or a checklist:

- turn-taking behaviours
- cooperation with others
- sharing of materials
- use of communication with group members
- the language used during interactions
- seeking and offering assistance

The *Getting Along Checklist Oral Language* from *Nelson Literacy Kindergarten Teacher eSource* may be customized to document student learning throughout the year.

Resources

Authorized Resources:

Nelson Literacy Kindergarten: Getting Along Literacy Kit:

Teacher's Resource/eSource: BLM *Getting Along Assessment Checklist*

Theme Poster: *Getting Along*

Shared Reading Cards:

Classroom Rules

What Can We Do To Get Along?

My Box of Crayons

I'm Sorry

Writing To Say Thank You

Being Kind

Getting Along

Changing

Cooperation

Photo Cards

Song Poster: *Working Together*

Audio CD: *Working Together*

Digital Resource: *Getting Along*

Read Alouds:

Sophie Peterman Tells the Truth

Otis

Leonardo the Terrible Monster

One

GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

Outcomes	Suggestions for Teaching and Learning
Students will be expected to: 3.2 demonstrate an awareness of how word choice affects the feelings of others.	Prior to making the connection between word choice and feelings, students should engage in a discussion about the various feelings that they experience Encourage students to describe how they express feelings such as happy, sad, angry, surprised, excited, lonely, frustrated, etc. Invite students to choose a feeling to role play and invite others to guess the feeling through actions such as smiling, singing, crying, stomping feet, etc. Using a read aloud such as *One* by Kathryn Otoshi, discuss the feelings expressed in the text by asking questions such as: *What words were used by Red to make Blue feel bad about himself?* *How did Yellow's words make Blue feel about himself?* *Can you think of a time when someone's words made you feel like Blue?* *Have you ever used words like Red to make someone feel sad?* *What words make you feel sad, happy, lonely, angry, excited, etc.?* Sing the song, *When You're Happy and You Know It*. Once students are familiar with the tune, create text innovations to vary the lyrics. For example: When they say <u>WOW!</u> and you hear it, you feel <u>GREAT!</u> When they say <u>WOW!</u> and you hear it, you feel <u>GREAT!</u> When they say <u>WOW!</u> and you hear it, and you really, really hear it, When they say <u>WOW!</u> and you hear it, you feel <u>GREAT!</u> When they <u>call you names</u> and you hear it, you feel <u>sad.</u> When they <u>call you names</u> and you hear it, you feel <u>sad.</u> When they <u>call you names</u> and you hear it, and you really really hear it, When they <u>call you names</u> and you hear it, you feel <u>sad</u>. During a shared reading session, read a selection such as *The Ugly Duckling.* Discuss the feelings experienced by the duckling and the actions and words of the other ducklings that made him feel the way that he did prior to becoming a swan.

Cross-Curricular Link

Links to English Language Arts Speaking and Listening Outcome 3.2

Health
Outcome 3.2
examine personal interactions with others and how they make others feel

GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

Suggestions for Assessment

Involve students in categorizing language with feelings. Select and display visuals of feelings using the *Emotions Photographic Learning Cards*. Make a list of words that can be associated with feelings represented on the cards. Say a word from the list and ask the students to identify the card that can be associated with the feeling. Note if students demonstrate an understanding of how word choice affects the feelings of themselves and others.

Provide students with paper and markers to record a happy or sad face to represent how the word choice used affects their feelings and the feelings of others. Make statements, play an audio clip, ask a question, or read a selection to elicit responses about word choices.

Ask students to listen to the lyrics of a song or the words of a poem to determine the emotions that they elicit. When the lyrics or words become familiar, ask students to select words and tell how the words make them feel.

Observe student interactions and document specific instances when students demonstrate an understanding that words affect the feelings of others.

Resources

Authorized Resources:

Nelson Literacy Kindergarten: Getting Along Literacy Kit

Shared Reading Card: *When I'm Mad*

Digital Resource

Teacher's Resource/eSource

Photo Cards

Read Aloud: *One* by Kathryn Otoshi

Boldprint Kids Anthology:

Me Too

The Ugly Duckling, pages 14-21

GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

Outcomes	Suggestions for Teaching and Learning
Students will be expected to: 3.3 develop an awareness of verbal and non-verbal cues.	Verbal and non-verbal cues should include tone, volume, pace, intonation and gestures. Various contexts requiring different language cues may be explored by sharing visuals depicting settings such as an arena, library, classroom, gym, playground, church, concert, assembly, bowling alley, family celebrations, etc. Discuss possible conversations for each situation. After reading a book such as *Willow's Whispers,* discuss how voice volumes differ amongst individuals. Discuss reasons why a maximum volume for a classroom voice is discouraged. Discuss instances when a louder voice may be appropriate to use during the school day. Use a visual such as a 0 - 4 scale to show an increase in voice level. 0 is no voice 1 is a whisper 2 is a regular speaking voice 3 is an outside voice 4 is an emergency Invite students to model different facial expressions, gestures and body language associated with different feelings. The student who guesses the feeling takes the next turn. Include eyebrow raising, eye movement, open mouth, lowered chin, shrugging shoulders, smile, frown, arms crossed, and head nodding in both vertical and horizontal directions, etc. You may provide a bag of photo cards depicting various facial expressions for children to select. Once students become familiar with this activity they may play it with a partner. Listen to audio clips of advertisements, television programs and pod casts to hear different tones in voices. Discuss how similar messages may be interpreted differently when the tone of the speaker changes. Using photo cards, pair students to view the scenarios depicted and role play the conversations that may be occurring based on the situations and the gestures portrayed.

Cross-Curricular Links

Links to English Language Arts Speaking and Listening Outcome 3.3

Music
Organizer: Melody/Pitch
Outcome 1
perform, listen to and create

- higher and lower
- the singing voice

Organizer: Expression
Outcome 1
perform, listen to and create

- louder and softer
- faster and slower
- sounds from various sources

GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

Suggestions for Assessment

Using the *Getting Along Theme Poster*, discuss the various contexts where children interact. Ask students to describe what is happening and how they know. The discussion may be prompted using the following questions:

What do you see on this poster?

What do the photographs make you think of?

How can you tell how another person is feeling?

As students communicate across all content areas, observe and note:

- awareness of audience
- consistency of tone for intended message
- appropriateness of volume for the location of the communication
- the clarity of the pace
- evidence of intonation when asking questions and conversing
- use of gestures to convey a message

The *Oral Language Checklist* from *Nelson Literacy Kindergarten Teacher eSource* may be customized to document student learning throughout the year.

Resources

Authorized Resources:

Nelson Literacy Kindergarten:

Getting Along and *Look at Me*

Shared Reading Cards:

Best Friends

When I'm Mad

Digital Resources

Teacher's Resource/eSource BLM: *Oral Language Checklist*

Digital Resources

Read-Aloud: *Willow's Whispers* by Lana Button

Photo Cards

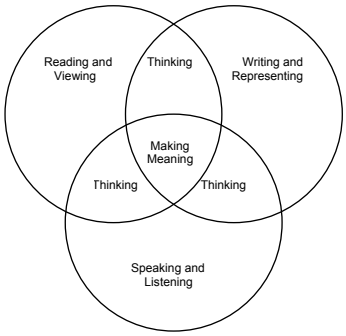
Theme Poster: *Getting Along*

Reading and Viewing

Overview of Reading and Viewing

Focus

The six strands of language arts necessitate an integrated approach in developing learning activities for students. When focusing on a particular strand, it is important to recognize the interconnections of the strands and build on students' strengths; emphasizing the cognitive strategies that students use to make meaning as they speak, listen, read, view, write and represent to support literacy learning.



Reading and viewing provides students with opportunities to interact with a variety of texts. Students should explore the organization, codes and conventions associated with different text forms to be effective readers and viewers.

Outcomes Framework

GCO 4 Students will be expected to select, read, and view with understanding a range literature, information, media, and visual texts.

KSCOs

- select, independently and with teacher assistance, texts appropriate to their interests and learning needs
- read widely and experience a variety of children's literature
- use pictorial, typographical, and organizational features of written text to determine content,locate topics, and obtain information
- use and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic, and graphophonic) and a range of strategies to construct meaning
- describe their own reading and viewing processes and strategies

SCOs

4.1 explore various text forms and genres as sources of interest and information

4.2 demonstrate an awareness of text features

4.3 use strategies to make sense of texts

4.4 demonstrate basic concepts of print

4.5 demonstrate letter knowledge

GCO 5 Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

KSCOs

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

SCOs

5.1 explore a variety of texts for the purpose of seeking answers to questions

GCO 6 Students will be expected to respond personally to a range of texts.

KSCOs

- make personal connections to texts and describe, share, and discuss their reactions and emotions
- express and explain opinions about texts and types of texts, and the work of authors and illustrators, demonstrating an increasing awareness of the reasons for their opinions

SCOs

6.1 explore text connections to self, other texts, and to the world

6.2 express opinions about a variety of texts

GCO 7 Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

KSCOs

- question information presented in print and visual texts
  - use a personal knowledge base as a frame of reference
- identify some different types of print and media texts
  - recognize some of their language conventions and text characteristics
  - recognize that these conventions and characteristics help them understand what they read and view
- respond critically to texts
  - formulate questions as well as understandings
  - identify the point of view in a text and demonstrate awareness of whose voices/positions are and are not being expressed
  - discuss the text from the perspectives of their own realities and experiences
  - identify instances of prejudice, bias, and stereotyping

SCOs

7.1 investigate texts for intended messages

General and Specific Outcomes for Reading and Viewing
in
Kindergarten and Grade One

GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.	
Kindergarten	**Grade One**
Students will be expected to:	Students will be expected to:
4.1 explore various text forms and genres as sources of interest and information.	4.1 select a variety of texts for different purposes
4.2 demonstrate an awareness of text features	4.3 use text features to construct meaning
4.3 use strategies to make sense of texts	4.4 use strategies to make sense of texts
4.4 demonstrate basic concepts of print	4.2 demonstrate concepts of print
4.5 demonstrate letter knowledge	
GCO 5 Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.	
5.1 explore a variety of texts for the purpose of seeking answers to questions	5.1 formulate questions that lead to inquiry
	5.2 use information from a variety of resources
GCO 6: Students will be expected to respond personally to a range of texts.	
6.1 explore text connections to self, other texts and to the world	6.1 make connections to a variety of texts
6.2 express opinions about a variety of texts	
GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.	
7.1 investigate texts for intended messages	7.1 demonstrate an understanding that all texts have intended messages
	7.2 analyze texts for intended purposes and audiences
	7.3 respond to texts by offering alternative perspectives

GCO 4: Students will be expected to select, read and view with understanding a range of literature, information, media, and visual texts.

Outcomes

Students will be expected to:

4.1 explore various text forms and genres as sources of interest and information.

Cross-Curricular Links

Links to English Language Arts Reading and Viewing Outcome 4.1

Religious Education
Outcome 3.2
develop an awareness of various stories of celebrations

Art
Outcome 3.1.2
explore images from different times and cultures

Social Studies
Outcome K.3.2
read simple maps and pictures

Suggestions for Teaching and Learning

It is important to provide a balanced approach to reading since different literacy skills are emphasized through a variety of text forms and genres. A balanced reading approach engages students in *read alouds, shared, independent and guided reading*. While read alouds, shared reading, and independent reading experiences will begin at the onset of the school year, guided reading is dependent on the developmental levels of individual students and groups. Varied instructional approaches provide opportunities to explore different texts. Forms may include:

Functional texts: menus, advertisements, lists, sticky notes, etc.
Electronic texts: digital books, websites, blogs, email, etc.
Procedural texts: maps, architectural designs, rules, recipes, etc.
Narrative texts (fiction or informational) such as: stories, graphic readers, poems, songs, rhymes, chants, magazines, plays, etc.
Recounts (fiction or informational) first person accounts such as: diaries, journals, biographies, etc.
Reports: magazines, newspapers, letters, posters, etc.
Descriptive Texts: a wanted poster, identification card, letter-writing, magazine/newspaper articles, amazing facts, etc.
Explanatory Texts: picture dictionaries, foldables, math journal, etc.
Persuasive Texts ads, signs, posters, cover designs, postcards, etc.

It is important to include a variety of genres for text exploration. They may be categorized in reading baskets in classroom libraries for independent reading. Include a variety from the following:

Genres	Examples
Fiction: Invented narratives with imaginary characters and events	Mystery, Realistic Fiction, Historical Fiction, Adventures, Science Fiction, Fantasy, Fables, etc.
Non-Fiction Accounts of real people, places, things or events based on fact.	Information, Reference, Biography, Autobiography, magazines, newspaper articles, editorials, pamphlets, brochures, etc.
Poetry Verse written to create a response of thought and feeling from the reader often using rhythm and rhyme to help convey its meaning.	Haiku, Acrostic, Songs, Nursery Rhymes, Chants, etc.
Traditional Literature Stories that are passed down from one group to another in history.	Fairy Tale, Folktale, Fable, Legend, Myth, etc.
Plays A script intended for performance.	Drama, Musical, Readers Theatre, etc

GCO 4: Students will be expected to select, read and view with understanding a range of literature, information, media, and visual texts.

Suggestions for Assessment

Present a selection of text forms and genres to students during conferencing. Ask them to select a text which interests them. Observe and record notes on the following:

- how the student selected the text
- the reason for the student's choice of text
- the purpose for selecting the text (interest, information, topic of study, etc..)
- a suggestion for another person who may choose the same text

Ask questions such as:

Which text would you choose to learn more about _____ ?

Which text would you select to read for enjoyment?

Which text would give you information about things happening in our town?

Which text would you choose to find the location of another town?

Which text would you select to find a recipe?

Which text provides information from the pictures?

Authorized Resources

Authorized Resources:

Nelson Literacy Kindergarten:

Teacher's Resource/eSource
Graphic Organizers
Theme Posters
Photo Cards
Shared Reading Cards
Poetry/Song Posters
Audio CD
Digital Resources
Read Alouds

Boldprint Kids Anthology:

Anthologies
Graphic Readers

GCO 4: Students will be expected to select, read and view with understanding a range of literature, information, media, and visual texts.

Outcomes	Suggestions for Teaching and Learning
Students will be expected to:	
4.1 explore various text forms and genres as sources of interest and information.	***Read Alouds*** Books may be selected by students or teachers to enjoy during read alouds. You may consider inviting reading buddies, family or community members to share a read aloud. Read alouds: • occur daily. • demonstrate a love of reading. • model fluent, expressive reading. • include a variety of quality literature selections including electronic stories, books on CD, etc. • encourage predictions, connections, sharing and reflection before, during and after reading. ***Shared Reading in Whole/Small Groups*** In both whole and small group shared reading, the teacher models, highlights and shares reading strategies. Students are encouraged to participate in the reading experience. As reading strategies are developed, the ownership shifts towards the students. The framework underlying small and whole group shared reading is similar. However, small group shared reading enables the teacher to focus on particular literacy skills and interests as determined by the students in the group. Shared reading: • encourages students to listen and join in the reading. • provides opportunities to interact with a variety of texts in a supportive environment. • emphasizes the importance of meaning making as an essential part of the reading process. • promotes the practice of book handling concepts, one to one word correspondence, directionality and return sweep. • engages students in rich language experiences to explore sounds, letters, words, punctuation and features of text in authentic contexts. ***Independent Reading*** Providing students with daily opportunities to read independently is an essential aspect of reading development. It is important for kindergarten students to be given opportunities to view and explore a variety of texts which are interesting and familiar to them. Independent reading: • emphasizes enjoyment. • promotes student self-selection. • focuses on engagement with texts and concepts of print rather than the decoding of texts. • provides opportunities to practise book handling and print-tracking concepts.

GCO 4: Students will be expected to select, read and view with understanding a range of literature, information, media, and visual texts.

Suggestions for Assessment

In individual, small and large group settings, a selection of shared and independent reading texts will be explored throughout the year. Many of these texts are available in print and electronic format. As each text is explored place emphasis on the form and genre. With exposure throughout the year, students will recognize when a familiar form or genre is revisited. As each text is explored ask questions such as the following:

Have you ever seen a text like this before? Where? Who used it? Why?

Do you know the name of this type of text?

Have you read other selections from this genre?

When would you select a text like this? Why?

Which texts interest you most/least? Why?

Authorized Resources

Authorized Resources:

Nelson Literacy Kindergarten:

Teacher's Resource/eSource

Shared Reading Cards

Read Alouds

Poetry/Song Posters

Digital Resources

Graphic Organizers

Theme Posters

Photo Cards

Audio CD

Boldprint Kids Anthology:

Anthologies

Graphic Readers

GCO 4: Students will be expected to select, read and view with understanding a range of literature, information, media, and visual texts.

Outcomes

Students will be expected to:

4.2 demonstrate an awareness of text features

Suggestions for Teaching and Learning

There is not an expectation for kindergarten students to identify text features. However, they are expected to view a variety of texts to gain exposure to text features and learn how they can be used to construct meaning. Text features can help readers identify the most important and challenging ideas, anticipate content that is included within the text, and find information. Provide many opportunities for students to use text features to help them make sense of the texts encountered in all curriculum areas. Text features should be highlighted within context as they are encountered in various texts. During shared reading sessions, introduce and explore the following text features:

Text Features in Kindergarten		
• author • captions • cover • font (italics, size, bold) • headings • hyperlinks	• illustrator • login user name • password • menus • navigation buttons • page numbers	• photographs • spatial layout • table of contents • text boxes • title • word shapes
Note: There should be multiple opportunities to explore a variety of text features. Even though specific features are listed for each grade level, exposure should not be limited to those listed when encountered in texts.		

Using a graphic reader, explore the many ways that text features are used for specific purposes. Italics and bold may denote words that are said with emphasis whereas smaller and lighter fonts may represent a whisper. For example in the Bold Print Kids Anthology, *A is for Apple*, why is the title, *Making Applesauce* written on a recipe card? Why do the words *Knock! Knock!* get bigger as they are shown across the page in the Bold Print Kids Anthology *Brrr!?*

Graphic organizers, posters, reading cards, etc., may be used to highlight specific text features such as headings, text boxes, photographs and captions.

Display a variety of literature for children to view. Students search for different text features such as: bigger words, bold print, words in shape design, etc. and then share them. Students can talk about why they think the author used that specific text feature.

GCO 4: Students will be expected to select, read and view with understanding a range of literature, information, media, and visual texts.

Suggestions for Assessment

Text features are highlighted in the ongoing focus sections of the teacher's resources. Multiple examples may be found in the texts included in *Boldprint* anthologies and graphic readers

Invite students to participate in a "text feature" hunt. Ask students to collect a sample of texts which include examples of the following text features:

cover	author	illustrator	title
table of contents	menus	password	text boxes
page numbers	login	hyper links	font size
navigation buttons	user name	headings	word colors
word shapes	spatial layout	photographs	captions

Afterwards, invite students to share their samples in a large group setting. Note student responses and contributions to the sharing session. Observe and record evidence of students gaining meaning from text features and recognizing the text features.

Authorized Resources

Authorized Resources:

Nelson Literacy Kindergarten:

Teacher's Resource/eSource

Shared Reading Cards

Read Alouds

Poetry/Song Posters

Digital Resources

Graphic Organizers

Theme Posters

Boldprint Kids Anthology:

What's Your Name?

"A" is for Apple

Where's the Bear?

All Together

Vroom! Vroom!

"Brrr!"

Splish! Splash!

How Much?

Moo! Baa! Oink!

Me Too!

Boldprint Graphic Readers

Project X Series

GCO 4: Students will be expected to select, read and view with understanding a range of literature, information, media, and visual texts.

Outcomes

Students will be expected to:

4.3 use strategies to make sense of texts

Suggestions for Teaching and Learning

As readers/viewers interact with text, they use various strategies requiring the integration and coordination of the four cueing systems: ***semantic, syntactic, graphophonic*** and ***pragmatic,***. Further information on these systems can be found on pages ***125-135*** of this curriculum guide and in *First Steps: Reading Resource Book.*

Cueing Systems	
Semantic	Readers and viewers use semantic cues to construct meaning when they connect new information in a text to what they already know. Encourage the use of predictions before, during and after reading.
Syntactic	Readers make use of oral language patterns to predict, confirm and self-correct when using syntactic cues. A student is applying a syntactic cue when they self-correct a miscue by discovering that language does not sound right or when they use the read ahead strategy to predict a word based on the structure of the sentence.
Graphophonic	Graphophonic cues refer to knowledge about the sound-symbol system. In addition to letter-sound relationships, this also includes knowledge about directionality and spacing as students develop the concept of word and learn to track print. Students need to learn about the alphabet and their sounds. Sound awareness activities focusing on rhyme and alliteration support the development of this knowledge.
Pragmatic	Pragmatic cues refer to the readers' understanding of how text structures work and the purpose for reading. These cues deal with the social and cultural aspects of language use. Language occurs within contexts and the pragmatic system is based on background experiences with things, people, text, and oral language.

Use of semantic and syntactic cues can be addressed through environmental print. This is the print of everyday life recognizable by most. It may include: symbols, signs, numbers and colours found in advertisments for fast food chains, local shops, and websites. Engaging students in a discussion about the environmental print in their world offers excellent entry points for young children to become literate and allows them to discover that they are already readers. Take students on an "Environmental Print Hunt." Using a digital camera, take pictures of environmental print at school, home and in the community. Examples may include: packaging, clothing, fridge magnets, etc.

Create a visual schedule for classroom routines. At the beginning of the year this may include one simple visual direction such as: a book bag hanging on a hook. Additional steps can be added as the year progresses and routines change. Words may also be added to accompany the visuals.

Involve students in cloze activities. For example, write a sentence that has a word hidden. Brainstorm possible words that would make sense in that position. Reveal one letter at a time to predict and confirm the hidden word.

From rich literacy experiences, a bank of personally significant and/or high frequency words evolves. Recall of these words in isolation is not an expectation for kindergarten students.

GCO 4: Students will be expected to select, read and view with understanding a range of literature, information, media, and visual texts.

Suggestions for Assessment

A documented student-teacher conference between teacher and student is an effective approach to determine student knowledge of the cueing systems such as:

- Semantics
  - gathering meaning from environmental texts
  - realize that print carries a message
  - use picture cues to construct meaning
- Syntax
  - knows when texts sounds right
- Graphophonics
  - knowledge about the sound-symbol system and how readers apply this knowledge as they read

Indicate on reading checklists the student's engagement in reading or reading like behaviours. Using the *Nelson Literacy Kindergarten Teacher eSource*, you may customize the checklists to document student learning.

Use a think aloud approach during read alouds and shared reading. Observe student participation as they make predictions before, during and after the reading. Possible thinking aloud comments may include:

This reminds me of…

That didn't sound right to me I'll read it again.

This is like another book we read.

Using an unfamiliar text, take a picture walk and note how students make predictions, personal connections and understand the story.

Place a collection of objects from two alphabet tubs in a bag. Students should take turns pulling out one object at a time, identifying it, and sorting it into the appropriate tub based on the initial letter sound.

Note:

Personally significant words are words that students encounter on a daily basis and are significant to them. Personally significant words and high frequency words are not meant to be assessed in isolation.

Authorized Resources

Authorized Resource:

Nelson Literacy Kindergarten:

Teacher's Resource/eSource

First Steps: Reading Resource Book

GCO 4: Students will be expected to select, read and view with understanding a range of literature, information, media, and visual texts.

Outcomes Students will be expected to:	Suggestions for Teaching and Learning
4.4 demonstrate basic concepts of print	Discrete concepts are specified in this outcome. It is important, however, for students to explore concepts and demonstrate their understanding within a holistic framework in an effort for them to make meaningful connections. Exposure throughout the year to a variety of texts provides multiple opportunities to highlight book handling skills, directionality, spacing and concept of letter and word. Model, role-play and explicitly discuss and describe the following concepts in meaningful contexts: • **book handling** (identifies front and back of book/e-book, locates title, page turning/scrolling, orients the book appropriately, etc.) • **directionality** (tracks print with finger/cursor, locates beginning of text, tracks print from left to right, demonstrates return sweep at the end of the line, etc.) • **spacing** (recognizes the space between individual letters and words) • **concept of letter and word** (recognizes the difference between letters and numbers and letters and words, demonstrates awareness that letters have associated sounds and words associated meaning) Students will need varied experiences with *letters and words*. Invite students to represent their names using various materials such as magnetic letters, paint brush and paint, etc., to show how letters form words. To encourage *concept of a letter*, ask students to take the letters within their name apart to recognize that their names are created with letters. Then, encourage students to put their names back together to illustrate that their name is a word composed of letters. As an extension, students may compare the letters in their name with a partner. The focus of this activity is not on the correct spelling of a name. Rather, it focuses on the recognition of and the difference between letters and words. Take a sentence from a text such as a morning message. Students may build block towers, use counters, highlighters, etc., to represent the number of *words in the sentence*. To emphasize spacing between words, write the words from a familiar poem or story on cards. Include blank cards to represent the spaces between each word (e.g., I like winter). Distribute the cards to students and ask them to arrange themselves according to the word or space that they are holding. During the initial attempt to order the cards, the teacher should read the cards aloud to determine if the order is meaningful. Create student pointers using a popsicle stick and a googly eye. Students use their pointer to keep their “eyes on the words” by touching each word while reading. Focus on *left to right directionality* and *concept of word*. Students may use these pointers during reading activities. Introduce each letter using a corresponding alphabet puppet. For example, an alligator puppet may be named Alligator Andy and used to introduce the letter Aa.

GCO 4: Students will be expected to select, read and view with understanding a range of literature, information, media, and visual texts.

Suggestions for Assessment

Observe and note reading behaviours of students as they engage with texts. A game such as "I-Spy" may be played using a magnifying glass to find a letter, word, front/back of a book, space, etc.

Teachers and students may engage in a reading interview/ conference. Present a student with a text and ask the following questions:

Show me the front/back of the book?

Where does the story start/end?

How many letters are in this word?

How many words are in this sentence?

Show me the spaces between the words?

Cut a simple sentence into individual word cards. Include blank cards for spaces. Ask students to arrange the cards to recreate the original sentence. The focus of this activity is not to assess the decoding of words. Instead, the concept of word, word spacing, and directionality may be assessed. Some students may require support to read the words aloud as they are selected. Use checklists from the *Nelson Literacy Kindergarten Teacher* eSource for *Concepts of Print* to document student learning. Teachers may customize the checklist.

Authorized Resources

Authorized Resources:

Nelson Literacy Kindergarten:

Teacher's Resource/eSource:
BLM: *Concepts of Print Checklist*

Read Alouds

Poetry/Song Posters

Shared Reading Cards

Digital Resources

Theme Posters

Learn the Alphabet Puppet Set

Alphabet Sounds Teaching Tubs

Boldprint Kids Anthology:

Anthologies

Graphic Readers

Suggested Resource:

First Steps Reading Resource Book

GCO 4: Students will be expected to select, read and view with understanding a range of literature, information, media, and visual texts.

Outcomes Students will be expected to:	Suggestions for Teaching and Learning
4.5 demonstrate letter knowledge	Knowledge of letters develop when students are exposed to many meaningful print activities rather than teaching each letter in isolation. Letter knowledge involves: • discriminating letter shapes • naming letters • associating letters with their sounds • forming letters for writing Recognition and recall are two different skills that are required to discriminate letter shapes and to name letters. Recognition requires the student to name a letter that is presented to them. For example, point to the letter P and ask the student, *Can you tell me the name of the letter?* Recall requires a student to find a specific letter from a group of letters. For example, when a student is presented with a cookie sheet full of magnetic letters ask, *Can you find the letter p?* To reinforce this skill throughout the year, provide students with a word wand created from a pipe cleaner or a fly swatter. Students will find specific letters from print displayed in the classroom. Morning messages, printed chants, rhymes and shared reading cards are ideal locations to find letters. There are many opportunities to connect and develop letter sound associations through oral language activities introduced in the speaking and listening strand. For further elaboration, see suggested teaching and learning strategies for SCO 1.6. For example, letter and sound associations may be introduced using alphabet puppets. Each puppet corresponds with a letter/sound tub which includes miniature objects that begin with specific letter sounds. Objects from two tubs may be placed on a tray and sorted to the corresponding letter/sound tub. Forming letters from memory is not an expectation for letter knowledge. Rather, the intent of this outcome is for students to form letters using a model. Provide multiple opportunities for students to form letters for writing using their senses. Groups of students may use their bodies to create letters of the alphabet. Small groups of four are required for the letters M and W while T, X, and L require partners. Letter formation may also be practiced using play dough, art easels and paint brushes, graphic paint, electronic pen, letters traced in the air using fingers or paintbrushes, formed on rice trays, in the sand on a cookie tray, in gel bags, shaped with shaving cream, wikki sticks, sand paper, pipe cleaners, etc., Using found materials such as those suggested in “Beautiful Stuff”, allow students to form letters creatively. Photograph completed letters to act as a model or to display as a class book, digital slideshow or an electronic book. It is not necessary to affix materials to the workspace. This allows children to experiment with materials continuously in creating other letters. After multiple experiences forming letters using different mediums, provide students with individual clip boards to participate in a “letter hunt”. Students should be encouraged to record environmental print or other words they find that start with a particular letter of study. Outcomes in the writing and representing strand provide further opportunities for students to practice letter formation within context.

GCO 4: Students will be expected to select, read and view with understanding a range of literature, information, media, and visual texts.

Suggestions for Assessment

Using a checklist, indicate student's knowledge of letters as they are studied. The following sub-headings should be included to assess upper and lowercase letters: letter name, letter sound, letter formation. Suggested assessment activities follow the chart.

	letter				letter		
	name	sound	formation		name	sound	formation
S				s			
A				a			
F				f			
C				c			
Z				z			
W				w			

Present a tray of objects from a letter/sound tub and the miniature upper and lowercase letters that correspond with the initial letter sound. Include one object that belongs to a different tub. Ask the student:

Can you show me the object that does not belong?

What letter sound does this object begin with?

Can you show me the uppercase letter?

Can you show me the lowercase letter?

Most kindergarten students begin using conventional print to write their name. Post a Question of the Day for students to answer by recording their name. Whenever possible, use pictures to accompany the question and choices. Note the development of letter formation using the letters in their name.

Which center do you like best?		
Blocks	Art	Writing

Use a sealed plastic bag and place a small amount of hair gel inside. Ask students to form specific letters on the surface of the bag to make the imprint of the letter in the gel. When letters are formed correctly, record them on the checklist.

Select objects from the alphabet sounds teaching tubs and invite students to name the beginning letter/sound of the object. Once the letter is identified they may select the corresponding alphabet puppet and model the letter formation on a whiteboard or chalkboard. Student responses may be recorded on a checklist.

Use a game such as "Letter Flash" during daily routines to assess the printing of specific letters from memory. Using individual white boards and erasable markers, ask students to print a specific letter and keep it hidden until they hear a verbal signal such as "Flash". Students then turn over their whiteboard to reveal their letter to the teacher. Observations may be documented using a checklist.

Authorized Resources

Authorized Resources:

Nelson Literacy Kindergarten:

Teacher's Resource/eSource:
BLM: *Concepts of Print Checklist*

Read Alouds

Photo Cards

Theme Posters

Shared Reading Cards

Poetry/Song Posters

Audio CD

Graphic Organizers:

Digital Resources

Learn the Alphabet Puppet Set

Alphabet Sounds Teaching Tubs

Suggested Resource:

Nelson: *Kindergarten Teacher Resource Book* by Miriam Trehearne, BLM's 2–7, *Letter Identification and Recognition*, pages 85 - 90

GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

Outcomes	Suggestions for Teaching and Learning
Students will be expected to:	
5.1 explore a variety of texts for the purpose of seeking answers to questions	Explore and interact with a variety of texts throughout the kindergarten curriculum. It is important for students to gather information from a variety of sources. Cross-curricular connections allow students opportunities to collect and interpret smaller pieces of information and link them in a meaningful way. It is recommended that teachers create opportunities and conversations which inspire students to: • ask questions to make sense of information • seek information from a variety of sources • suggest ways to gather ideas and information

Cross-Curricular Links

Links to English Language Arts Reading and Viewing Outcome 5.1

Health
Unit 1
Outcome 1.2
understand that healthy foods, as defined by Eating Well with Canada's Food Guide, give the body energy and help it grow

Social Studies
Outcome K.3.2
read simple maps and pictures

The variety of texts presented in the literacy kit*, Living Things in the Environment*, provides many opportunities for exploration, inquiry, and discussion. Using the graphic organizer, *KWLM Chart,* encourage students to ask questions that will lead to inquiry. Many questions will be answered through their engagement with hands on experiences and exploration of texts. Answering their questions may prompt students to research a variety of texts and gain knowledge from websites, printed texts, guest speakers, etc. Researching answers may not extend over long periods of time. The key focus is that students understand that seeking answers to their questions may require them to go to a variety of resources.

GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

Suggestions for Assessment

Assessment of this outcome focuses on teacher observation of reading/viewing behaviors of students as they seek answers to their inquiries by exploring and interacting with a variety of texts. For example, observe students as they contribute to the completion of columns in the KWLM chart. Note how students contribute to each column depending on their experiences.

Provide a variety of texts for pairs of students to explore and find answers to questions they may have. Observe students as they engage in a "think, pair, share" activity to seek answers to their questions.

Authorized Resources

Authorized Resources:

Nelson Literacy Kindergarten:

Living Things in the Environment, Literacy Kit

What Is It Made Of?, Literacy Kit

How Do Things Move?, Literacy Kit

Teacher's Resource/eSource

Read Alouds

Photo Cards

Theme Posters

Shared Reading Cards

Poetry/Song Posters

Audio CD

Graphic Organizers:

- *KWLM Chart*
- *My Predictions*
- *I Wonder*
- *Making Connections*

Digital Resources

Boldprint Kids Anthology:

10 Anthologies

20 Graphic Readers

Project X Series:

9 titles

Suggested Resource:

Emergent Curriculum in the Primary Classroom: Interpreting the Reggio Emilia Approach in Schools by Carol Anne Wien (2008)

GCO 6: Students will be expected to respond personally to a range of texts.

Outcomes

Students will be expected to:

6.1 explore text connections to self, other texts and to the world.

Cross-Curricular Links

Links to English Language Arts Reading and Viewing Outcome 6.1

Religious Education
Outcome 3.2
develop an awareness of various stories of celebrations

Suggestions for Teaching and Learning

Understanding is enhanced when readers make connections between the text they are reading and their background knowledge. The text may make them think of personal experiences similar to those described in the text, of experiences others have told them about, or of events and information obtained from other texts. Students are better equipped to make connections to a variety of text forms when personal connections are made. Personal connections to the text should be encouraged before, during and after a text is shared. It is important for students to recognize that the connections they make are relevant, meaningful, and support comprehension. They need explicit explanations and demonstrations of appropriate meaningful connections through teacher modelling to help them understand that some links are more relevant than others, and that these connections can give them a fuller understanding of the text. Students need to know that when interacting with any text, they can develop insight into how it works and how its meanings are produced. Connections to texts help students understand how social values are constructed and communicated in language. This allows them to interpret the implications and meanings of texts that they read and view. Three types of connections readers make include:

text-to-self: new information from a text is linked to personal experiences
text-to-text: information read in one text is linked to information learned from another text
text-to-world: information from the text can be linked to a larger issue in the world

Photo cards and shared reading cards may be used to make *text-to-self* connections. It is important to share your own connections between the text and your personal life to model text-to-self connections to students. Students may require guiding questions such as: *What does this picture/video/story/website remind you of?*

A *text-to-text* connection may be made to a familiar text such as *Goldilocks and the Three Bears* and the graphic story version titled *Goldilocks*. Read the two versions. Afterwards, ask students to compare the connections they make between the two text forms with a partner. Text -to- text connections can be made between and among any texts read. The connections may involve the content, genre, author, illustrator, illustrations, characters, etc.

Using a read aloud such as *Miss Fox's Class Goes Green*, encourage students to make *text -to -world* connections by modelling how they can use their background information to make a connection. This information will help them as they read. During the reading, it is important to prompt them to recall what they already know. After the reading, they should connect their prior knowledge to what they learned. For example, when Miss Fox rides her bicycle to school and Bunny brings a cloth bag to the supermarket they are doing their part to keep the earth healthy. Students may connect this practice to global issues such as environmental pollution to the air and land.

GCO 6: Students will be expected to respond personally to a range of texts.

Suggestions for Assessment

The following prompts and questions may be used to elicit and record student responses:

Text-to-Self

Based on your own similar experience, what do you think will happen next?

Can you remember a time when..?

Have you ever felt the same way as this person?

How are the events in your own life alike or different than the text?

What do you know about this activity?

What does this picture/video/story/website remind you of?

Text-to-Text

I read another book where...

That reminds me of...

These illustrations remind me of the ones in...

These pictures are like...

This author always...

This book is funny/sad like...

This character was in...

This event is like...

This is a story like...

This is similar to...

This part is just like...

Text-to-World

How can you do your part?

What did you learn?

What do you already do?

What do you already know about...?

What does it remind you of in the real world?

Where did you see/hear about something like this?

Observe and note student's personal connections to texts and the opinions they express. This can be done orally or through a representing/writing activity.

Authorized Resources

Authorized Resources:

Nelson Literacy Kindergarten:

Teacher's Resource/eSource

Read Alouds from Literacy Kits:

- *Look at Me: Willow's Whispers, Knuffle Bunny Free*, *Yoko Writes Her Name, Little Mouse Gets Ready*
- *What Is It Made Of?:* Not a Box, An Island Grows, What Am I? My Mom Loves Me More Than Sushi
- *Living Things in the Environment: City Dog, Country Frog, How to Heal a Broken Wing, Birds, Ten Little Fingers and Ten Little Toes*
- *How Do Things Move?: Higher Higher, Caramba, Trainstop Lilly & Lucy's Shadow*
- *Getting Along: Sophie Peterman Tells the Truth*, *Otis, Leonardo the Terrible Monster, One*
- *My Community: In My Backyard*, *Jake Starts School*, *I Like to Play, Miss Fox's Class Goes Green*

Photo Cards

Theme Posters

Shared Reading Cards

Poetry/Song Posters

Audio CD

Graphic Organizers

Digital Resources

Boldprint Kids Anthology:

10 Anthologies:

20 Graphic Readers:

Project X Series:

9 titles

GCO 6: Students will be expected to respond personally to a range of texts.

Outcomes Students will be expected to:	Suggestions for Teaching and Learning
6.2 express opinions about a variety of texts	Some students will depend on teacher modelling and prompting as they begin learning how to express their opinions. Over time, as instruction and familiarity with a variety of texts progresses, fewer prompts should be required. The use of open-ended questions may encourage responses that elicit student opinions. Opinions may naturally evolve in a conversation when questions such as the following are asked: • *Tell me about...* • *What did you like most/least about...?* • *What did you think about the...?* • *What would you like to see different about...?* • *Would you recommend this to a friend? Why or why not?* • *How does this text make you feel?* • *What does this text remind you of?* • *What do you like best and least about this text?* Provide small groups of students with text boxes which contain a variety of texts such as magazines, informational texts, graphic readers, posters, flyers, etc. Provide time for them to examine the various texts and form opinions about each one. This activity develops an awareness of the variety of texts available and helps students form opinions about them. Invite students to share opinions about a favourite and/or least favourite website, electronic or print text, song or video. Student participation in concerts, field trips, or guest speaker presentations also provide great opportunities for students to form and express opinions. During shared reading sessions or read alouds, stop at pre-determined words, sentences, pages, etc. and ask students to express their opinion about how they think the text will develop, and how each new word, sentence, or page confirms, modifies, or alters their previous opinions.

GCO 6: Students will be expected to respond personally to a range of texts.

Suggestions for Assessment

Observe student conversations as they interact with different texts. Puppet characters may be used to encourage students to express their opinions about the roles of the characters in various texts. For example, a female firefighter puppet may be shown to students to share their opinion on whether or not she could also be the operator of the tractor in the story, *Otis*. Consider asking open-ended questions such as the ones below and note the development of student responses throughout the year.

Did the opinions of others help you form your opinion?

Did your opinion change after you heard the opinions of others? Why or why not?

Authorized Resources

Authorized Resources:

Nelson Literacy Kindergarten:

Getting Along Literacy Kit:

Teacher's Resource/eSource

Read Aloud: *Otis* by Loren Long, 2009

Learn the Alphabet Puppet Set:

Firefighter Puppet

GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

Outcomes	Suggestions for Teaching and Learning
Students will be expected to:	
7.1 investigate texts for intended messages.	Critical literacy is the awareness of language as an integral part of social relations. It involves questioning assumptions and examining power relations embedded in language and communication. Individuals are encouraged to examine and learn from the situations in which they find themselves. Texts are not neutral. They are constructed by individuals who have particular points of view. Students need to be capable of deconstructing texts by asking themselves questions. When assumptions are questioned, it helps learners see that they construct and are constructed by texts; that they learn how they are supposed to think, act, and be from the many texts in their world. Suggested questions that may be used to investigate texts include: *Who constructed the text? (age, gender, race, nationality)* *For whom is the text constructed?* *What does the text tell us that we already know?* *What does the text tell us that is new?* *What is the topic and how is it presented?* *How else might it have been presented?* *What has been included and what has been omitted?* *What does it teach me about others and their place in the world?* Critical responses will need to be modelled as students engage in activities that encourage them to investigate texts and think more critically about the intended messages. Suggested activities may include: Invite students to bring in any item from home that contains information. Suggestions for items may include: take-out menus, flyers, advertisements for joining group activities such as hockey or music, CD/DVD jackets, phone books, food labels, instruction manuals, web pages, packaging from toys, magazine advertisements, clothing labels, food labels, greeting cards, calendars, etc. Once the items are collected, ask students to sort them by creating different sorting rules such as: • information designed for a children's audience vs. an adult audience. • information written to inform vs. information written to sell items. • messages intended for boys vs. messages intended for girls. • information to help vs. information to convince. Use flyers from stores at various points throughout the year advertising gift giving suggestions. Interview parents and/or siblings to determine if the advertised items are actually gifts that they would like to receive. Ask the following questions: *What is the advertised message?* *Who is the targeted audience for the advertised item?* *Does the advertisement catch your attention?* *What is being used to send the message?*

Cross-Curricular Links

Links to English Language Arts Reading and Viewing Outcome 7.1

Health
Unit 1
Outcome 2.2
demonstrate the ability to make healthy food and beverage choices

GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

Suggestions for Assessment

Observe students while interacting with a variety of texts and note instances when they ask questions of texts. Through teacher participation in student conversations, evidence of critical responses may be observed when guiding questions are asked. Observe and note:

- the types of questions asked of specific texts
- when the questions are asked of texts (isolated events, within the context of an activity, or from a text shared at home).
- evidence of critical responses with prompting
- the types of texts investigated
- independent questions asked of various texts

Using flyers from various book clubs that are distributed within a school, ask students guiding questions that will encourage them to discuss topics that may be present in the advertisements such as gender equity and stereotypes. Observe and note responses to questions about:

- the colours used throughout the flyer to sell specific items to a specific group of people. For example, pink is commonly used when girls are targeted as the consumers. (Why is this colour used to advertise this item?)
- the types of activities that boys and girls are engaged in on the advertisements (Who is most likely to be photographed on a skateboard? Why?).
- photographs of moms and dads and the roles portrayed. (Does your mom barbecue or mow the lawn?)
- the equal/unequal representation on the advertisement for arts and crafts products and science activity kits. How many science items can you find? Why do you think there are more/less items for arts and crafts advertised?
- the use of a celebrity to sell a product. (Do you think the celebrity really uses the product?)
- the presentation of items in the flyer to attract consumers. (Does the product look better in the advertisement than it does when it arrives? Why are toys grouped with other toys if they are all sold separately?

Authorized Resources

Authorized Resources:

Nelson Literacy Kindergarten:

Teacher's Resource/eSource

Read Alouds

Photo Cards

Theme Posters

Shared Reading Cards

Poetry/Song Posters

Audio CD

Graphic Organizers

Digital Resources

Boldprint Kids Anthology:

10 Anthologies

20 Graphic Readers

Project X Series:

9 titles

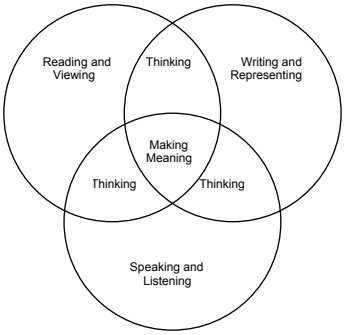
Writing and Representing

Overview of Writing and Representing

Focus

The six strands of language arts necessitate an integrated approach in developing learning activities for students. When focusing on a particular strand, it is important to recognize the interconnections of the strands and build on students' strengths; emphasizing the cognitive strategies that students use to make meaning as they speak, listen, read, view, write and represent to support literacy learning.

Writing and representing allow the expression and communication of ideas and information through a variety of texts. To be an effective writer and representor, students should explore the organization, codes and conventions associated with different representations, as well as those used in written language.



Outcomes Framework

GCO 8

Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

KSCOs

- use writing and other forms of representation to
  - formulate questions
  - generate and organize language and ideas
  - discover and express personal attitudes and opinions
  - express feelings and imaginative ideas
  - record experiences
  - explore how and what they learn
- explore, with assistance, ways for making their own notes
- experiment with language choices in imaginative writing and other ways of representing

SCOs

8.1 express feelings and imaginative ideas through writing and representing

8.2 reflect on learning through writing and representing

GCO 9 Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

KSCOs

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

SCOs

9.1 explore various forms of texts in writing and representations

9.2 understand that texts are created for a purpose and an audience

9.3 create a variety of texts for different purposes and audiences

GCO 10 Students will be expected to use a range of strategies to develop effective writing and representing and to enhance their clarity, precision, and effectiveness.

KSCOs

- experiment with a range of prewriting, drafting, editing, proofreading and presentation strategies
- use some conventions of written language
- experiment with technology in writing and other forms of representing
- demonstrate engagement with the creation of pieces of writing and other representations
- select, organize, and combine relevant information, with assistance, from at least two sources, without copying verbatim, to construct and communicate meaning

SCOs

10.1 explore writing and representing processes

10.2 explore the traits of writing to communicate ideas effectively

General and Specific Outcomes for Writing and Representing in Kindergarten and Grade One

GCO 8: Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.	
Kindergarten	**Grade One**
Students will be expected to:	Students will be expected to:
8.1 express feelings and imaginative ideas through writing and representing.	8.1 use imagination in writing and other forms of representation.
8.2 reflect on learning through writing and representing.	8.2 use writing and other forms of representation to communicate a personal message.
GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.	
9.1 explore various forms of texts in writing and representations.	9.1 create a variety of different text types and forms.
9.2 understand that texts are created for a purpose and an audience.	9.2 consider audience and purpose when producing texts
9.3 create a variety of texts for different purposes and audiences.	
GCO 10 Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.	
10.1 explore writing and representing processes.	10.1 engage in the processes of writing.
10.2 explore the traits of writing to communicate ideas effectively.	10.2 use the traits of writing to communicate ideas effectively.

GCO 8: Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences and learnings; and to use their imaginations.

Outcomes

Students will be expected to:

8.1 express feelings and imaginative ideas through writing and representing.

Cross-Curricular Links

Links to English Language Arts Writing and Other Ways of Representing Outcome 8.1

Science
Outcome (100-2) explore and select different ways to represent ideas, actions, and experiences and to communicate these with others

Art
Outcome 4.1.1 demonstrate an understanding that visual art is a universal way of expression among people

Suggestions for Teaching and Learning

Oral language experiences that students encounter during social practice are an essential part of transferring their feelings and imaginative ideas onto their writings and representations. Samples of student writings to share can be found in the big book, *Coco Writes*.

Opportunities to use imagination in writing and other forms of representation are integrated throughout each of the following non-linear instructional approaches. These approaches enable students to develop confidence and take risks in their writing:

Modelled writing offers the most support to young writers. Students observe the teacher using a "think aloud approach" while talking aloud to highlight and demonstrate strategies used by good writers. Demonstrations of writing are powerful for young writers when they are brief and the connection between reading and writing is made.

Shared writing provides opportunities for teachers and students to work collaboratively on the creation of a common text. Together, they contribute ideas for the text which are mostly scribed by the teacher. Opportunities should arise for individual students to participate in the writing. This is often referred to as "sharing the pen". Shared writing can be taught in large or small group settings in all areas of the curriculum.

Guided writing offers scaffolded support to small groups of students with a common need. They are brought together for a mini-lesson and the teacher supports the students as needed. Students practice the strategy in the group setting or independently.

Independent writing time encourages students to use their imaginations in their own writing, apply new writing skills and strategies, and make choices to compose and construct texts at their own level. A brief amount of time should be allocated daily for self-selected writing. During this time, the kindergarten child engages in independent writing by composing messages through the use of pictures, scribbles, letter-like shapes or more conventional writing. This is an integral part of writing development and it should not be rushed. The focus for students is to explore writing on their own. Independent writing opportunities provide students with time to practice and apply concepts presented in modelled, shared, and guided writing. Teacher support during independent writing is minimal since it usually occurs while the teacher is working with a small group. Play areas are most effective when they are introduced at various times throughout the year and based on student interests and topics of study. The creation of a play area within the classroom acts as a springboard for many rich writing and representing activities. A dramatic play area may include a post office, restaurant, theatre, police station, etc. Materials may be provided for students to create letters or postcards, menus and order forms, theatre programs and tickets, scripts, incident reports, parking tickets, and good citizen awards. In an art area, a painting or project may lead to a dramatization. Students may want to write a script or design a program to accompany their dramatization or artwork while encouraging others to join. When young students are engaged in play they naturally use their imaginations and express their feelings.

GCO 8: Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences and learnings; and to use their imaginations.

Suggestions for Assessment

Within the context of *modelled, shared,* and *guided writing*, students learn strategies and use conventions of print. The goal for students is to move toward becoming independent writers and users of conventional print at developmentally appropriate times. It is important to note student learning at various stages of development while engaging in writing and representing activities during instructional approaches.

A foundation for the formation of letters is built by focusing on the shape and visual representation for each letter. Each student will use conventional print at different times throughout the year. Therefore, it will need to be re-visited and assessed many times throughout the year in various writing samples and representations. Opportunities for students to use their bodies, wooden blocks, play dough, paint, found materials, etc. to experience and create letters should be experienced. Student learning of letter formations may be assessed through participation in a letter hunt around the classroom using a clipboard or whiteboard. Students locate words that contain a specific letter and record their approximation of the letter formation on a clipboard. It is also important to assess concept of directionality using left to right and top to bottom orientation of print, letters written in upper and lower case forms, and letters that represent sounds in words. Knowledge of spacing between words may be assessed by asking students to count or clap the number of words on a line of print. Students develop an awareness of the purpose of punctuation when they see it in authentic writing examples and when they experiment with punctuation marks in their own writing. Opportunities to assess the use of common punctuation marks such as capital letters, periods, commas, etc. may occur as they arise in authentic contexts.

When documentation is encouraged during play, students will make connections to writing and representing. For example, upon completion of a block tower, a student may draw a diagram of their structure and label the parts or write something interesting and imaginative about it. The provision of a designated writing area allows opportunities for students to independently access and explore a variety of paper and writing tools. Observe student interactions as they engage in writing and representing during play-based activities. Digital photographs and work samples may be collected to document writing and representing.

Individual writing portfolios may be used to collect writing and representing samples throughout the year. Dated work samples provide valuable information on the strategies used by individual students over a period of time in their writing development. Journals are an effective means of monitoring the writing development of individual students. They encourage students to express their feelings and use their imaginations when they draw and/or write about their experiences and ideas. Personal interpretations of journal entries should be shared during whole group meetings, in pairs, or small author groups. Sharing opportunities encourage students and acknowledge them as writers.

Resources

Authorized Resources:

Completely Kindergarten - Kindergarten Curriculum Guide, Learning Areas and Suggested Materials, pages 27-38

Write Traits® Kindergarten

Coco Writes, Big Book

Suggested Software:

Microsoft Paint

Microsoft PhotoStory available as a free download from Microsoft Website

GCO 8: Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences and learnings; and to use their imaginations.

Outcomes

Students will be expected to:

8.2 reflect on learning through writing and representing

Cross-Curricular Links

Links to English Language Arts Writing and Other Ways of Representing Outcome 8.2

Math
Outcome KN4
Represent and describe numbers 2 to 10, in two parts, concretely and pictorially.

Art
Outcome 8.1
explain reasons for creating an artwork

Suggestions for Teaching and Learning

Time to think and reflect is necessary prior to the expectation for students to write about and represent their learning. When students are given time to think about a learning experience, it helps them to understand the learning process from start to finish. It engages students in the entire learning process from start to finish. It is comparable to preparing soil for a container, planting seeds, and taking time to observe growth. Everyday experiences provide natural opportunities for students to reflect and write about their learning. Kindergarten students learn from each other when they engage in frequent opportunities to talk about their learning experiences and share their own writing and representations with others. For example, when a defined space in the classroom is designated for an author's chair, students are encouraged to take pride in and show ownership of their writing and representing by sharing finished pieces of work. Afterwards, student work may be displayed in an area for viewing so that others will be able to revisit and learn from each other.

Through representations, student learning may be communicated in a variety of ways that can be seen and may include: visual arts, drama, music, movement, technological/media production and other forms of representation. All of these mediums may be used by learners to express themselves creatively and demonstrate that the principal concepts are understood, critical information has been researched, read, heard and/or viewed. Specific examples of these mediums may include plasticine or clay models, paintings, dramatizations, electronic stories, collage, photographs, audio recordings, etc. Some students may choose more than one medium in their representation. For example, a photo story may include an audio recording of their voice reading back their own writing and/or representation.

Daily classroom messages and classroom blogs provide opportunities for students to take turns writing about the learning that is happening in their class. Messages may be specific to particular topics of interest. For example, it may simply read, *An egg hatched today*. Provide opportunities for students to collaborate with each other and the teacher about the intent of written messages. For example, students may want to add to the writing with new information that they learned. They may add, *The chick is yellow and wet.* The creation of daily messages may initially be generated by the teacher. However, as the year progresses, messages may become more student generated.

During shared writing, student contributions to the creation of a class newsletter or magazine may be observed and noted. News stories or articles may be created about a topic of study or they may focus on advertisements for special events such as field trips, bake sales, etc.

GCO 8: Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences and learnings; and to use their imaginations.

Suggestions for Assessment

Ongoing feedback that focuses on students' strengths and successes, along with suggestions for future work supports students' learning and builds confidence. Students need to know that their written messages and representations are important and acknowledged. Assessment of writing and representing in English Language Arts should involve the use of a variety of information-gathering strategies which allow teachers to address diverse student backgrounds, learning styles, and needs. These strategies should:

- reflect on curriculum outcomes that are emphasized.
- assess student learning through multiple indicators.
- engage students in self-assessment and goal setting.
- encourage experimentation, risk-taking and creativity.

Specific Strategies may include:

Anecdotal Records - Student observations are noted while students engage in authentic learning experiences and conversations that may occur during interviews and/or conferences. Anecdotal notes on student learning may be recorded from samples of writing and other representations that are collected in various learning areas of the classroom. Student interactions may be observed as they engage in writing and representing during play-based activities. Use of digital photographs and work samples document student learning and may accompany anecdotal notes.

Observations and Checklists - Provide multiple opportunities for informal assessment. Checklists include a list of specific indicators to be measured and assist in maintaining a focus for observations. Using the *Nelson Literacy Kindergarten Teacher eSource,* a writing checklist may be customized to document student learning throughout the year.

Conferences and Interviews - It is important to engage in purposeful conversations or conferences with individual students to assess, describe, and comment on their learning and ask effective, high-level, and open-ended questions. Immediate and personal feedback is important for setting collaborative goals during conferences and interviews.

Portfolios - Create writing portfolios to collect writing and representing samples throughout the year. It is important to date work samples and note the progression of writing development. Work samples provide information on the strategies used by students over a period of time.

Self-Assessment - Students require opportunities to assess their learning. It promotes the development of critical reflection on their reasoning, ownership of learning, and independence of thought. Examples of self-assessment strategies may include: questionnaires, journals, peer feedback, etc..

Performance Assessment - Involves asking the students to complete a task in order to determine what they know and are able to do. An example may involve students writing an informative text about a topic of study such as animal homes.

Resources

Authorized Resource:

Nelson Literacy Kindergarten:

Teacher's Resource/eSource BLM's:

Writing Checklist

Self-Assessment: I Can Write

GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Outcomes

Students will be expected to:

9.1 explore various forms of texts in writing and representations.

Cross-Curricular Links

Links to English Language Arts Writing and Other Ways of Representing Outcome 9.1

Science
Outcome (100-3)
detect patterns in animal features and use language to describe the patterns

Social Studies
Outcome K.3.2
use signs and symbols to identify location

create simple maps and pictures

Suggestions for Teaching and Learning

Instructional writing approaches that include varied texts provide exposure to a wide range of possible text types and forms for students to explore. Frequent exposure and use of the language within context develops an awareness for students of the elements of writing in each text type. It provides rich language experiences to draw upon and it is necessary for students to have these experiences prior to the expectation for them to create their own texts. There is no set order for exposing students to the text types. However, procedure or retell is the most familiar and may be a good starting point. After a particular text form is introduced, it should be revisited throughout the year. Suggested text types for students to explore in kindergarten and examples of forms within each one are included in the chart below:

Text Type	Examples of Forms
Description: provides information about a topic by describing the way things are	• wanted poster • visuals designed using found materials such as feathers, beads, tinsel, buttons, tinfoil, etc • identification card • letter-writing • magazine pages • newspaper articles • report • amazing facts
Explanation: tells the reader how something works, how it came to be or why it is a certain way	• questions and answers • report • foldable picture vocabulary book
Narrative: tells a story, entertains, instructs or comments on life	• comic strip about a graphic reader • diary • journal entry • letter • poem, chant, song, rhyme • short story
Persuasive: presents an argument from a specific point of view to persuade someone to do, think or believe something	• create ads • create signs and posters • design a new cover • design an ad for the book • interview • make a postcard
Procedure: describes how to do something	• recipe • map with directions • instruction sheets to play a game • to do lists or grocery lists • sketched diagrams • graphic organizers
Retell: recounts experiences, events or the lives of specific people or characters	• anecdote • biography/autobiography • diary/journal • make a time line • personal account • photo story • storyboard

GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Suggestions for Assessment

Observe student choices during independent reading and writing time. Note the text type and form that is selected to read and write about. Some students may need encouragement to vary their choices since personal narratives are most frequently chosen. Cross-curricular instruction provides authentic purposes to assess explorations of text types and forms. For example, procedural writing may be explored in science using diagrams of plant growth. In social studies, persuasive writing may be explored using postcards from different places where people live or visit. The features listed in the chart below may be discussed with students:

Text Type	Sampling of Features to Consider for Assessment Purposes
Description:	• information provided about a topic • descriptive words • facts • illustrations or photos
Explanation:	• explanation of how or why something works or why something happens • the sequence of the explanation • the introductory statement about the information that is explained • relates the title to the topic • illustrations or photos used
Narrative:	• setting • characters • sequencing of events • shares a story with the reader • illustrations or photos
Persuasive:	• convinces someone to do, think or believe • one or two arguments included to support the stance taken • personal view is stated on a topic in the opening sentence • illustrations or photos
Procedure:	• list of materials • sequencing of steps • tells how to do something • action words • illustrations or photos
Retell:	• evidence of a conclusion • title • who, when and where • recounts past events that are real or imaginary • illustrations or photos

Resources

Authorized Resources:

Nelson: Literacy Kindergarten

Teacher's Resource/eSource

Digital Resources:

Look At Me!

Getting Along

My Community

Living Things in the Environment

How Do Things Move?

What Is It Made Of?

Photo Cards

Theme Posters

Shared Reading Cards

Poetry/Song Posters

Graphic Organizers

Audio CD

Boldprint Kids Anthology:

Anthologies

Graphic Readers

Suggested Resources:

Microsoft Paint

Social Studies Discovery Links:
Little Book Title, Where We Live

GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Outcomes	Suggestions for Teaching and Learning
Students will be expected to:	
9.2 understand that texts are created for a purpose and an audience.	The shared reading approach provides many opportunities to develop student understanding of texts that are explicitly written for a particular purpose and audience. For example, the shared reading card, *The Best Pancake Recipe,* may be discussed prior to making pancakes. Ask the students: *What type of text is this? (procedural)* *What do you know about procedural texts? (they describe how to do something)* *What form is this procedural text? (recipe)* *What is the purpose of this text? (to describe the best recipe to make pancakes)* *Do you know where to find other recipes? (online, magazines, recipe books, etc.)* *What is being described? (how to make pancakes)* *Do you know the names of other forms that describe things? (maps, game instruction cards, grocery lists, to do lists, graphic organizers, etc.)* *For whom was this procedural text written for? (dad, mom, nan, pop,me, anyone who wants to know how to make pancakes, etc.)* *Do you think that it is the best recipe to make pancakes? How can you let the author know your opinion? Encourage students to think critically as they determine if the title on the recipe card is really true* *Why are some recipe books created especially for children? How are they different than those written for adults?* *Why is it important to follow the order listed in the step by step instructions??* *Why do recipes include a list of ingredients?* *Do all recipes include photographs? Why? or Why not?* Show students various “To Do” lists. You may include lists on a mini-white board, sticky note, magnetic fridge notepad, or plain paper. Ask students to determine for whom the list could be written and why it was written. Invite students to create “To Do” lists for particular audiences such as doctors, family members, principals, hockey coaches, etc.. Reference the lesson, *The Handy To-Do List* in *Write Traits® Kindergarten.* Encourage students to write, in pictures or words, three things that a particular individual needs to do during the day. Afterwards, they should share their list with a writing buddy and ask them to guess the audience that it was created for and the purpose. For example, a to do list created for the principal may read: To Do: 1. create school newsletter 2. phone parent 3. make announcements Students may design their own lists using items such as clothes pins with magnetic tape on the back, bristol board, sticky notes, recycled cards, coloured paper, scrap paper, stencils, stamps, etc. A check box may be used to check each completed task.

GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Suggestions for Assessment

Use conferencing to question students about their understanding of audience and purpose in a particular text such as a thank you card or a note. Record observations using anecdotal notes. The following questions may be asked about a grocery list created during play:

Who uses a grocery list?
Why do people create grocery lists?
Do different people create grocery lists for different reasons?
Where are some places that I would I find a grocery list?
What could I use to help me write a grocery list?
Is it necessary to write everything on a grocery list at once?
Where do people keep their grocery lists?

Collect and date student writing samples created for specific audiences and purposes. Include writing samples created during play. For example, grocery lists, parking tickets, maps, lists, receipts, etc. Share various writing samples from student portfolios with a small group and ask students to suggest possible audiences for the piece of writing and the different purposes for a particular piece of writing. Ask individual students to select a writing sample from their own portfolio to share and talk about the purpose and the audience for whom the writing was created.

Each month students may create their own name tags for their personal spaces such as lockers and cubbies. This text example will have an obvious purpose for students when a parent or friend needs to locate their belongings. The name tag clearly defines their space. At the beginning of the year some students may only represent their name with a letter, scribble or drawing. Collect monthly name tag samples when students remove the previous monthly tags and replace them with new ones. Record monthly observations on the following:

- awareness of audience using the name tag and purpose
- discussions about the differences in the representations of the most recent tag with the initial tag.
- letter approximations and correct letter formations represented in name and evidence of capitalization for initial letters and lower case letters that follow
- use of scribbles or pictures and why they were used for the audience

Establish a daily routine for students to sign in upon arrival to the classroom. At the beginning of the year it may be necessary to provide photo name cards that include a model of each student's name as well as their photograph in the designated sign in area. Names may be recorded in a variety of ways which may include the use of a clipboard, SMART Board®, or whiteboard. Representations of names may change to reflect conventional print as the year progresses Photographs of dated monthly samples may be collected and placed in student portfolios.

Resources

Authorized Resources:

Nelson Literacy Kindergarten:

Literacy Kit, *What is it Made of?*

Teacher's Resource/eSource, page 88
BLM: *Writing Checklist*

Shared Reading Card: *The Best Pancake Recipe*

Digital Resource: *The Best Pancake Recipe*

SMART Board® Notebook, page 89

Write Traits® Kindergarten

Teacher's Guide:

Lesson 22, *The Handy To-Do List*, pages 127 - 132

Lesson 10, *Writing a Note*, pages 55–60

Lesson 28, *Thank-you!, p*ages 163 – 168

Coco Writes, Big Book, pages 10, 22, and 28

Boldprint Kids Anthology:

Anthology: *What's Your Name?*
CD-Rom

Suggested Children's Literature:

Pancakes, Pancakes! By Eric Carle

Suggested Resources:

Kindergarten Teacher Resource Book by Miriam Trehearne, *Morning Message*, page 50

The Art of Teaching Writing by Lucy McCormick Calkins

GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Outcomes

Students will be expected to:

9.3 create a variety of texts for different purposes and audiences.

Cross-Curricular Links

Links to English Language Arts Writing and Other Ways of Representing Outcome 9.3

Social Studies
Outcome K.3.2
create simple maps and pictures

Art
Outcome 1.1.3
apply one or more of the elements and principles of design in creating artwork based on the senses and imagination

Music
Organizer: Contexts
Outcome 1
perform, listen to and create

- songs/games
- folk music

Suggestions for Teaching and Learning

Explicit instruction in the creation of a variety of different text types and forms is necessary at appropriate points in the writer's development. It is important for kindergarten students to engage in opportunities to create authentic texts for a specific purpose and an audience. Students may represent their ideas in various forms such as scribbles, random letters, or approximations for words. Students communicate meaning in their writing by reading back what they have recorded. Possibilities for samples of text creations may include creating :

- electronic messages by connecting with other classrooms around the world through e-mail, twitter, or a class blog. Allow time in the daily routine to compose and respond to messages.
- collaborative thank-you messages in a letter, card or e-mail format to send to a guest speaker, visitor, etc..
- invitations to a class show or an open house at school using a variety of print materials and writing tools.
- authentic messages during play (e.g. grocery lists, doctor's prescriptions, notes to principal, announcements, construction worker plans, maps, etc.).
- class or individual photo books based on themes such as seasonal changes, shapes, colours, animals, etc. A digital camera may be used to capture images related to the theme. Print images and create captions for each photograph.
- e-mails to authors whom the students are interested in learning about. Students may share opinions and information with the author or they may ask questions about their books.
- classroom blogs for students to make online postings about classroom events.
- messages to parents created during shared writing that may be posted on a class web page detailing the daily or upcoming classroom events.
- a classroom list of things that occur during the daily classroom routine. The posted list can be referred to when a substitute teacher or visitor is present. Encourage the guest to reference the list so that students will see the value and purpose for displaying their written ideas.
- informational texts created with illustrations and labeled drawings. There are many cross-curricular opportunities to engage students in the writing process. They may draw and label the life cycle of a living thing, the parts of a playground, a healthy meal, etc.. A drawing program, simple word processing program, or any of the *Nelson Literacy Kindergarten Digital Resources* may be used to create illustrations for a group story or to draw a picture and write a caption.
- environmental print found on a walk in the school and community in search of print messages using a digital camera.
- a class letter to the school principal with a specific request.

GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Suggestions for Assessment

Collect dated samples of writing and other representations used in various learning areas of the classroom and note individual experimentation with text forms at various points throughout the year. Observe and note the variety of text forms that individual students use when writing. During writing conferences, ask students to select a selection from their portfolio and ask the following questions about their writing:

Who is the audience for this piece?

Why did you write it?

Do you have another piece of writing that you created for a different audience?

Why did you write it that way?

Resources

Authorized Resources:

Nelson: Literacy Kindergarten:

Teacher's Resource/eSource

Digital Resources:
- *Look At Me!*
- *Getting Along*
- *My Community*
- *Living Things in the Environment*
- *How Do Things Move?*
- *What Is It Made Of?*

Photo Cards

Theme Posters

Shared Reading Cards

Poetry/Song Posters

Graphic Organizers

Audio CD

Digital Resources

BLM: Writing Checklist and Self Assessment: *I Can Write*

Boldprint Kids Anthology:

Anthologies

Graphic Readers

Suggested Resources:

Microsoft Paint

Microsoft PhotoStory available as a free download from Microsoft Website

Suggested Blog Sites:

www.kidblog.org

www.edublogs.org

GCO 10: Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.

Outcomes

Students will be expected to:

10.1 explore writing and representing processes

Cross-Curricular Links

Links to English Language Arts Writing and Other Ways of Representing
Outcome 10.1

Science
Using Things Around Us
Outcome (100-2)
select different ways to represent their plan, and process of construction, to communicate with others

Art
Outcome 2.1.1
create art for a variety of purposes and recognize there are many kinds of visual art

Suggestions for Teaching and Learning

Writing and representing is a social practice. Opportunities for students to interact with their teacher and classmates are an essential part of learning to write and represent. Students are encouraged to question, compare, modify and share throughout the writing process. The conversations generated in these problem-solving sessions provide valuable information for students about the writing process and also gives teachers insight into students' understandings.

Writing includes interacting with digital technologies to communicate ideas to a range of audiences for a variety of purposes. Students need opportunities to communicate through multi modal texts (visual, image, video, sound, print, etc.) connected to their daily lives. It is important to know that students write best about what they know and have experienced regardless of the writing tool selected.

This outcome highlights how kindergarten students engage in the processes of writing appropriate to their writing development.

Prewriting

Kindergarten students write about their experiences and topics of interest. It is important for them to express ideas using their own words. Their understanding and organization of ideas is enhanced when they are given opportunities to think and talk about personal experiences, retell stories, discuss new vocabulary and engage in role-play activities. Students should be encouraged to share their writing ideas with others.

Drafting

The teacher provides a risk free environment to experiment with marks on a paper with the intention of communicating a message. The emphasis is on expressing ideas, not on handwriting skills or conventions of spelling. Drafts may be constructed using pencil and paper or any form of technology such as photo stories, blogging, digital stories, etc..

Revising

Teachers and classmates talk with one another at various points throughout the writing process to question, confirm and add to their writing. As children recognize the importance of audience, they begin to make changes to ensure that their writing is precise, clear and detailed. Some revision questions to consider might include:

Did you include everything that you wanted to say?
What do you think needs to be added/deleted?
Do you like the order in which you told your story?

Sharing and Publishing

Ask students to orally share their writing with others in small or whole groups. A possible prompt for teachers to consider in this process may include: Show me your story and tell me about it. Kindergarten students usually do not recopy their writing. There may be times when the teacher transforms the child's writing into conventional form. An explanation should be given to the student that the purpose for the transcription is solely to celebrate their writing and to share it with other readers.

GCO 10: Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.

Suggestions for Assessment

Kindergarten writing looks different at different times of the year. Observe students as they work through the processes of writing and note their willingness to produce a writing attempt. It is important to record anecdotal notes during observations and conferencing with individual students during writing activities. Teachers need to be conscious of how engaging in new literacies may redefine what they have come to know as the writing process. When students are engaging in the creation of a classroom blog or a digital story, editing and revising may not be treated as separate processes.

During the *pre-writing* stage, observe how individual students plan and think about their writing. Often, in kindergarten, the initial picture is regarded as pre-writing. As the year progresses, students will use letter sounds to record a simple message.

In the *drafting* stage, a drawing may be accompanied by scribbles and approximations of letters. Engage in conversations with students about their pictures and how they will use them to support their written ideas. It is not an expectation for kindergarten students to revise and edit their writing attempts.

Additions or deletions to the picture are considered *revisions*. Final corrections to the picture represent their edits and the discussion about the picture is their *sharing*. It should be a regular expectation that students will select and share a favourite piece of writing from their portfolio when requested. Willingness to share and reasons for the selection should be noted.

Use audio recordings as a means to share and *publish* student writing, oral retellings, or dramatizations. Audio clips may be played and listened to by classmates, burned to a disc for home sharing, sent electronically to others, or posted to a classroom website or blog. A digital camera may be used to photograph students holding finished products or individual writing may be scanned to a scanner. The images may be used to create a slideshow or Photo story. Audio clips of students reading their writing can be added to accompany each image.

Regular conferencing with students provides valuable information on student learning. Invite students to share a writing sample. Note the use of the following conventions and strategies:

- how the writing is represented (pictures, scribbles, letter
- approximations and formations)
- orientation of print on the page
- formation and approximation of letters
- evidence of directionality in writing, use of upper and/or lowercase letters, knowledge of letter/sound associations for words
- correspondence between spoken and written words evidence of experimentation with punctuation
- use of environmental print to support written text.

Resources

Authorized Resources:

Write Traits® Kindergarten

Teacher's Guide, Section 2, *The Writing Process*, pages 188-193

Section 3, *Suggested Strategies,* pages 194-200

Coco Writes, Big Book, pages 1 and 2

Suggested Blog sites:

www.kidblog.org

www.edublogs.org

GCO 10: Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.

Outcomes

Students will be expected to:

10.2 explore the traits of writing to communicate ideas effectively.

Cross-Curricular Links

Links to English Language Arts Writing and Other Ways of Representing
Outcome 10.2

Health
Unit Two
Outcome 1.2
understand that each person experiences a variety of feelings

Outcome 2.2
differentiate the feelings that each person experiences

Outcome 3.2
examine personal interactions with others and how they make others feel

Religion
Outcome 5.1
identify appropriate ways to express feelings

Suggestions for Teaching and Learning

Writing is a powerful way to communicate ideas, document learning, and develop critical thinking skills. The trait model focuses on the six traits of writing: ideas, organization, voice, word choice, sentence fluency and conventions. Most kindergarten students are experimenting in the early stages of their writing development and use of conventional print will appear later in the school year. As writing develops, students learn that letters will turn into words, words will transfer into phrases, and phrases into sentences. Through text explorations, students should experience the traits used by writers of various texts to develop their writing and become effective writers.

This *ideas* trait involves choosing a main idea, selecting relevant details and making the message clear. Ideas are strongest when they are focused and move from general to more specific. Students need to be shown how to identify ideas in their own writing, in the writing of others and in their own experiences. Students share ideas through pictures, experimenting with letters and words, captions, discussions, questions and lists. Teachers may help students to look for potential ideas to develop writing by creating a class chart to share experiences, display art, read books and sing songs. Lessons specific to each trait may be referenced in the *Write Traits® Kindergarten Teacher's Guide.* Examples of specific activities to teach the ideas trait include:

- asking students to discuss how a particular author of a children's literature selection communicates a message through pictures and words. Using the read aloud selection, *Not a Box* by Antoinette Portis, invite students to bring a box to class and tell the class about their idea for using the box. Students may illustrate and write about their box and its importance after the sharing session. Remind students that the story associated to each box provides many ideas for writing. Students may take a digital photo with their box and use it in an electronic text.
- displaying the emotions photographic learning cards of individuals expressing strong emotions and asking students who the person is and why they may feel this way. Student responses may be jotted down in an "ideas" book for students to use as starting points in a story.

The importance of order and sequence is the focus of the *organization* trait. Connecting and sequencing words help students connect their thoughts and ideas so that their writing makes sense. When young writers begin to write more, the organization trait is introduced through their own writing to organize their thoughts in an order that makes sense. Suggested activities for the organization trait may include:

- creating a story board to teach the importance of order and sequence through emphasis on the use of pictures and words to tell a story. Student generated storyboards may be created using a piece of paper divided into thirds. They may draw a picture in each section to represent the organization of the beginning, middle and end of the story.

GCO 10: Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.

Suggestions for Assessment

Involve students in the assessment process by asking them what they have learned about the ideas trait. They should be able to explain what ideas are and why they are important in their writing. Familiar texts may be used to ask students to name the main idea that the author wrote about in particular selections.

Ask students to share their writing with a shoulder buddy. Students should refer to their writing sample and self-reflect on the following questions posed by their shoulder buddy. The following questions may be recorded on a clipboard for easy referral. Visual cues may be created beside each line of text to assist in the reading of the following questions:

Did you stick to your main topic?

Does the order make sense?

Does your writing have a strong ending?

Does your writing have a strong lead?

Is your writing easy to follow?

Conference with individual students to review writing samples for evidence of the organization trait. Ask students to refer to their writing sample and talk about the following:

- the ending
- the lead
- the main message
- the order of their writing
- the use of sequencing and connecting words

Resources

Authorized Resources:

Read Aloud:
Not a Box by Antoinette Portis

Write Traits® Kindergarten *Teacher's Guide*:
Section 1, 6 - Trait Writing, pages 182-187

Idea Lessons:

Lesson 1: *Can You Picture It?,* page 1

Lesson 5: *What's in the Background?*, page 25

Lesson 13: *What if...*, page 73

Lesson 16: *Look Closely*, Page 91

Lesson 21: *Close Your Eyes to Revise*, page 121

Lesson 26: *Using Your Senses*, page 151

Organization Lessons:

Lesson 2: *What Happened First?*, page 7

Lesson 6: *Put the Words in Order*, page 31

Lesson 9: *"Picturing" My Writing,* page 49

Lesson 17: *First, Next, Last,* page 97

Lesson 22: *The Handy To-Do List*, page 127

Lesson 27: *What's Cooking?*, page 157

Coco Writes, Big Book, pages 1,31,5,33, 13, 37,16, 38,21,41, 26, 43, 2, 31, 6, 33, 9, 35, 17, 39, 22, 41, 27, and 44

Suggested Professional Resource:

6+1 Traits of Writing - The Complete Guide for the Primary Grades by Ruth Culham

GCO 10: Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.

Outcomes	Suggestions for Teaching and Learning
Students will be expected to:	
10.2 explore the traits of writing to communicate ideas effectively.	• modelling connecting words such as and, but and so and sequencing words such as first, then, next, later, after that, finally, the end, etc. • modelling how children's literature selections are organized by using graphic organizers. Picture books with clear organizational structures may include: *Today is Monday* by Eric Carle (Sunday to Saturday), *The Paperboy* by Dav Pilkey (morning to night), *Alphabet Under Construction* by Denise Fleming (A to Z), *The Snowman* by Raymond Briggs(sunset to sunrise), *The Very Hungry Caterpillar* by Eric Carle (birth to death) and *The Jacket I Wear in the Snow* by Shirley Neitzel (layers of clothing). • procedural writing activities. For example, to do lists may be created in the order of importance, labels, titles and captions may be written for maps or diagrams and instructions may be written to complete a task such as making a snowman or playing a game The voice trait focuses on the passion that a writer has when writing about a topic. When a writer's voice comes through the writing loud and clear, it connects the reader to the writer. Kindergarten students should be encouraged to show voice in the details of pictures. The use of punctuation, color, text features and the size of letter formations can be emphasized in written texts that are used during instructional writing approaches. A range of emotions and feelings should be expressed to convey important messages to particular audiences. Students must be given opportunities to build confidence expressing their own ideas and finding their own voice in writing and representing activities. Particular children's literature selections will inspire students to use voice in their writing. Students need to hear, see and feel many examples of voice within authentic contexts before they can incorporate it in their own writing. Specific examples of voice may be highlighted in read alouds such as *Willow's Whispers* by Lana Button and *One* by Kathryn Otoshi. Invite students to go on a detective hunt for other examples of voice in children's literature selections or student writings. When students produce texts and consider audience and purpose, it is fitting to incorporate the voice trait. For example, a letter of complaint to a toy store will use a voice of frustration, whereas a letter of satisfaction will use a complimentary and appreciative voice. Each writing activity should encourage students to match voice to the purpose and audience. Writing cartoons about student selected topics encourage students to include voice in their illustrations. The cartoon should include pictures that evoke emotions. Designing posters for important messaging to be displayed around the school reinforces the importance of capturing the attention of the audience. Card making is another favorable writing activity for young students. It gives them an opportunity to express emotions, connect to the reader, offer sincere thoughts and create illustrations that are expressive.

GCO 10: Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.

Suggestions for Assessment

Throughout the year, evaluate student writing samples and determine if voice is evident. Conference with students and record responses to some of the following sample questions:

How do you want the reader to feel?

What can you add to or change in your writing to make this feeling stronger?

What did you do to show this feeling?

What feelings did you want to show in your writing?

Will the reader think that your writing sounds like you?

Do you think the reader will know that you care about this topic?

How?

Do you think that the reader will want to continue reading once they begin?

How can the reader feel your energy in this piece of writing?

How could you change your writing for a different audience?

Resources

Authorized Resources:

Read Alouds:

Willow's Whispers by Lana Button

One by Kathryn Otoshi.

Write Traits® Kindergarten Teacher's Guide:

Voice Lessons:

Lesson 3: *What the Eyes Tell Us*, page 13

Lesson 7: *No Fair Reading Like a Robot!*, page 37

Lesson 10: *Writing a Note*, page 55

Lesson 18: *Things We Love*, page 103

Lesson 23: *Just for Today*, page 133

Lesson 28: *Thank You!*, page 163

Coco Writes, Big Book, pages 3, 32, 7, 34, 10, 35, 18, 39, 23, 42, 28, and 44

Suggested Children's Literature:

Today is Monday by Eric Carle,

The Paperboy by Dav Pilkey,

Alphabet Under Construction by Denise Fleming

The Snowman by Raymond Briggs

The Very Hungry Caterpillar by Eric Carle

The Jacket I Wear in the Snow by Shirley Neitzel

GCO 10: Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.

Outcomes	Suggestions for Teaching and Learning
Students will be expected to:	
10.2 explore the traits of writing to communicate ideas effectively.	Word Choice includes the selection and use of exciting and colorful words that fit audience, topic and purpose. Word choice is developed when words leave a picture in the reader's mind of a clear and entertaining message. Students will continue to rely on everyday common words that they are familiar and comfortable using if they are not encouraged to vary word choice. By experimenting with word choice and playing with words and sounds, they learn to take risks and express their ideas using new and exciting words. Continuous exposure develops their ability to use words in new ways. Lessons specific to this trait and others may be referenced in the *Write Traits® Kindergarten Teacher's Guide.* Suggested activities for the word choice trait may include: • noticing new words and loving the sounds of words. They often repeat these words over and over and in doing so, they are developing their ability to use words in new ways. This repetition helps them to say important things and to develop an understanding of how words work in their writing. • read alouds that demonstrate word choice such as *Max's Words* by Kate Banks and *Fancy Nancy* by Jane O'Connor. Children's literature selections expose students to colorful, lively and interesting words. • categorizing various types of words such as funny words, misused words, spicy words, strange words, fancy words, etc. Words for each category may be brainstormed and recorded on a sheet of chart paper. These charts may be added to classroom word walls. Word walls encourage students to use a variety of interesting words and phrases and should be user friendly. Classrooms that are rich in print will help students develop word choice. • creating individual mini offices for writing. Using double-sided writing folders and including individual word wall lists, class lists, color words, number words, days of the week, months, family words, alphabet chart, word families, etc. Students may use these writing aids during independent writing activities. Opportunities for students to hear the rhythm and flow of writing in texts is explored in the sentence fluency trait. The auditory component is emphasized as texts are read aloud with expression. Poetry selections, choral readings, chants, rhymes and songs have a poetic flow and are great text selections to use with young students to demonstrate sentence fluency. Through participation in these experiences, students practice this trait first hand as they listen to words or lyrics within sentences and songs and recognize whether or not they sound right. These activities provide a strong foundation for later in their writing development when they must understand what a sentence is and how to develop the ability to write a whole, complete sentence to express an idea. They need to learn how to begin sentences in different ways, combine words into phrases, create a pattern by repeating sounds, words and phrases, experiment with sentences to vary the lengths, use transitional words to connect sentences and write sentences that they can read aloud.

GCO 10: Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.

Suggestions for Assessment

Note student word choices in student writing samples and observe if conscious efforts were made to use words selectively to create vivid images. This may be accomplished by:

- creating a mental picture
- playing with the letters while experimenting with sounds or patterns
- saying things differently and writing the new words that are heard
- selecting words from categories
- substituting familiar words with new words
- using their senses
- varying their word choice

Play a flash game using hand held whiteboards, index cards on popsicle sticks, etc. Ask students to draw a happy face on one side and a sad face on the other. This prop is used as an indicator to show whether or not a sentence that is read aloud is complete or incomplete. A happy face indicates that a sentence is complete and a sad face references an incomplete sentence. Complete sentences and parts of sentences may be selected from read aloud texts and recorded on sentence strips for display. Observe and note student responses to each sentence and note students' understanding.

Resources

Authorized Resources:

Read Aloud:

An Island Grows by Lola Schaefer

Write Traits® Kindergarten Teacher's Guide

Word Choice Lessons:

Lesson 8: *Let's Make a Pizza!*, page 43

Lesson 11: *Everything Has a Name,* page 61

Lesson 14: *Will It Snow?,* page 79

Lesson 19: *It's All about Wheels,* page 109

Lesson 24: *Make It Move!,* page 139

Lesson 29: *What's the Problem?,* page 169

Sentence Fluency Lessons:

Lesson 4: *Is It a Sentence?,* page 19

Lesson 12: *Is It a Question?,* page 67

Lesson 15: *The 6-Star Sentence,* page 85

Lesson 20: *Buddy Sentences,* page 115

Lesson 25: *Keep It Going!,* page 145

Lesson 30: *How Do You Do That?,* page 175

Coco Writes, Big Book, pages 8, 34, 11, 36, 14, 37, 19, 40, 24, 42, 29, 45, 4, 32, 12, 36, 15, 38, 20, 40, 25, 43, 30, and 45

Suggested Children's Literature:

Max's Words by Kate Banks

Fancy Nancy by Jane O'Connor

Chrysanthemum by Kevin Henkes

Possum Magic by Mem Fox

Suggested Website:

Free Photo story 3 download for Windows can be found at www.microsoft.com

GCO 10: Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.

Outcomes	Suggestions for Teaching and Learning
Students will be expected to:	
10.2 explore the traits of writing to communicate ideas effectively.	Suggested activities for sentence fluency may include: • reading and listening to poetry and prose selections which emphasize phrasing, rhythm and flow. Discuss the importance of varying the lengths of the sentences, the beginnings and endings of sentences, the sounds of the words within sentences and the sound of the combined sentences. Afterwards, ask students if the selection is fluent, what makes it fluent or not, and to identify an image of a particular sentence created for them within the text. • a shared writing activity with an opening sentence such as, I am so excited when we go outside. Ask a student to provide the second sentence by starting it with the last word in the previous sentence. This activity will encourage students to write sentences that begin differently to make the writing sound smooth and interesting. A variation of this piece of writing may be completed as follows: I am so excited when we go outside. Outside is so much fun. Fun is important in my life. Life is great! Conventions Students need to develop an understanding that the convention trait makes it easier for the reader to understand the messages created in texts. Editing is challenging at this grade level but it is important to expose students to the following samples of conventions when encountered in authentic writing: • capitalization • contractions • conventional and inventive spelling • formation of upper and lower case letters • punctuation • “s” for plurals or possessives Reading and writing experiences help students develop an understanding of the use of conventions. Once students are focused on an area they will start to notice it in everyday reading and writing. They notice shapes of letters, the space between words, different punctuation, use of capitalization, etc. Daily interactions with texts help students learn a great deal about how conventions work within meaningful contexts. This exposure will help them apply conventions to their own writing as their writing develops. Suggested activities for conventions may include: • display a piece of writing without spacing and model how proper spacing affects the readability of a piece of writing • read aloud selections that emphasize punctuation such as *Don’t Let the Pigeon Drive the Bus* or *Chester’s Masterpiece*.

GCO 10: Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.

Suggestions for Assessment

Project writing samples on a screen and read them aloud with the class. After reading, invite students to play a version of the game, *I Spy.* Students may use a magnifying glass to find the following examples from the writing sample:

- familiar words
- punctuation marks
- upper and lowercase letters
- word spacing on a line

Resources

Suggested Children's Literature:

Don't Let the Pigeon Drive the Bus by Mo Willems

Chester's Masterpiece by Melanie Watt

Section III: Program Design and Content

Organizational Learning Experiences for Students

It is important that essential graduation learnings and general curriculum outcomes be used as reference points for planning learning experiences. It is also important that wherever possible, learning in English language arts be connected and applied to learning in other subject areas. Students need to experience a variety of organizational approaches, including whole class, small group, and independent learning.

Whole-group Instruction

Essential to a kindergarten classroom is a large group meeting area where all students gather as a community of learners with their teacher. During this time, direct instruction is provided to the whole group, new experiences are modelled, learned experiences are shared and the teacher facilitates the discussion and provides encouragement for their learning.

Whole-group instruction is used to provide focused and explicit literacy instruction while addressing a specific learning outcome to a group with a wide range of learning styles and experiences. It is also used to introduce and support other methods of instruction such as demonstrations, modelling, mini-lessons, questioning, sharing and discussing. Shared reading and writing activities, read alouds and language experiences which are delivered through whole-group instruction are common contexts for teaching and learning language arts in kindergarten.

Whole-class settings where group learning takes place can challenge the imagination, stimulate reflection, and develop a sense of inquiry. It can provide a forum for critical thinking and challenge students to explore and extend their knowledge base as they encounter the ideas of others. Reading aloud to the whole class allows students to see and hear others use language powerfully and eloquently. Modelling writing or demonstrating a procedure provides opportunities for students to see and understand the process of learning.

Small-group Instruction

Small-group instruction provides the teacher with opportunities to narrow the focus of instruction for a group of students sharing a similar need. Student learning is supported in this environment and specific needs of the group are addressed through language arts instruction which addresses the developmental needs of the small group rather than the varied literacy experiences of the entire class.

Participation in small-group experiences expose students to opportunities to help them learn how to use their language skills in authentic situations by interacting effectively and productively with their teacher and peers. Through working in small groups students are encouraged to be less dependent on the teacher and increase positive interdependence while engaging in opportunities to speak, read and write, listen, view, and represent collaboratively. Small-group settings help students learn how to interact effectively and productively as members of a team while receiving support and guidance from the teacher to take risks within the group. In this setting, students are supported and encouraged to:

- participate, collaborate, and negotiate.
- consider different ways of completing an activity.
- identify and solve problems.
- build on and share their own ideas and the ideas of others.
- manage tasks and make decisions.
- recognize the responsibilities of working in groups and assess their own contributions.

Independent Learning

Independent learning in the language arts is an important component of a balanced literacy program. Individual differences in students' backgrounds, interests, and abilities can be encouraged when opportunities are provided to develop independent learning skills. It offers students flexibility in selecting topics and resources, and in exploring curriculum areas that suit their interests and specific needs. When students are given choice and time to play they are more likely to pursue their interests and use the language arts for authentic purposes. Conferencing with students in small-group and one-to-one situations will encourage students to take risks as they engage in independent learning.

Conferences

Classroom time for small-group, peer, and student-teacher conferences provide a rich context to gain insight into a child's understanding and to develop language awareness. These conferences are brief, yet can yield a great deal of information about the learning of individual students. Within the context of conferences teachers can provide students with feedback as they document individual student learning.

Individual conferences provide opportunities to connect and expand on a child's learning, clarify an understanding, share personal experiences, build on ideas, hear a child's thinking out loud, model language, support and encourage language use for learning, and encourage risk-taking in language learning while acknowledging their learning.

Integrated Teaching and Learning

An integrated curriculum approach is consistent with the philosophy of how children learn and it occurs when cross-curricular connections are made among subject areas for the purpose of seeing the relevance and the interrelatedness of curricula. In this document, the specific curriculum outcomes are organized solely for English language arts. An integrated delivery model is encouraged and supported with cross-curricular links between specific curriculum outcomes which are referenced in column one of the four-column spread. These links are also referenced in column one for all subject areas in *Completely Kindergarten-Kindergarten Curriculum Guide*, 2010. Many of these links are natural connections for learning experiences.

Given the structure of the kindergarten day, it is natural to combine similar curriculum outcomes across subject areas. This helps to manage time efficiently. To integrate effectively, it is paramount that teachers have a thorough understanding of all kindergarten curriculum outcomes. Children are always making connections with the world around them. Living and learning are inseparable. Delivering subjects in isolation opposes the natural way that children learn. Integration is the process of combining separate curriculum areas into topics which connect easily. It allows learners to develop skills and knowledge which support holistic growth. This may be accomplished when teachers choose a variety of teaching strategies that support integration.

As educators, it is important to involve children in a planning process which provides opportunities to become co-constructors of knowledge and partners in the learning process. When an integrated child-centered curriculum is designed using this collaborative approach, activities and topics are more likely to be developmentally appropriate and meet the needs of all children. It is important to examine the knowledge that children possess, the knowledge they need to learn and the knowledge they desire to learn. This ensures a balance between teacher-directed and child-initiated activities which provide learning experiences that are inclusive of children's ideas.

Planning for curriculum integration incorporates many different approaches to teaching with the goal of accommodating the individual needs of the children within their classrooms. The following strategies are examples that are often used in kindergarten classrooms:

The Literature-Based Approach

The Literature-Based Approach uses children's literature as a springboard for learning and instruction. Children's literature naturally stimulates the imagination and engages the interest of a child. Concepts explored through literature may focus on one main idea for exploration, while others provide opportunities for cross-curricular connections.

A read aloud such as *My Mom Loves Me More Than Sushi* by Filomena Gomes has many possibilities for discussions about culture, diversity, healthy eating, travel, etc.. Together, these topics lend themselves to outcomes in the kindergarten curriculum for English Language Arts, Religion, Health and Physical Education.

Lana Button's use of text features to emphasize voice is apparent throughout the book, *Willow's Whispers*. Resources provided in English Language Arts also lend themselves to other curriculum areas. For example, outcomes from health and religion pertaining to the recognition of one's unique traits will likely be integrated during this read aloud.

Jessica by Kevin Henkes and *The Kissing Hand* by Audrey Penn are books that explore apprehension about starting school. These literature selections provide opportunities for discussions with children about feelings related to starting school and how to be a good friend. In addition to complementing outcomes in subject specific areas, these literature selections lend themselves to great discussions as kindergarten students enter the formal school setting.

The Project Approach

The Project Approach to teaching kindergarten brings the curriculum alive. This approach identifies teaching strategies that allow teachers to lead children through in-depth exploration of a topic or a theme. The topic chosen may be real-life or conceptual, part of their community or beyond, present day or past. What is central to this approach is students are involved directly as investigators who gather research to answer questions that they have prepared themselves, with their teacher, as well as new questions that occur as the investigation proceeds.

This approach may reflect what has been considered a theme approach to learning. In fact, there are important differences. Most notably, a project comes from the interest of students and not a predetermined theme that has already been prepared. Themes often suggest a teacher-directed approach with limitations to specific outcomes. Recognizing that this approach has a place in classrooms, it may also limit teaching to preset topics that may or may not be of interest to the group when other approaches can reach many more outcomes in more engaging ways. More information on the project approach is available in *Completely Kindergarten-Kindergarten Curriculum Guide*.

Emergent Curriculum

The basic belief that children are competent learners who are eager and able to explore the world around them is the starting point for an emergent curriculum. The teacher who develops an emergent curriculum works collaboratively with the children to generate a program that meets curricular outcomes while at the same time engages children by capitalizing on their interests, talents and unique learning styles. In this approach, the teacher becomes a co-constructor of knowledge along with the students. The teacher recognizes that it is not their role to have all of the answers but rather, to facilitate learning and discovery by encouraging an atmosphere of exploration, curiosity and problem-solving.

Emergent curriculum is a responsive approach to teaching. Teachers who use this approach start by observing students and specifically noticing what they do during play. By taking note of what they say, the questions asked, what draws their interest and the types of problems they are trying to solve through play, teacher planning is informed. The teacher incorporates what is learned about the needs and interests of the students into an overall plan to meet curricular outcomes. Using an emergent curriculum approach is quite similar to the Project Approach. These approaches explore interests relevant to the students and each one integrates a variety of methods to meet curricular outcomes. In these particular approaches, the teacher acts as a co-learner while at the same time facilitating and extending student learning experiences.

To learn more about the emergent curriculum approach refer to Carol Ann Wien's *Emergent Curriculum in the Primary Classrooms - Interpreting the Reggio Emelia Approach in Schools* (2008).

Inquiry-Based Learning

The inquiry-based learning method of instruction includes many opportunities for students to follow their natural curiosity about the world around them. It supports a learning environment that encourages students to ask questions, problem solve, and make connections to what they already know. The focus is on the development of questions by teachers and students to guide the inquiry into topics, problems and issues related to the curriculum content and outcomes. The questions guide research so students can create their own knowledge and understanding about the topic. Students take more responsibility for:

- determining what they need to learn.
- identifying resources and how best to learn from them.
- using resources and reporting their learning.
- assessing their progress in learning.

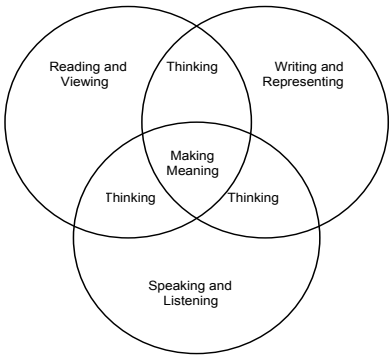
This type of experience can last for several days or it may be extended to a short-term or long-term collaboration. The process is cyclical rather than step-by-step, and student reflection on their learning and their documentation of the inquiry process are important components of this learning.

When there are common content elements, concepts, processes, and skills among the disciplines, teachers and students begin to sense a new meaning for the word integration. By planning and teaching together, a context for cooperation, collaboration and community building is provided. The challenge in effective integration of this type is to ensure that the skills, strategies, and knowledge components of each discipline are respected.

Six Strands of English Language Arts

Curriculum Framework

The kindergarten curriculum is designed to engage students in a range of experiences and interactions. It creates opportunities for balance and integration among the six strands of learning in language arts which include speaking and listening, reading and viewing, and writing and representing. These language processes are interrelated and can be developed most effectively as interdependent rather than discrete processes.



The curriculum includes choice and flexibility in classroom organization, teaching practices, resources, and assessment. Based on interest and individual student learning, there are a number of organizational approaches that teachers and students may select and combine in planning learning experiences for all students.

The Speaking and Listening Strand

GCO 1

Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

GCO 2

Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

GCO 3

Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

The Speaking and Listening Strand encompasses General Curriculum Outcomes 1-3 and they are essential for language development, learning, relating to others and effective participation in society.

Prior to school entry, most children have acquired a vocabulary, learned to articulate sounds and grammatical structures, and have engaged in social uses of language. Attitudes about how and when to use language have been shaped by their environment and influenced by how the people in their lives have used language. The kindergarten experience provides daily opportunities for children to actively participate in listening and speaking activities which support the development of skills in oral communication.

As children learn to be active listeners, their language and perceptions of the world are expanded, they internalize new ideas and thoughts and they assimilate them with their own to form new thinking patterns. Learning to listen requires attentiveness to the spoken word so that meaning is understood and another's point of view is respected.

Children's social skills and listening development depend to a large extent on their abilities to receive and interpret oral cues. When listening is recognized as an integral part of the curriculum, students will have opportunities to acquire more effective listening skills and strategies through their participation in rich oral language experiences.

The Role of the Kindergarten Teacher

The role of the kindergarten teacher involves creating a safe and comfortable classroom environment which encourages risk-taking and supports children to:

- initiate and engage in conversations in and through play.
- respond to others.
- engage in extended conversations with the teacher.
- respect the conversations and opinions shared by others.
- talk about personal experiences.
- participate in oral story-telling.
- express their opinions, ideas and feelings.
- listen attentively for a purpose and to gain meaning from the spoken word.
- seek clarification to understand what is spoken.
- listen to read alouds.
- follow routines.
- give directions.
- participate in group activities.
- develop students' sensitivities to others' feelings, language and responses.

- use language which is respectful of cultural traditions.
- draw on their prior knowledge to make connections with new information that they are learning.

Speaking

Speech development and cognitive development are closely linked. Both move from the concrete to the abstract, from egocentrism to socialization and develop through use in meaningful contexts. Through interactions with peers and adults, children learn how to engage appropriately in social situations and use language for specific audiences and purposes. Speech and thought complement each other in the development of verbal intelligence; children's inner or private speech promotes the development of internalized logical thought. Development of syntax and vocabulary springs from a functional base. Students understand what language is by using it and understanding the purpose of language. Caution should be exercised so that elements, such as phonology (pronunciation), and syntax (grammar), are not isolated for focused instruction since it may inhibit this natural understanding.

Oral language is the cornerstone of successful experiences with reading and writing since speaking and writing both share the same skills (e.g., describing, explaining, elaborating, planning, composing meaning). Students learn a great deal about language through oral interactions which support them to make the connection between the spoken and written word. Throughout the kindergarten year, students will continue to develop their knowledge of the sound-symbol system (graphophonics), their background knowledge base (semantics and syntax), and the complexity of their language structure. They bring this knowledge to the reading and writing process at varying developmental levels as they develop their literacy skills.

The primary focus of instruction in the kindergarten classroom is speaking and listening which allows for frequent opportunities for oral communication. In acquiring speech skills, the first task is to develop familiarity, ease and confidence through practice and experimentation. Speech development is enhanced by encouragement and acceptance. Control and precision develop gradually through modelling and purposeful interactions. As students learn to control language, they begin to make judgments about their efforts and are able to make conscious decisions about speaking strategies.

Children have a basic need to express themselves and learn about their world. The kindergarten classroom must be a place for children to develop and practise authentic speaking and listening skills. Areas of instruction that will allow students to achieve outcomes may include activities that encourage students to use both informal/exploratory talk through discussion, conversation, brainstorming, group sharing, role plays, or formal/focussed talk experiences such as interviews, audio clips, dramatic play, oral story-telling, chants, rhymes, to name a few. When deciding the focus of instruction, it is important to refer to the outcomes for English language arts and the suggestions for teaching and learning and assessing.

Listening

Communication is effective when the message the speaker intends to communicate closely resembles the message constructed by the listener. Explicit instruction in listening is important. Listening is not an inborn tendency, but rather a skill that must be cultivated, nurtured and taught. Teaching effective listening skills in kindergarten requires many opportunities for students to practise listening to one another as they socially interact and engage in conversation during small and large group settings. Teacher modelling of effective listening behaviours and fostering an attitude that learning depends upon listening is important. Expectations in kindergarten for the three specific types of listening and their purpose are introduced through integrated learning experiences. Students will be exposed to many viewpoints that differ from their own. Developing an awareness of respectful listening is practised during oral language opportunities.

Discriminative Listening	Critical Listening	Appreciative Listening
• Listening for understanding • Comprehending oral communication to gain information	• Listening for the purpose of evaluating the speaker's message • An advanced skill requiring explicit instruction	• Listening that has aesthetic enjoyment as its central purpose • Students develop the sense that meaning is conveyed by non-verbal aspects of speech such as tone, volume, and pitch when listening to read alouds and participating in chants and rhymes

The Reading and Viewing Strand

GCO 4

Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

GCO 5

Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

GCO 6

Students will be expected to respond personally to a range of texts.

GCO 7

Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

Reading and viewing extend comprehension and foster the complex thinking processes necessary to analyze, compare, and evaluate texts and synthesize information. The Reading and Viewing Strand encompasses General Curriculum Outcomes 4-7.

Opportunities for kindergarten students to read and view are increased when:

- choice is given in what they read and view and how they respond.
- immersed in a variety of print text.
- feedback and discussion is provided on reading and viewing selections.
- strategies are modelled and demonstrated frequently.
- reading and viewing are regarded as meaning making processes.
- risk-taking is encouraged and supported.
- reading and viewing skills/strategies are taught/learned in context.
- reading and viewing is valued through modelling.
- a balanced literacy approach is used which includes shared reading in small and large groups, independent reading and read alouds.
- use of picture cues is encouraged to gain meaning from texts.
- opportunities are provided to give opinions and personal responses to what has been read.
- opportunities are provided to read and view texts critically.
- personal connections to text are made.
- connections to new information are made to previous understandings.
- technologies are used to locate information related to an area of interest.
- visuals are read and interpreted (environmental print, charts, tables, maps, diagrams, photographs, graphs, etc.).
- encouraged to read and view a variety of texts with a critical eye (print ads, television ads, film, video, television, magazines, newspapers, music, videos, radio).

Reading and Viewing

Students bring meaning from their prior knowledge and language experiences to the interactive processes of reading and viewing. They select, interpret, predict and integrate information about their world. Becoming literate involves the process of appropriating and constructing knowledge of literacy. This reflects a long developmental process from the children's initial conception of print. Considerable variations in language experiences since birth are evident in children's literacy development as they begin school. It is important to meet each child at his/her developmental level to build reading and viewing skills. They are learned most effectively when they are integrated with the other language strands in meaningful contexts.

The Four Cueing Systems

Reading and viewing are processes that require the coordination and integration of the four cueing systems. These systems are coupled with reading strategies to construct meaning from a range of texts. The cueing systems include: pragmatic, semantic, syntactic, and graphophonic.

The Pragmatic System

Pragmatic cues refer to the particular context in which a reader finds and understands a text. These cues deal with the social and cultural aspects of language use. Language is used by people for different purposes and audiences and this is reflected in the way they communicate with others in both their writing and talk. Language occurs within contexts and the pragmatic system is based on background experiences with things, people, text, and oral language. For example, students who have experiences reading graphic readers are using pragmatic cues when they expect to see a splash page with labelled illustrations of each character on the opening page. Pragmatic cues are also used when textual conventions such as italic and bold text are understood by the reader as text that is writtten for emphasis or intensity.

Exposing children to a varied background of literacy experiences which includes a variety of text forms and their features will expand their knowledge of written language in its various uses. The kindergarten teacher will:

- encourage students to engage with a variety of texts.
- read aloud from a wide range of texts.
- emphasize the features of texts that are associated with particular text forms such as posters, illustrations, web pages, classroom blogs, graphic readers, and magazines.
- use graphic organizers to develop an awareness of text structures and to chart the text structure visually.

The Semantic System

Semantic cues refer to the meaning which has become associated with language through prior knowledge and experience. Readers and viewers construct meaning when they relate the information in the text to what they know. Semantic cues are used when they use their background knowledge, meaning interpreted from illustrations, and meaning contained in words and their relationships. When readers and viewers question, *What would make sense?* they are using the semantic cueing system. An effective use of semantic cues also occurs when the text does not make sense to the reader and viewer and the important strategy of self-correcting is used to gain meaning.

Effective readers have an extensive knowledge of a wide range of topics and related language. To build students' experiential and language base, and to encourage reading for meaning, the kindergarten teacher will:

- build on the vocabulary of approximately 5000 words that researchers estimate children have acquired prior to school entry.
- extend students' background experiences and involve them in as many real-life and play-based experiences as possible.
- discuss experiences to extend students' understanding and related vocabulary.
- expose students to a wide range of text forms.
- invite students to share what they know about a topic before reading.
- encourage predictions before and during reading to gain meaning.
- explain how to use prior knowledge effectively as a reading strategy.
- help students clarify and extend understanding by having them respond to reading in a variety of ways, such as through dramatic play, writing, drawing, and use of computer software.
- emphasize and model the use of semantic cues as they are reading aloud by asking questions such as: What would make sense here? Did that make sense?
- use oral language activities that focus on meaning to predict and confirm.

The Syntactic System

Syntactic cues refer to the structure of language or the way in which words are put together to make patterns, phrases, sentences, paragraphs, and entire texts. Readers who use information such as sentence structure, word order, function words, and word endings as they read are making use of syntactic cues. A student who discovers that language doesn't *sound right* and self-corrects the miscue is applying a syntactic cue. To develop this cueing system and build students' knowledge of how language works, the kindergarten teacher will:

- provide daily opportunities to engage in oral stories.
- provide time to read and explore texts independently.
- use texts with repeated syntactic and semantic patterns thus encouraging students to make predictions based on their knowledge of such patterns.
- read daily to students from a wide range of texts.
- provide opportunities to play with and extend syntactic knowledge by combining words such as *birth* and *day* and word parts such as *tall* and *-er.*
- encourage predictions of unknown words based on syntactic knowledge during shared reading.

- demonstrate and model the use of syntactic cues to predict and recognize miscues during shared reading.
- model the *read ahead* strategy to predict a word based on the structure of the sentence.
- encourage talk in the classroom for different purposes.

The Graphophonic System

Graphophonic cues refer to knowledge about the sound-symbol system. In addition to letter-sound relationships, this also includes knowledge about directionality and spacing as students develop the concept of *word* and learn to track print. Effective readers develop generalizations about letter-sound relationships and integrate this knowledge with their use of the semantic and syntactic cueing systems.

To support the development of the graphophonic cueing system students need to begin learning about the alphabet and the forty-four sounds in the English language that the letters make. Sound awareness activities focusing on rhyme and alliteration support the development of this knowledge. While this knowledge of the phonological system is necessary to learn to read and write, reading instruction cannot rely solely on phonics. The varied developmental levels amongst kindergarten students will determine the time and practice required to learn about letters and sounds, and how to use graphophonic cues in reading and writing development.

Phonological awareness is an understanding of the sound structure of language, which develops initially in oral language. Students with well-developed phonological awareness are then able to map their developing knowledge of sound and letter correspondence onto an underlying understanding of how language can be segmented and blended into its component parts. This would include an understanding of words, syllables, rhymes, and finally, individual sounds. For example, judging whether two words rhyme or begin with the same sound, or clapping out the sounds in a word require phonological awareness.

There is a strong connection between students' phonological awareness and their reading development. Research shows that being able to segment and blend language is an essential skill if students are to be able to use graphophonic cues effectively in reading. Depending on their language experiences prior to entering kindergarten, students will enter school with varying degrees of phonological awareness. Students who have an early childhood background rich in oral language experiences may detect words that rhyme or words that start with the same sound. Phonological awareness continues to develop as children learn to read. Their attempts at temporary spelling also support the development of phonological awareness as they segment the words they want to spell.

To support students' phonological awareness kindergarten teachers will:

- provide many opportunities to play with words in oral language activities.
- engage in extensive experiences with rhyme in contexts such as shared language, read-aloud, and rhyming games so that students can develop the ability to recognize and generate rhymes automatically.

- segment rhyming words at the rime/onset boundary (m-an) orally. This becomes an important strategy in reading and spelling as children look for familiar word chunks, rather than having to segment and blend each word sound by sound.
- clap or march to the syllables in a word.
- sort pictures to compare and contrast features of words.
- identify the initial, middle and final consonants in a word.
- develop knowledge of how letters/sounds work.
- make the connection to how sounds and letters work in print and making meaning in what they are reading.
- explore sounds in the writing processes.

Modelling how and when to use the graphophonic cueing system is a valuable strategy for teachers to use in the reading process. To develop graphophonic knowledge and learn to use it in an integrated way with the other cueing systems, the kindergarten teacher will:

- model daily messages.
- conduct individual reading conferences.
- introduce a sound-symbol relationship to children within the context of a poem, rhyme, or book during shared reading.
- use hand held mirrors and ask students to focus on the shape of their mouths as they produce specific letter sounds.
- brainstorm words that students know that start with or contain a specific sound.
- build a word wall meaningful to kindergarten students using their names and environmental print.
- make connections between the sound and the recognition of letter formations.
- invite students to represent letter formations using materials such as play dough, paint and easels, sand, glass beads, found materials, paintbrushes in the air, individual white boards, etc.
- draw attention to phonics relationships in the context of reading.
- develop an understanding of letter-sound relationships by providing opportunities for students to hear, see and follow language in print, see their own words and sentences in print, and build a sight vocabulary of signs, letters, labels, and other print in their environment.
- engage students in shared reading experiences in small and large groups.
- use alphabet puppets and objects with corresponding initial letter sounds.
- use oral and written cloze activities, focusing on graphic cues along with semantic and syntactic cues to predict and confirm.

- make sentence strips taken from familiar books or poems and cut the sentences into phrases/words (the activity of unscrambling the words to make meaningful sentences focuses attention on the print).
- use picture and word sorts to help students compare and contrast features of words.
- develop the early strategies of directionality and one-to-one matching during shared reading and encourage students to develop these strategies during independent reading.

Reading Strategies

Readers use thinking processes to develop reading strategies which enable them to interact with and gain meaning from texts. The cueing systems (semantics, syntax, graphophonics, and pragmatics) are used in an integrated way to develop reading behaviours and strategies. The English language arts curriculum in kindergarten builds the foundation for literacy development in alphabet knowledge, phonological and phonemic awareness, understanding of letter-sound relationships and the alphabetic principle, concepts about print, books, and words and oral comprehension and vocabulary. Examples of reading strategies which support comprehension and word recognition in kindergarten include: predicting, confirming/self-correcting, questioning, connecting, inferring, and summarizing.

Alphabet Knowledge

It is an expectation that children will learn to recognize the upper-and lower-case letters of the alphabet by the end of the kindergarten year. Some children will enter kindergarten recognizing most alphabet letters while others will begin to learn them throughout the kindergarten year. Students will most likely identify letters by naming the ones that are meaningful to them such as the letters in their name.

Phonological and Phonemic Awareness

Phonological awareness is an oral skill independent of print whereas phonics explores the relationship between sound and print. Both should be integrated into literacy experiences rather than in isolated activities. Students who can hear and produce sounds will likely match them with letters.

Students require enjoyable listening experiences with rhyming poems, nursery rhymes, chants, songs and books prior to developing a good sense of words that rhyme. The phonological concept of rhyme is developed throughout the kindergarten year by determining whether or not two words rhyme, finding a rhyming word to match another word and saying a word that rhymes with a particular word.

Developing phonemic awareness in kindergarten requires students to find and play with the speech sounds in words. This is demonstrated by students when they can determine if two words begin with the same sound, match words based on beginning sounds, and produce a word with the same beginning sound as another word. By segmenting and isolating the beginning and ending sounds in words, children will make the connection between specific letters and sounds.

Letter-Sound Relationships and the Alphabetic Principle

Once students begin recognizing letters of the alphabet and segmenting the sounds in words, they are ready to learn associations to consonant letter-sounds. Students come to kindergarten with varied backgrounds and this will determine their readiness to make connections to letter-sound relationships.

The alphabetic principle acknowledges a one-to-one correspondence between each letter of the alphabet and a particular sound. Kindergarten students use the alphabetic principle as a reading strategy when they read and build new rhyming words and read words which they spell phonetically. An activity to build on this reading strategy may involve writing the word cat on a white board and erasing the initial consonant, replacing it with the consonant r and building the new word, rat.

Concepts about Books, Print, and Words

An understanding of book orientation acknowledges that print is read, books have front and back covers, pages have tops and bottoms, and they are read from front to back one page at a time. It also includes the concepts of print directionality such as reading from the left side of the page to the right side of the page, reading the page on the left before the page on the right, and the return sweep of print to the next line of text on the page. The concepts of letter and word are acquired when they recognize that words are composed of letters, word lengths vary, and punctuation marks indicate where to stop or pause.

Kindergarten students who come to school with prior reading experiences will likely demonstrate concepts about books while engaged with text. Concepts of print such as; pointing from left to right with a return sweep, matching spoken to printed words while pointing, understanding the concepts of letter and word and their spacing, recognizing environmental print, and beginning to use pictures to identify words, are important skills to develop in kindergarten. Students who engage in reading like behaviours will read a memorized text from left to right with a return sweep. Eventually, they will progress to finger point reading by memorizing a text and matching written words to spoken words on a one-to one correspondence as they read from left to right. Once students begin to read in this way they realize that printed words are separated by spaces. Learning to track print in this way will help them recognize familiar words within a context.

Oral Comprehension and Vocabulary

It is likely that children who speak using a more developed vocabulary and have an understanding of text that is read to them have been read to and have had many opportunities to talk about books prior to coming to school. Opportunities to hear language increases a child's opportunity to acquire a repetoire of words and develop their understanding of more complex texts. Retellings of stories provide insight into a student's oral language development. This is evident from observing and listening to the complexity of the vocabulary used by a child to describe their comprehension of a particular text. Learning to retell stories and information from texts is important for the oral language and comprehension development of kindergarten students. During the retelling students should be encouraged to provide details and use vocabulary and sentence structures that are evident within the text.

Comprehension Strategies

Students engage in a variety of strategies to comprehend text. In kindergarten, the initial focus needs to be on **predicting, confirming, and self-correcting** on the basis of what makes sense (semantic and syntactic). As students begin to acquire knowledge about the graphophonic cueing system, they need to be taught how to use this knowledge along with the other cueing systems as they predict, confirm, and self-correct. Opportunities for kindergarten teachers to model the following strategies will occur during read alouds, shared reading in small and large groups, and student conferences.

Predictions

Readers make predictions from what they have sampled of the text by using the cueing systems in an integrated way. Each one of the language cueing systems may ask specific questions to gain meaning from a particular text. Self-monitoring is an important reading strategy for kindergarten students to engage in to determine if their word predictions sound right and make sense. They do this by using meaning and syntax cues which are embedded within the text being read.

Semantic Cues	Syntactic Cues	Graphophonic Cues
What would make sense? (e.g., What is happening in the story? What does the picture suggest?)	What would sound right? (e.g., How would I say that?)	What does the print suggest? (e.g., What does it start with? … end with? Do I know another word that looks like that?)

Confirming

Effective readers are constantly monitoring their predictions and looking for confirmation. They do this by using the cueing systems to question the predictions they make to comprehend a particular text.

Semantic Cues	Syntactic Cues	Graphophonic Cues
Did that make sense?	Did that sound right? Can I say it that way?	Does it look right? If it were “there,” would it have a “th” at the beginning and a “t” at the end?

Self-Correcting

When readers are uncertain about their predictions, they need to have a variety of self-correction strategies upon which to draw.

Self-Correcting Strategies
Read on and come back to make another prediction that fits.
Go back to the beginning of the sentence and try it again, thinking about what fits.
Sample print information, for example, • look at more of the letters • break the words into parts • think about a word you know that starts the same way or looks similar • look for small words in the big word

Providing Feedback

Students require feedback while learning to make integrated use of the cueing systems. The feedback statements to use depends on individual students and an understanding of their particular needs in relation to their development of reading strategies. For example, a student who is relying on a sounding out strategy needs feedback focusing on using semantic and syntactic cues. Students need to internalize three key questions as they develop reading strategies. Consider using the following questions and responses during reading conferences:

Semantic (Meaning) **Key question:** Does the word make sense?	I noticed that you were looking at the pictures to help you understand the story.
	How did the picture help you read that word?
	What does the picture tell us?
	Do you think that could happen?
	What might happen next?
	Does that word make sense?
Syntactic (Language Structure) **Key question:** Does the word sound right?	I noticed that you were listening to yourself read to decide if it sounded right.
	Can we say it that way?
	Would that word fit there?
	Try reading ahead for more clues.
	Let's go back and read it again.
	Does that word sound right?
Graphophonic (Letter-Sound Correspondence) **Key question:** Are there letters that represent the sounds in the word I predicted?	I noticed that you are looking carefully at the words while pointing to each one to make sure that your voice matches.
	Do you think the word looks like...?
	What letters do you think you would see in ...?
	It could be ..., but look at the letters.
	Let's sound out that one together.
	What does it begin with? Could it be...?

Before, During and After Reading and Viewing Strategies

Reading and viewing are active meaning-making processes. Readers and viewers construct meaning as they interact with the text. The *prior knowledge* and *experience* they bring to a text has a profound influence upon what they comprehend. Effective readers are active readers. They use a multitude of strategies before, during, and after reading.

Before reading and viewing strategies are a critical component of the reading and viewing process. Central to this aspect of the reading process are two elements: *activating prior knowledge*, which sets the stage for the reader to actively engage with the text, and *setting a purpose for reading*. Strategies may include:

- making connections to personal experiences or other books.
- brainstorming what one already knows about a topic and what one expects or would like to find out.
- predicting what a written text will be about based upon front and back covers, title page, table of contents, pictures, etc.
- asking questions to organize one's search for information.
- pointing out text features on the covers of the book.
- determining the type of text.

During reading and viewing strategies are used during the process of reading to help readers make sense of a text and to monitor their understanding of what they are reading. Strategies may include:

- reading text in an expressive way.
- finger pointing to words as they are read.
- confirming or modifying initial predictions and continuing to make predictions about what will happen next.
- asking oneself questions as one reads.
- visualizing or making a picture in one's mind about the text.
- going back and re-reading when the text does not make sense.
- making personal connections with the text.
- pausing to use reading strategies to find meaning in unknown words.
- making notes from the text.

After reading/viewing strategies are used after reading to confirm, clarify, and integrate what was read. Examples of such strategies are:

- reflecting on one's predictions and how well they match.
- thinking about and explaining or mapping what one learned from the text with teacher support.
- thinking/telling about what one really liked about the text.
- drawing or dramatizing one's understanding of the text.
- re-reading the text or parts of the text.
- talking to others to share personal reflections about the text.
- retelling the text in one's own words.

- representing or writing reflectively about the text.
- asking questions about the text.
- creating a new product.

Reading Process Assessment and Evaluation

Teachers may use a variety of assessment strategies to monitor students' development in reading, using the information they gather to inform their teaching. Some of the key information they look for in kindergarten includes information about students' understanding of book handling and print tracking, attitudes, and strategies for comprehension and word recognition. Specific examples may include, whether they:

- understand that print carries a message.
- understand the concepts of directionality and one-to-one matching.
- use phonological and phonemic awareness.
- recognize letters.
- make use of the cueing systems in an integrated way to predict, confirm, and self-correct.
- ask questions about textual content.
- use word walls and environmental print.
- listen attentively to texts read aloud.
- retell parts of stories or pieces of information from texts.

A variety of strategies and tools should be used to assess children's learning on an ongoing basis in the context of everyday classroom experiences. Assessment strategies should encourage children to show what they know and what they can do, rather than focusing on what they do not know or cannot do. Focusing on children's thinking rather than a particular answer or solution provides valuable information about a child's learning. Sometimes their thinking is evident through their dialogue or it can be demonstrated through their behaviours. The purpose of assessment is to inform teaching and improve learning. The strategies that teachers use to gather, analyse, and document information about students' reading development are outlined in column three of the four column spread in section two of this document. Section four of this document includes information specific to assessment and evaluation.

Learning is active in the kindergarten classroom. Therefore, assessing the process of learning is critical and it should occur while the learning is happening rather than assessing the final product. Ongoing assessment informs the approach needed to design and deliver developmentally appropriate instructional activities. The best opportunities to assess student learning occur within natural classroom instructional encounters with students working individually and in small and whole groups. Assessment is frequent, well planned, and well organized so that teachers are able to assist each child in progressing towards meeting the kindergarten curriculum outcomes.

The kindergarten teacher's greatest assessment tool is a continual process of observation and documentation of learning because young children show their understanding by doing, showing and telling. Therefore, teachers need to use the assessment strategies of observing, listening and asking probing questions to assess children's achievement. In addition to documented observations, other assessment tools include anecdotal records, digital and audio recordings, checklists, work samples, portfolios, and conferencing.

The assessment tools used should be consistent with beliefs about curriculum and classroom practices. They should clearly reflect student progress towards the attainment of curriculum outcomes outlined in the kindergarten program. Best assessment practices are ongoing, occur frequently and they are planned to fit throughout the organization of the kindergarten day.

Contexts for Developing Reading Strategies

In kindergarten, children are building the foundation for learning to read. They are developing basic concepts of print but are not expected to be proficient "readers" of printed texts. Comprehension strategies are developed in the context of authentic reading and viewing and in the exploration of ideas and concepts across the kindergarten curriculum. It is necessary for teachers to provide instruction to explain and demonstrate these strategies. The daily schedule should also allow time for students to engage in reading and viewing experiences so that they can apply reading strategies during read alouds, shared reading in small and large groups and independent reading times.

Read-Aloud

Reading aloud to students on a daily basis is an essential component of a kindergarten English language arts curriculum. It provides students with full teacher support and provides the teacher with an opportunity to model and instill a love of reading in students as they engage and respond to texts that are read aloud to them. Reading to students helps them to understand the nature and purposes of reading. It also helps them become familiar with the patterns of written language as the teacher models fluent, expressive reading. Reading aloud can also be used to model effective reading strategies and to help students build awareness and understanding of such strategies (e.g., predicting, making connections, creating visual images, re-reading when they don't understand). Reading aloud to students has been shown to have positive effects on reading and listening comprehension, quality of oral and written language and reading interests.

It is important to expose students to different text types to inform their interests. A variety of texts should be used for read alouds, including fiction, non-fiction, and poetry. The age and interests of students, as well as their previous exposure to books, need to be taken into consideration in selecting texts to read-aloud. Appropriate texts are those that extend students' thinking, develop their imaginations, increase their interests, and expose them to interesting language and illustrations.

Read-Aloud Suggestions:

- select a familiar text to read aloud with expression.
- introduce the book by highlighting the front and back covers, title page, text features, author and illustrator, etc.
- before reading, help students to listen actively by inviting them to make predictions about the title and covers, and activating their background knowledge by encouraging connections to the text from their experiences and other books read.
- during reading, pause when appropriate to share illustrations and text features, confirm/revise predictions, make further predictions, model reading strategies such as self-questioning and predicting, and clarify vocabulary in the text that may affect student comprehension.
- after reading, allow time for students to relate the book to their own experiences and to other books read, confirm their predictions, and use questions to spark higher-level thinking.
- provide opportunities for students to respond to the read aloud and share their personal reflections in a variety of ways.
- re-visit a read aloud to deepen comprehension of the text and encourage re-tellings, dramatization and cross-curricular links.

Shared Reading

Shared reading is an interactive component of a balanced reading curriculum which supports and challenges students at all literacy levels. It provides an opportunity for students to learn how to read by reading. The teacher begins to read aloud to the students and then invites them to join in the reading of enlarged texts such as big books, shared reading cards or projectable texts. By re-visiting shared reading texts, students become familiar with the text increasing their opportunity to demonstrate print tracking behaviours such as return sweeps and one to one word correspondence and concepts of print. Shared reading experiences provide opportunities for students to learn to read by progressing gradually from a teacher-supported reading experience to one in which the students engage in more of the reading as reading strategies are developed.

Many students in kindergarten are beginning to experiment with reading. As students learn to read, they begin to use a variety of reading strategies to problem-solve unknown words and to understand text. In kindergarten, shared reading may occur in small or large groups. During large group sessions, the teacher can introduce and model reading strategies. Smaller shared reading groups may be formed based on individual needs which are apparent to the teacher from the large group setting.

Shared Reading Suggestions:

- emphasize the importance of understanding and enjoying a text during the first shared reading session.

- motivate students to join in the reading and experience success.
- sit close together with the group as they share in the exploration of rhymes, songs, poems, daily messages and stories.
- language development experiences may include patterns and rhythms of written language which are read by the teacher and modelled by the students when they join in the reading experience.
- use enlarged or projected print so that it is accessible to all students.
- provide opportunities for all to practise reading in a supportive risk-free environment such as a smaller group size.
- include numerous variations in how students can enjoy reading together (e.g., different groups reading different sections or parts; small groups reading some parts, whole groups reading other parts).
- teach concepts, skills, and strategies in the context of reading by asking students what they notice, demonstrating strategies, drawing students' attention to specific features of text, and using the cueing systems to sample, predict, and confirm/self-correct.
- display daily messages in shared reading sessions.
- on successive shared readings, invite students to read together as the teacher or a student helper points to the print.
- teach a variety of essential concepts, skills, and strategies such as phonological awareness and knowledge of sound-letter connections during shared reading.
- keep a focus and gradually introduce skills and strategies.
- use shared reading time to model a variety of responses to texts such as discussions, illustrations, story mapping, webbing, and writing.
- provide time following shared reading for students to read the text independently in small groups or individually with the teacher.
- expose students to a variety of text forms and their features.
- re-visit shared reading materials to reinforce concepts taught in these familiar texts and build confidence in reading behaviours.

Independent Reading

Independent reading provides children with opportunities to choose a text and to practise reading and reading-like behaviours. For many kindergarten students it will be a designated time to view and explore books by looking at the pictures to find out what the text is all about. It is important to provide daily opportunities for students to engage in independent reading. It is during this time that they will get an opportunity to handle books and track concepts of print that have been modelled by the teacher. Reading materials include familiar texts, fiction, nonfiction, big books, class-made books, songs, charts, poems, children's literature, and environmental print. Support student engagement in independent reading by encouraging them to respond to texts after they read/view through drawings, paintings, creations, etc.

Independent Reading Suggestions:

- provide time for students to view and explore a wide variety of familiar literature independently.
- independent reading may occur during centre time or a designated period of time may be allocated for all students.
- provide choice to stimulate interest and build motivation to read.
- create a reading area in the room that will entice students to sit and read in a comfortable area.
- support students with volunteers or reading buddies.
- provide reading pointers to use while reading and puppets or toys to serve as a reading audience for students.
- observe students as they read on their own.
- provide opportunities to respond to texts and to receive feedback/responses from others.
- provide books to students to read at home.

KinderStart sessions are opportune times to inform parents that kindergarten children benefit from walking through the pictures or hearing the book read before they read. It is also appropriate to read the same book several times since re-reading builds fluency, sight word knowledge, and a feeling of success. Parents benefit from knowing the strategies being taught and how they may respond to children’s miscues or requests for help.

Language Experience

Language experience is an important component of a reading program for beginning readers. It involves having students compose a text with the help of a scribe and using the published text for shared and independent reading.

Texts appropriate for language experience are based on classroom events such as field trips and presentations by classroom visitors, or anything that captures the interest of the students. Although the teacher does the writing, it is the ideas and the words of the students that are recorded. The students are also involved in helping the teacher revise and edit the text.

Language experience is a useful strategy for kindergarten readers and writers to:

- see the connection between oral and written language.
- understand the reading/writing connection.
- provide a text for beginning readers that is predictable since the ideas and the words are their own, and the context is familiar.
- model the writing processes.

Response to Texts

In addition to having time to read and view texts and some freedom to exercise choice in text selection, students need opportunities to respond to texts in a variety of ways. An effective response approach extends students' understanding, engages them in many levels of thinking, and invites them to represent their understanding in a variety of ways.

Personal Response

Responding personally to a range of texts is a general curriculum outcome for reading by the end of grade three. In kindergarten, students are expected to express opinions and make connections to a variety of texts. Exposure to a wide variety of texts and the work of different authors and illustrators is important when children are trying to make connections between text and self. These varied experiences allow them to consider the thoughts, feelings, and emotions evoked by texts and to make both personal connections and connections between and amongst texts.

Critical Response

Responding critically to a range of texts and applying their understanding of language, form, and genre is another general curriculum outcome for reading at the end of grade three. A major focus of learning to read critically in kindergarten involves beginning to ask questions of the different types of texts that are viewed and heard. Kindergarten readers can learn to identify some basic types of text which require them to read critically. Texts might include a billboard advertising registration for a particular activity, a sales flyer from a business, an advertisement on a website, a clothing decal, a character on a grocery item, etc. Learning to question the validity of texts by using their own knowledge base as a reference is a critical reading skill which students in kindergarten are developing. Teachers can help students learn to do this by modelling questions during read alouds and shared reading which help children to deconstruct the texts that permeate their lives. Questions may include:

- Who constructed the text? (age/gender/race/natioanlity)
- For whom is the text constructed?
- What does the text tell us that we already know?
- What does the text tell us that we don't already know?
- What is the topic and how is it presented?
- How else might it have been presented?
- What has been included and what has been omitted?
- What does it teach me about others and their place in the world?

The Role of Questioning in Response

One of the ways in which teachers can help students grow in their response to text is through questioning. Sometimes teachers use questions to guide or focus the discussion. Sometimes they use them to encourage students to reflect further, deepening their response. It is important that students as well as teachers be involved in asking the essential questions.

The kind of questions asked, however, is key. Effective questions are significant questions that promote both critical and creative thinking, open-ended questions that have more than one right answer, questions that encourage students to use their prior knowledge and experience to make meaning. Effective questions do more than simply ask students to recall what was read. They encourage students to think before, during, and after reading.

Examples of such questions follow:

- What does the story make you think about? How is it like another story you have read?
- Where and when does the story take place? How do you know?
- Which character do you think is the main character? What kind of a person is he/she? How does the author show you?
- Are there other characters who are important? Who are they? Why are they important?
- Is there excitement/suspense in the story? How does the author create it?
- Is there a problem in the story? What is it? How do the characters solve the problem? Are there characters who are treated unfairly?
- How did the story make you feel? Why?
- Why do you think the author … ?
- What questions would you ask the author if he/she were here?
- What do you predict the story will be about? What do you predict will happen next? Were you right?
- What did you learn? What was the most interesting/surprising thing you learned?
- What would you like to find out/what do you expect to learn? Did you find the answers to your questions?

Creative Response

As well as responding personally and critically, students need opportunities to respond by creating their own written, oral, or visual products. Creative responses include:

puppet shows
role-play
creating maps or diagrams
painting
telling a story
dramatization
photographs
block structures
drawing
creating with clay
use of found materials
writing a poem
creating a poster
blogging
digital recordings

Drama

Drama is a powerful medium for language and personal growth, and it is an integral part of the English language arts curriculum.

- Drama provides opportunities for personal growth. Students can use drama to clarify their feelings, attitudes, and understandings. Opportunities to develop and express their ideas and insights through drama, contribute to increase self-confidence and self-awareness.
- Drama is an art which stimulates the imagination and promotes creative thinking. It leads to a deeper appreciation for the arts and helps students to understand how they construct and are constructed by their culture.
- Drama is a social process in which students can work together to share ideas, solve problems, and create meaning. Students extend their learning through a variety of social interactions by practising the skills of collaborative interaction and by recognizing and valuing their own and others' feelings and ideas.
- Drama is a multisensory process for learning that appeals to various learning styles. It promotes language development,helps students become engaged with text, and strengthens comprehension.

Dramatic Play

Examples of drama structures appropriate for kindergarten may include the following:

Dramatic play is a natural and unstructured childhood activity. Young children often engage naturally in activities such as playing house or pretending to be firepersons. Dramatic play can be encouraged by setting up an area with dress-up clothes and simple props.

Role-Play

Role-play, the practice or experience of being someone else, can be a process of discovery and an opportunity for personal growth as students engage in a range of dramatic forms to clarify feelings, attitudes, and understandings. Role-play can deepen and extend students' response to literature, and provide opportunities to develop problem-solving skills and imagination. Situations can be used that will help students consider motivation, point of view, emotional reaction, logical thinking, and ethics.

Tableau

A tableau is a still dramatized picture that a group of students create based on a scene from a story, poem, or other text. Students can also choose to create a tableau of what they think might have led up to a situation in a text (a book, movie, painting, etc.), or a tableau representing what they think might happen next. The students plan how they will stand and what facial expressions they will use. They may use simple props and costumes to help them create the scene. A tableau looks like a scene from a movie frozen in time.

Mime

Mime is acting without words. Hand gestures, body movements, and facial expressions are used to represent a feeling, idea, or story. In a community theme, for example, students might mime different kinds of jobs they might do within a community.

Puppet Plays

Puppet plays provide the opportunity for students to create and re-enact a variety of characters, roles, and situations. In addition to the puppets provided with the language arts and religious education curriculum in kindergarten, students may create finger, sock, stick or paper bag puppets.

Readers Theatre

Readers Theatre is an interpretive oral reading of a poem, story or lyrics of a song by a group of two or more readers. Familiar rhymes are a rich source of material to begin readers theatre. The material is divided into speaking parts and assigned to students to practise reading fluently and with expression. Kindergarten students may also be paired to support one another by sharing a part. Kindergarten students become actively engaged in readers theatre and they begin to see themselves as readers when they present their script as a group. See the appendix of this guide for examples of scripts that may be used for readers theatre.

The Writing and Representing Strand

GCO 8

Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

GCO 9

Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

GCO 10

Students will be expected to use a range of strategies to develop effective writing and representing and to enhance their clarity, precision, and effectiveness.

Students use writing and other ways of representing to explore, construct, and convey meaning; to clarify and reflect on their thoughts; and to use their imaginations. Kindergarten students often represent meaning in their play by drawing a sketch of their model in the block centre, creating a collage using found materials, designing a graphic using software, making shopping lists, signing cheques, and creating menus or engaging in role-play using puppets.

Learning to write is a developmental process. The writing of a child in kindergarten reveals the development of her/his insights into the way written language works. Kindergarten students develop their communicative skills in a social, interactive environment that allows them numerous opportunities to practise and experiment with the functions of language. Frequent opportunities to use writing and other ways of representing for various purposes and audiences is essential for language development. Through the use of pretend and authentic writing, children create written language through meaningful contexts.

As children explore and use language they discover that it is a set of codes and rules which they use to communicate with others through speech and messages which may be written and read. Written language must develop in a series of increasingly accurate approximations which are developmentally appropriate for kindergarten students. It is recognized that the developmental range of kindergarten students both at the beginning and end of the school year, varies. The expectations for kindergarten students at the end of the year are outlined in the specific curriculum outcomes. These outcomes were created from General Curriculum Outcomes 8-10 in the Writing and Representing Strand.

Expectations for Writing and Representing Development in Kindergarten

Kindergarten students will bring varied writing and representing experiences to the classroom. The set of experiences that each child brings to the learning environment is the starting point for the child's writing development in kindergarten. Common writing and representing behaviours displayed by kindergarten students may include:

- initial writing attempts matched to speech which are characterized by scribbles, letter-like shapes and imitative cursive writing.
- messages conveyed through drawings, scribbles, approximations, and letters.
- knowledge that the symbol system is written in linear-horizontal fashion and that marks should have a relation to their speech.
- connections between reading, writing and the spoken word.
- writing based on their range of experiences prior to school entry.
- an awareness of conventional print.
- an awareness that print carries a message.

- an awareness of written language as a communication tool used to represent meaning.
- use of written symbols such as random letters and numbers when a connection to conventional print is made.
- use of phonetic spellings used by some children with graphophonic knowledge.
- use of the non-phonetic letter strings once an awareness of letter is developed.
- developing generalizations about letter-sound relationships and how these are integrated with the semantic and syntactic cueing systems.
- copying words or letters that focus on the formation of letters rather than meaning.
- phonetic spellings of sentences that may or may not use word spacing.
- repeated sentence patterns that are used frequently by students who are beginning to write phonetically.
- acquired insights into the purpose and use of writing.
- authentic writing in their play using props such as receipt books, clipboards, ordering forms, etc.
- requests by students for an adult to write down their thoughts in a recorded message.
- evidence of linking reading and writing with written symbols on classroom materials such as charts, poems, rhymes, songs, recipes, environmental print, etc.
- values writing and other ways of representing as sources of enjoyment, means of personal communication, and ways to record events and information.
- use of captions or labels to accompany own drawing.
- an awareness that letters can be written in upper and lower case forms.
- attempts to write letters of the alphabet.
- developing increasing ability to apply knowledge of sound-symbol correspondence.
- participation in collaborative, in-classroom drama (e.g., buying and selling in a play store).
- use of simple writing tools as props to support drama.
- writing his/her own name using a paintbrush, play dough, sand, etc.
- attempts to write single words, phrases, or short simple statements.
- knowledge of the variety of functions of writing.
- writing initial consonants in words.
- experimenting with vowels.
- reading back own writing.

The Role of the Kindergarten Teacher

The kindergarten teacher helps students develop an understanding of how written language is represented by building meaningful and purposeful experiences which:

- require students to use their natural curiosity and direct experiences to use language to gain information about the real and imaginary worlds.
- build confidence.
- interrelate language modes.
- enhance what each child knows, understands, and is able to do.
- celebrate and acknowledge student learning.
- challenge students to use representing skills to extend and complement their speaking and writing skills and strategies.
- encourage students to use viewing skills to extend and complement their listening and reading skills and strategies.
- provide opportunities for modelled, shared and independent writing.
- develop an understanding that communication is a process of conveying meaning to a particular audience for a particular.
- support writing experiences that match the developmental level of each child.
- include ongoing observations to become familiar with children's varying developmental levels.
- encourage exploration with writing tools such as markers, pencils, coloured paper in various shapes and sizes and computer software to experiment with symbols which may represent a grocery list, a note to a friend or a map to display in the block centre.
- provide opportunities for children to practise language skills that are new or extensions of learned skills in their play.
- use language in functional ways so that children will develop an understanding of what language is and how it works.
- explore the writing processes in a developmentally appropriate way.
- include general principles about how written language works
  - the alphabetic principle (i.e., sound-symbol correspondence)
  - conventions of print as an aid to meaning
  - common patterns and structures (e.g., word families, sentence sense, concept of story)
  - the vocabulary used to refer to language (e.g., “word”, “sentence”).

- explore a variety of language forms
  - oral (e.g., discussion, interview, storytelling, shared reading, choral speaking)
  - written (e.g., list, label, letter, story, poem, song, chant)
- help children develop an understanding of letter-sound relationships by providing opportunities for them to:
  - hear language and then see it in print.
  - see their own words and sentences in print.
  - hear language while following the print.
  - build a sight vocabulary of signs, letters, labels, and other significant words in their environment.
- expose children to various functions and types of writing which include:
  - sharing experiences - letters, blogs, lullabies, charts, journals, daily stories, questions and answers, and recipes.
  - patterning stories - picture books, shaped-letter books, wishes, and dreams.
  - giving information - lists, classification, labels, surveys. diagrams, advertisements, and graphic organizers.
  - writing poetry - alphabet and counting rhymes, jingles, andrhymes.
  - stating opinions - questions and answers, feelings, and advice.
  - playing with words - rhyming words, riddles, and songs.
  - creating stories - narrative, descriptions, and jokes.

The Four Cueing Systems

Writing, like reading, is a process that involves the coordination and integration of four cueing systems: *pragmatics, semantics, syntax and graphophonics*. These language systems are also referenced in the reading and viewing strand on pages 71-75. Although the course of development is similar for all children there are individual differences in the rate of language acquisition. The age at which children acquire a general mastery of the semantic, syntactical, phonological and pragmatic aspects of language can vary considerably.

Pragmatics
The Context of Language

Young children usually write the way they talk, not yet understanding that writing is not simply talk written down. In the early stages of writing, it is important to build on students' knowledge of oral language, and to bring their oral language to the printed form, for example, through language experience and expressive writing. To build pragmatic knowledge of written language, it is important to bring print to students. The teacher may:

- immerse students in functional written language and provide opportunities to use writing informally in the course of daily activities, such as the daily message, signs, labels, announcements, notes, and environmental print.
- read a wide variety of fiction and non-fiction to students, and encourage them to write in those genres or forms (for example, read fairy tales to students and provide opportunities for them to retell or write their own fairy tales; read letters to students and provide opportunities for them to write letters).

Semantics
The Meaning of Language

Writing is primarily about expressing meaning. Students focus on the semantic aspects of print when they write to create and express ideas, read and reread their own writing and respond to the content of each other's stories. The teacher may:

- extend students' background experiences by involving them in as many real experiences as possible such as field trips and hands-on experiences.
- providing vicarious experiences when real ones are not possible, for example, through reading to students, or by using podcasts, virtual tours, drama, and discussion.
- discuss these experiences, have students represent or write about them, and provide opportunities for students to share their writing and representations.
- encourage both collaborative and independent writing, which provide students with opportunities to practise composing meaning in print.
- give purposes for writing, such as labelling cubbies, making signs for learning centres, recording ideas on graphic organizers, creating invitations, or writing letters.
- before writing, have students recall and share what they know about a topic to activate and build on their prior knowledge and expand their vocabulary.
- help students clarify and extend their ideas, by providing a variety of ways for students to share and respond to one another's writing.

Syntax
The Structure of Language

Students need opportunities to write using a variety of syntactic or language patterns. Pattern writing and extension activities provide opportunities to play with and extend syntactic knowledge. It is important to expose kindergarten students to language structures, as they encourage students to express themselves freely in their own way. The teacher may:

- provide literature with repeated syntactic patterns (such as pattern books and poetry) and encourage students to write using these patterns.
- establish daily situations for students to use language for different purposes, such as, telling stories, explaining, giving directions, etc..
- use the editing process to discuss language structure conventions to help students build their syntactic knowledge (e.g., spaces between words and periods at the end of sentences).

Graphophonics
Conventions of Print

Writing is probably the single most important activity for focusing on and practising printed letter formation, letter-sound relationships, and spelling. The teacher may:

- provide opportunities for writing and encourage use of temporary spelling as students attempt to match their spoken and written language.
- read books with rhyming schemes and predictable patterns and provide opportunities for students to create indivudualized pages in a class book.
- help students recognize environmental print and words that begin with the same initial consonant by recognizing the letter/sound relationship.
- use oral rhymes, chants and storytelling.

The Processes of Writing

Kindergarten writers are not expected to engage in the five steps of the writing process employed by experienced writers. Instead, they engage in opportunites which help them to gradually learn about the processes as they are developmentally appropriate.

These processes include prewriting, drafting, revising, editing, and sharing. *These procedures should not, however, be seen as discrete or lockstep.* For example, some writers do much of their planning in their heads, while other writers revise and edit as they draft. Although it is not expected that students take every piece of writing through all of the processes to publication, they should nevertheless have frequent opportunities to experiment with various planning, drafting, revising and editing strategies. Kindergarten teachers introduce students to the processes through instructional approaches. They include group writing situations such as shared and modelled writing while thinking aloud. As writing development progresses throughout the primary years, students engage in more sophisticated writing processes. It is important to note that kindergarten students need multiple opportunities to share their writing as they move through the processes.

Prewriting

The prewriting stage of the writing process is a thinking process for kindergarten students and may not inlcude writing. Prewriting processes and strategies are learned over time. During this stage, it is important for students to hear "thinking" modelled aloud. The thinking may include intentions about a topic, audience and form and a decision about what to write about the topic. The thinking should include who will read the writing, what the most appropriate form will be, and how ideas will be organized.

For many, drawing is the major prewriting strategy. At this stage of development, the drawing is often more important than the writing, as students tend to convey most of their meaning through it. Lucy Calkins, in *The Art of Teaching Writing*, calls this drawing “a supportive scaffolding in which emergent writers can construct a piece of writing.” Students begin adding captions to their drawings, and then gradually the text replaces and becomes more important than the drawing. At this point, talking often replaces drawing as a prewriting strategy. Giving young writers the opportunity to talk about their topics with their peers or the teacher is often helpful at this stage of writing development as it assists them in discovering what it is they have to say. Kindergarten writers seldom consider audience and form. This awareness is developed as they engage in purposeful written activities.

Ideas for writing may be generated during the planning process using the following suggested strategies:

- group brainstorming about a topic using related ideas and vocabulary.
- talking in small and large groups about a shared experience.
- experiences heard in read alouds.
- providing a purpose for writing and emphasizing the reading-writing connection (reading a postcard prior to writing one or reading a classroom blog before posting a blog).
- drawing, painting, designing or creating a visual to rehearse ideas.
- observations of the teacher modelling a writing strategy.
- reflecting upon personal experiences.
- dramatizing and role-playing.
- interviewing, discussing, storytelling.
- engaging in shared reading experiences.
- looking at visuals (pictures, paintings, films, interesting and mysterious artifacts).
- drawing models, flow charts, cartoons, thought webs, or other graphic representations.
- using poems, stories, and other written work as models for writing.
- researching.
- visualizing, thinking.
- using reporter’s questions: who? what? when? where? why? how?

Drafting

Drafting in kindergarten is the writing attempt. Students write drafts from the ideas generated during prewriting. It may be represented as drawing, scribble, letters, images, and/or words which express ideas. These ideas may be recorded quickly with no intention of re-visiting the writing since it has meaning for the student. Students should be encouraged to read their writing. This reaffirms the importance of an audience and it values their writing attempt. Positive feedback may encourage students to revisit the draft and extend on their message.

Suggestions for engagement in the drafting process may include:

- demonstrations on how to translate ideas into writing through thinking aloud as you write and communicating through drawing and temporary spelling.
- support in the form of peer and teacher writing conferences; students may need someone to talk with to help them discover what it is they have to say (e.g., people important to them, things they know a lot about, things they are experts at, experiences they have had, pets).
- interesting school experiences that may be used as a stimulus for writing (e.g., field trips, explorations, guest speakers).
- celebrating, and accepting all writing attempts.
- asking students to read their writing to you.
- encouraging students to refer to environmental print and print within the classroom such as graphic organizers used during brainstorming sessions.

Revising

Revisions to a piece of writing in kindergarten will most likely occur during modelled or shared writing experiences. Students engage in this process by making suggestions to add, delete or change an idea to a piece of writing drafted by the group. Kindergarten students require these modelled experiences prior to using them in their own writing. On occasions when kindergarten students revise, it often consists of simply adding something on at the end of their writing, adding more details to their picture, or starting a new piece of writing. Nevertheless, it is important for them to receive feedback and make attempts to incorporate it into their revisions. This will help them in the developmental process of learning how to revise.

Suggestions for developing revision strategies with kindergarten students include:

- focus feedback on a particular point such as adding a descriptive word to a piece of writing or colour to a drawing.
- make simple revisions such as adding a title.
- demonstrate revisions during modelled and shared writing.
- acknowledge improvements made through revisions.
- offer conferencing with students for the purpose of suggesting revisions together and receiving feedback.
- asking students to respond orally to questions of clarification even if they make no changes in their writing.

- asking the child to clarify or expand on ideas (e.g., This part is really interesting and I'd like to know more about … I don't understand how … Can you explain it to me?).
- project a shared writing sample on a screen and ask for revision suggestions.

Editing

Kindergarten students are emerging as writers and discovering things that they can write about and represent. The focus is on creating risk-takers who are not afraid to write. Editing support is demonstrated through modelled and shared writing experiences. As students become more familiar with the conventions of print their editing checklist might include items such as:

- spaces between words.
- periods at the end of sentences.
- question marks after questions.
- "s" for plurals.
- capitals at the beginning of sentences and for the names of people and places.

Sharing/Publishing

In kindergarten, the process of sharing/publishing is invaluable. It involves sharing finished work with the teacher and classmates. Sharing provides an audience for a child's writing and it provides an opportunity for them to hear their writing which often makes the whole experience real for them. Displaying their finished piece of work is a way of publishing their writing. Examples of sharing/publishing student work may include:

- recording an audio clip of a student reading their message on a picture or piece of writing.
- scanning student work and posting it on a class web page or blog.
- compiling individual pieces of writing to create a class book on a specific topic.
- showcasing individual student work at appropriate times rather than group displays.

Writing Traits

The six traits of effective writing include content/ideas, organization, sentence fluency/structure, voice, word choice, and conventions. Kindergarten students are introduced to the traits as they engage in the processes of writing. The following table provides insight on each of the 6 traits of writing in kindergarten.

Writing Trait	Suggestions to Gain Insight on the Traits in Kindergarten
CONTENT/IDEAS	How is the student communicating his/her ideas? What is the message being conveyed? Does the message make sense? What details are provided through drawings and other representations?
ORGANIZATION	Are the ideas presented in a sequential order? Are ideas presented using a combination of pictures and writing attempts?
SENTENCE FLUENCY/ STRUCTURE	Is the student following a familiar pattern in their attempts to create a structured sentence? Is the student experimenting with other patterns to build sentences?
VOICE	Is the student expressing their feelings in their representation? Is the topic familiar to the student?
WORD CHOICE	Is the student experimenting with word choice? Are the words used by the student effective choices to express ideas?
CONVENTIONS	Is the student writing from left to right on a page? Is the student aware of word spacing? How are students representing the formations of letters? Is the student experimenting with punctuation?

Writing Approaches

Students develop as writers when they are immersed in authentic writing experiences where writing is demonstrated, where they experiment with writing for sustained periods of time, and where they receive response to their efforts. An effective kindergarten writing program that is balanced provides time for modelled writing, shared writing which invites student contributions and independent writing that encourages student independence and choice.

Modelled Writing

During modelled writing, the teacher supports students by writing and talking aloud about the writing experience as it is being modelled. These demonstrations should be brief and focused to maintain the attention of kindergarten children as observers. Opportunities for teachers to model various aspects of the writing processes and use strategies for writing such as directionality, letter formations, punctuation, or word spacing may occur during modelled writing. As the year progresses, the focus of a modelled writing session will change to reflect student learning and their development of skills on the writing continuum.

Opportunities for modelled writing may include:

- morning message
- class rules or instructions
- signs and labels
- invitations/thank-you letters
- notes
- lists
- innovations on stories read (e.g., class Big Books)
- response journals

Shared Writing

Shared writing is another instructional approach to writing which supports kindergarten students and encourages them to participate in the writing experience. Choose a topic that reflects a shared class interest or experience and invite students to participate in the teacher demonstration by contributing their ideas to the content and physically attempting some parts of the writing such as letter and/or word formations and conventions such as periods or capital letters.

Through the modelling and teaching that occurs during shared writing, students' understanding of aspects of the writing processes increase and an awareness of the conventions of written language is developed.

The shared writing experience is non-threatening and supportive for kindergarten students. It enables them to develop positive attitudes while participating in writing experiences within a group setting that they may not be able to do on their own. It is an enjoyable approach which demonstrates to students that their ideas and language are worth recording and sharing. The collaborative reading of the completed text is a way for kindergarten students to make connections to reading and writing.

Opportunities for Shared Writing may include:

- patterned stories
- big books
- class rules
- responses to texts
- news of the day
- retellings
- poetry
- shared reading cards
- reports (e.g., shared experiences such as field trips)
- learning logs (to reinforce content or concepts learned)

Independent Writing

Independent writing provides opportunities for kindergarten students to explore writing for a sustained period of time with minimal support from the teacher. Teachers create a supportive environment that encourages students to take risks with writing. A modelled or shared writing experience is required prior to students writing independently. This allows students to draw on the ideas used during these writing demonstrations and integrate the processes and strategies that have been modelled. Topic selection is important to the overall growth of kindergarten students as writers and may pose challenges to some students. Opportunities to experience success are increased when students write about their experiences and interests. Kindergarten students may communicate written messages using drawings, pictures, scribbles, letter approximations, or conventional writing.

Providing feedback to students about various aspects of writing during student-teacher conferences is an important part of a child's writing development. It is also important that students be given opportunities to share their work with others. Selecting a small number of students to share their work each day would be the most manageable use of time. Careful monitoring of students' development should be observed and recorded on a regular basis to inform and guide writing instruction.

Suggestions to engage students in the process of writing independently may include:

- journal writing
- story writing
- play experiences
- e-mail
- blogging
- letter writing
- Storybird collaborative story-telling
- non-fiction reports
- cross-curricular writing and representing activities

Conferences

Writing conferences provide support to students as they engage in independent writing. Writing conferences might occur on a one-to-one basis or in small groups. Scheduling time for student-teacher conferences requires planning and management of a teacher's time. Often, teachers meet with a different group of students each day so that students have a scheduled conference about once a week. As well as conferring with teachers, students also conference with one another about their writing.

Small-group conferences are often used to:

- focus on specific writing strategies shared by some of the students in the class.
- encourage students to share their writing with peers and receive a variety of responses and ideas that will lead to clarity and detail.
- encourage students to respect and respond to the writing of others.
- focus on responding to content.
- model effective peer conferences and sharing guidelines such as the following:
  - the writer reads his/her piece of writing aloud as the other student carefully listens
  - the listener tells the writer what he/she likes about the piece of writing
  - the listener asks questions about what he/she doesn't understand or would like to know more about
  - the writer listens carefully and considers what changes will be made as a result of the feedback.

Teachers use individual conferences to:

- help students select a topic.
- encourage students to do most of the talking about their writing.
- support students when writing by listening to what they have to say and asking them to clarify or expand on what is not clear.
- develop an awareness of audience needs and expectations.
- provide opportunities for students to talk about particular aspects of writing.
- provide positive feedback to students about their strengths as writers.
- develop risk-taking behaviours.
- focus on a topic and make comments specific.
- help students develop *voice* in their writing by asking them questions that require them to explore their thoughts and feelings.
- ask questions to help students retain ownership of their writing.

Examples of questions teachers ask in such conferences include the following:

- *What are you working on?*
- *What are you going to write about today?*
- *What's your story about?*
- *Tell me about your picture.*
- *What do you think is the best part? Why? and*
- *What do you think you will do next?*
- *Did you talk about your ideas with anyone?*
- *What ideas are you going to use in your writing from our discussion?*

Mini-lessons

In addition to daily active engagement in the processes of writing, students may also participate in teacher led small or whole group mini-lessons. Topics for mini-lessons come from teachers' ongoing observations in the classroom and their knowledge of what beginning writers need to know. Teachers can use mini-lessons to help students:

- become familiar with writing workshop procedures, routines, and rules.
- develop writing strategies such as listening to the sounds in words to approximate spellings, choosing topics, directionality of print or talking about one's story.
- develop a beginning awareness of the qualities of good writing such as including a drawing of ideas for a plan, use of resources to gather information, sharing ideas with others, etc.
- explore various genres and their conventions such as fiction, fairy tales, poetry, letters, or posters.
- use appropriate skills and conventions such as drawing and scribble writing on a page, spaces between letters and words, directionality of print, etc.

Modes of Writing

Writing can be categorized into three modes: expressive, transactional and poetic. Within each mode, there are various forms, each of which is used for a different purpose and to address a different audience. Each form is identified by its purpose and by the visual and text form in which it is presented. Text features help identify the writing form. In kindergarten, it is important to expose students to a wide range of writing experiences such as "To Do" lists, postcards, menus, checklists for ordering, grocery lists, maps, prescriptions, etc. Writing experiences which occur during their play should be valued and encouraged.

Students need to develop an awareness of the need to adapt their writing to meet differing composing purposes, needs, audiences, and styles. Determining *purpose* is important because it helps the writers maintain a focus. During shared writing, the teacher models questions such as

- *What do I want my audience to know when I have finished?*
- *What do I want my audience to believe or agree with?*
- *Is there an action that I want my audience to take?*

Determining audience helps the writer to know how formal or informal the writing should be along with the level of detail and information the finished piece should contain. When considering audience, the teacher may model questions such as

- *Who will be reading or listening to this piece of writing?*
- *What information on this subject does this audience need?*
- *How much information does this audience already know?*

The *form* that the writing will take is determined by the writing activity. Students are expected to follow a set form or structure if they are writing a list, letter or journal entry. Teachers model the form that best suits their purpose given their particular audience. When considering audience, the teacher may model questions such as

- *Is there a model or format that I am supposed to follow?*
- *Would formal or informal writing be more appropriate for my audience and purpose?*
- *How can I best organize my information to have the greatest impact on my audience?*

Students may become effective writers when they are exposed to different modes of writing. It is important to model how writing styles and formats are adjusted for different purposes and intended audiences.

Expressive or Exploratory

Expressive or exploratory writing is largely personal writing and it is intended for the writer's own use. This mode of writing allows students to think about and explore ideas and opinions freely. The focus is the writer's immediate thoughts, feelings, and observations and not the conventions of writing.

Examples of forms in the expressive mode include: personal journals, diaries, response journals, personal narratives, and personal letters.

Journals are often used to introduce kindergarten students to writing since it is an opportunity to write about thoughts, feelings or experiences important to them. Entries in kindergarten consist mainly of drawings and are used across curriculum areas to represent student learning.

Transactional

Transactional writing involves using language to inform, advise, persuade, instruct, record, report, explain, generalize, theorize, and speculate. It is a more formalized type of writing that requires writers to present their ideas in a clear and organized manner. Opportunities to expose students to transactional writing experiences in kindergarten are integrated throughout kindergarten curriculum areas and may include signs, charts and graphs, daily messages, directions, recorded observations, maps, rules or procedures.

Exposure to non-fictional forms during shared reading and writing supports student understanding in the following ways:

- placing emphasis on the text features of various forms such as word balloons and splash pages in graphic readers.
- involving students in descriptions of things they enjoy doing or know a lot about.
- recording classroom events such as field trips and science experiments.
- letter writing for authentic purposes such as a letter to a favourite author or thank-you letters to guest speakers.
- representing information in different ways such as posters, charts, or graphs.

Poetic

Poetic writing uses language as an art medium and it is intended to evoke a response from the reader. Poetic writing is shaped and crafted to convey thoughts, ideas, feelings, and sensory images. It also requires critical decision making about and commitment to elements such as form, style, character development, event sequencing, and the logic of plot. Poetry, plays, songs, and stories are examples of forms in the poetic mode.

Kindergarten students have a natural affinity to enjoy poetry and it is evident when they participate in songs, chants, and rhymes. Teachers play an active role in supporting students writing development in poetry in the following ways:

- providing the background experiences for reading and writing poetry by engaging students in wordplay activities using poetic devices such as riddles, comparisons, and rhyme.
- immersing students in poetry and making abundant opportunities for them to read and listen to poetry.
- providing opportunities for students to play with words by brainstorming different lists.

- writing patterned poetry during shared writing and modelling their ideas and feelings on poetic structures and patterns after the style, rhythm, and format are explored.
- inviting students to express their own thoughts, feelings, and responses to poetry.
- participating in choral readings of poems.
- experimenting with poetic elements through free verse to raise an awareness that rhyming is not always present in poetry.

Spelling

Young children's earliest spelling attempts show their intentions to use print to convey messages through writing. When students write for a variety of real purposes and audiences, they have reasons to learn to spell. A child's name in print can be a starting place for many children to understand that letters are placed in a particular order to form a word. Printing their names on personal belongings, sign in sheets, mailboxes, class lists, and charts are purposeful.

Basic Principles

- Spelling continues to be an important part of the English language arts curriculum. Primarily a tool to help facilitate communication, it is an integral part of the writing process throughout the grades.
- Growth in spelling occurs when students are engaged regularly in meaningful reading and writing activities and when spelling is purposeful and within a context.
- Learning to spell is a developmental process. In order to develop along the continuum, kindergarten students need to be exposed to variety of print.
- Spelling is primarily a thinking process that involves the construction of words. Experimentation with oral and written language allows students to discover the many patterns and generalizations in language.
- Interest in spelling develops when students are encouraged to observe and explore words they meet in their daily reading.
- Teachers model a range of problem-solving strategies as they spell words within a context and invite students to "share the pen" during shared writing.

Developmental Nature of Learning to Spell

Research on spelling has led to the understanding of the developmental nature of learning to spell. As kindergarten students learn to spell, they begin to experience the stages of spelling development. These stages are not lock step with rigid boundaries; instead, there is simply a gradual increase in developing concepts about spelling, knowledge of spelling patterns and strategies, and understanding how to use them throughout their school years. The stages of spelling development experienced by students in the primary and elementary years include:

Prephonetic

During the prephonetic stage, students understand the basic concept that language can be represented on paper. They often move from drawing, to scribbling, to using a mixture of letters, numbers, and symbols. Although they are using many of the letters of the alphabet during the late prephonetic stage, there is not yet a connection between the letters they use and the words they are trying to represent. Students at this stage often tend to use upper-case letters. At this stage of development, students need to develop the concept that sounds and letters are connected.

Temporary Spelling

Using *temporary/invented* spelling is a common beginning strategy in the developmental process of learning to spell. Temporary spelling involves taking risks in attempting to spell words as best as one can until the standard spelling is known.

Encouraging students to use temporary spelling enables them to start writing right away. This is crucial since students learn to write by writing. Furthermore, students' attempts at temporary spelling help them to learn and practise sound-symbol relationships in the meaningful context of writing. The teacher supports this process by encouraging all writing attempts and choosing when it is appropriate to make corrections. It is important to note that kindergarten students may be inhibited to take risks in their temporary spelling when too many corrections are made to their writing.

Early Phonetic

Students at the early phonetic stage of development are beginning to make a connection between sounds and letters. They often use the letter name strategy, focusing on using the name of the letter to help them spell, not necessarily the sound the letter makes. They tend to put down the sounds they hear and feel. They have grasped the concept of directionality and are gaining greater control over alphabet knowledge and letter formation. They generally include the first or predominant consonant sound in words. They often do not yet have the concept of spacing (e.g., DKMLNT—Daddy came last night). Having developed the concept that there is a connection between letters and sounds, students at this stage of development need daily reading and writing opportunities to learn about these relationships.

Phonetic

At the phonetic stage of development, students have developed the concept that sound is the key to spelling. They are trying to use sound cues and generalizations that they have learned about in sound-symbol relationships. They include more of the consonant sounds and they begin to use some vowels, especially long vowels. They use the correct spelling for some high frequency sight words. They have generally developed the concept of spacing between words, but their writing often contains a mixture of upper- and lower-case letters. It is not unusual at this stage of development to see a mixture of early phonetic, phonetic, and standard spelling (e.g., I LiK Mi BNNe—I like my bunny).

Transitional

At the transitional stage of development, students demonstrate growth in their knowledge and application of sound-symbol patterns as well as in the number of correctly spelled sight words. They are moving from a reliance on sound to a greater reliance on visual representation.

They generally include vowels in each syllable. They are starting to apply generalizations, but not always correctly (e.g., There brother stayed at skool).

Standard

At this stage of development, students spell a large body of words correctly. They understand that sound, meaning, and syntax all influence spelling. Their spelling indicates a growing accuracy with silent and doubled consonants. They use a wide variety of spelling strategies and demonstrate effective control of spelling resources.

Spelling strategies for kindergarten students may include:

- continuing to support the development of phonological awareness through oral language play with rhyming, alliteration, and segmenting and blending syllables and sounds.
- giving students experience with repeated readings of books in shared reading situations where they can observe print. This helps students begin to make the connection between oral and written language that can be demonstrated through shared writing.
- encouraging the use of environmental print through play and everyday activities.
- helping students gain familiarity with the letters of the alphabet through alphabet songs, puppets, chants and books; charts, signs, student names, manipulation of magnetic letters, play dough, etc.
- motivating students to spell words using writing tools such as clipboards, note pads, individual white boards, felt boards and letters, etc.
- providing opportunities for students to sort, match, name and write letters through sorting tasks and matching games.
- providing frequent opportunities for students to draw/write to share their messages.
- encouraging students to write the letters which represent the sounds they hear.
- teaching sound-symbol relationships in the contexts of reading and writing through picture and word sorts.
- introducing students to the concept of spacing.
- providing frequent opportunities for students to read.
- using rhyme to help students develop an awareness of vowel sounds.
- clapping the syllables in words using their names and other meaningful words.
- modelling correct use of upper-case and lower-case letters.

Printing

Printing is a functional tool for communication and it is a developmental process for kindergarten students. As students develop their alphabet knowledge, printing activities become more meaningful. Throughout the kindergarten year students will require many opportunities to print within daily classroom activities. As students work with different aspects of the writing processes, they will observe teachers modelling printed letters that are legible.

Learning how to print letters of the alphabet is individual. Teachers continuously model letter sound associations, what the letter looks like and how to print the letter. Provision of writing tools such as pencil grips, paintbrushes, jumbo pencils, crayons and markers, blank, lined and spaced paper can be used to print their messages.

When kindergarten students begin to print, the letter size is often large and out of proportion. As the small muscles become more refined, and with practice, letter size decreases and uniformity occurs. By the end of grade 1, most students are beginning to print on one line.

Teachers can encourage printing in the following ways:

- provide opportunities for students to engage in activities that promote fine motor skills and eye-hand coordination (e.g., playing with jigsaw puzzles, play dough and snap beads; zipping, buttoning, colouring, painting, drawing, cutting with scissors, folding paper, modelling with clay and copying simple shapes).
- since printing letters involves understanding space, provide opportunities for students to explore their own space through movement, dance, art work, and construction.
- model appropriate printing form when making labels and charts, or during shared writing.
- use mini-lessons to focus on individual letter formation, directionality, spacing, use of upper-case and lower-case forms, posture, grip, and placement of paper.
- make printing alphabet models available in the writing centre for students to use during printing activities.
- experiment with papers of different types, colours, sizes, shapes, textures, and patterns.
- encourage students to recognize the growth in their printing by re-visiting their collection of writing samples throughout the year.

Content Elements

The Role of Literature

Children's literature plays a central role in the English language arts curriculum in kindergarten. Students benefit from having access to a wide variety of literature and from the opportunity to choose their own texts. The use of literature in the curriculum motivates young readers and encourages them to see themselves as readers.

The primary value of reading literature is the aesthetic experience itself the satisfaction of the lived-through experience, the sense of pleasure in the medium of language, the complex interaction of emotion and intellect as the reader responds to the images, ideas, and interpretations evoked by the text.

Wide reading of literature also provides exemplary models for students' writing as they internalize the structures and conventions of particular genres, get ideas for themes and topics, and notice interesting techniques they can try out in their writing. Reading literature helps students to develop a sense of the importance of craft and awareness of audience in their own writing.

Variety of Texts

Kindergarten students require access to a wide range of high-quality texts in visual, oral, print, multimedia and electronic formats. Opportunities to become familiar with the properties and purposes of different texts are necessary to become familiar with the ways in which ideas and information are presented in them. A table outlining the specific areas of text inquiry with descriptors for each is included in the appendix.

Print Materials

Students need to have experiences reading fiction, non-fiction, and poetry. In selecting material, the needs and interests of students should be the main criteria. Some types of texts appropriate for students in the primary grades include the following:

Wordless Books: Students enjoy and learn from the opportunity to read pictures, creating their own stories.

Concept Books: Concept books deal with particular concepts such as shapes, sizes, colours, and seasons. They are useful in introducing students to a variety of important concepts.

Alphabet Books: Having access to a variety of alphabet books helps students make connections between print and visual images.

Counting Books: Counting books help students learn fundamental mathematical concepts.

Predictable Books: Books with predictable patterns are excellent in supporting beginning readers. The predictable patterns help students become risk takers.

Poetry, Rhymes, and Chants: Kindergarten students require many experiences with rhyme and rhythm. Poetry, rhymes, and chants are the cornerstone of shared reading which provide opportunities to play with language and to learn how language works.

Fiction: Read alouds are an integral component of a balanced literacy program. The illustrations and text of picture books should be integrated and help expand the students' comprehension of story. Appropriate fiction includes stories with simple plots containing more action than description; stories with characters about the same age as the students; stories about everyday experiences; stories about animals, both real and imaginary. It also includes traditional literature such as legends, folk tales, and fairy tales. It is important to introduce students to literature that reflects many cultures, themes, and values. Folk tales are excellent for promoting multicultural understanding. Electronic books also offer varied literacy experiences for kindergarten students.

Non-fiction: Kindergarten students require reading and viewing experiences with multi modal texts which combine print, images, and graphic design. Picture books, magazines, graphs, web sites, charts, maps, and environmental print are examples of such texts.

Non-print Materials

Students need experiences with a variety of text for viewing, listening, and reading such as:

- DVD's, films, TV and radio shows (both fictional and factual).
- displays (e.g., art and other museum artifacts, wild life, science).
- computer-based multimedia texts (both fictional and factual texts combining written words, images and sounds.
- computer-based problem-solving texts (e.g., adventure games).
- electronic databases and web pages.
- audio CD's (spoken word, songs, instrumental music).

Literary Genres

As beginning readers and writers, students need opportunities to begin developing the level of skill and comfort needed to engage with fiction and non-fiction.

Genre is the term used to describe the various types of literature. Grouping literary works together in this way is beneficial because it:

- offers an orderly way to talk about literature.
- allows learners to have a better idea of the intended overall structure of the text and/or subject.
- allows a text to be valued on its own and also viewed in comparison with other texts of the same genre.

The English language arts curriculum offers students many and varied opportunities to experience and respond to a wide range of literary genres, enabling them to:

- construct and elaborate upon their own interpretations.
- increase their awareness of form and technique.
- appreciate the range and power of language.
- develop as critical readers, writers, and thinkers.
- develop a lifelong habit of reading as a rewarding leisure-time pursuit.

A chart listing the types of literary genres, both nonfiction and fiction, with a description for each, can be found in the appendix of this guide.

Literacy Learning

Literacy is a process that includes making, receiving, and negotiating meaning with others, rather than only thinking alone. Students must be able to:

- decode, understand, evaluate and write through, and with, all forms of media.
- read, evaluate and create text, images and sounds, or any combination of these elements.

The curriculum emphasizes the teaching of cognitive strategies that students use to make meaning as they speak, listen, read, view, write and represent. Teachers create experiences where students use and adapt these strategies as they interact with diverse texts.

Metacognition

Metacognition, or thinking about one's thinking, is valued in literacy learning. Students need to be metacognitive about themselves as learners, the demands of the learning activities, and the cognitive strategies that can be used to successfully complete activities. Students develop as thinkers, readers, writers, and communicators through experiences with rich texts in different forms.

As students gain an increased understanding of their own learning, they learn to make insightful connections between their own and others' experiences, to inquire into important matters, and to analyze and evaluate information and arguments. With modelling, practice and support, students' thinking and understanding are deepened as they work with engaging content and participate in focused conversations.

English language arts supports inquiry-based learning as students use language and thinking skills to explore a range of topics, issues, and concepts and consider a variety of perspectives. Their identity and independence develop further, allowing exploration of issues such as identity, social responsibility, diversity and sustainability as creative and critical thinkers.

Developing Multiple Literacies

Understandings of what it means to be literate change as society changes. The rise of the Internet and consumerist culture have influenced and expanded the definition of literacy. No longer are students only exposed to printed text. While functional literacy skills such as knowing how to create sentences and spell words correctly are still important, effective participation in society today requires a knowledge of how to understand and apply a range of literacies including media literacy, critical literacy, visual literacy, and information literacy.

New technologies have changed our understandings about literacy and how we use language. Kindergarten learners are introduced to skills to locate, analyze, extract, store and use information. The development of these skills will help them to determine the validity of information and select the most appropriate technology to complete a learning activity. Through experiences using multiple literacies they need to learn, read, negotiate and craft various forms of text, each with its own codes and conventions. Multi-media materials often have a variety of texts embedded within them, requiring students to consider multiple text structures and contexts simultaneously.

Media Literacy

To be successful, students require a set of interrelated skills, strategies, and knowledge in multiple literacies that facilitate their ability to participate fully in a variety of roles and contexts in their lives, in order to explore and interpret the world and communicate meaning.

Media literacy refers to an informed and critical understanding of the role of mass media in society (television, radio, film, magazines, Internet, etc.) and the impact of the techniques used. It is the ability to:

- bring critical thinking skills to bear on all media.
- ask questions about what is present and absent.
- question what lies behind the media production (motives, money, values and ownership).
- be aware of how these factors influence content.

Students are both consumers and producers of media. They develop the skills necessary to access, analyze and create media texts, and evaluate what they view, read and hear. Most mass media is produced for general consumption and rarely reflects the culture of smaller groups and issues on a local level. It is necessary for individuals *to see themselves and hear their own voices* in order to validate their culture and place in the world.

Media Awareness

Media awareness is an opportunity to examine the reliability, accuracy, and motives of media sources. Recognizing the types of media that students and teachers are involved with (television, videos, electronic games, films and various print media forms) is an important part of media awareness, along with learning to analyze and question what has been included, how it has been constructed, and what information may have been omitted. Media awareness also involves exploring deeper issues and questions such as, “Who produces the media we experience – and for what purpose?”, or “Who profits? Who loses? And who decides?”

Media literacy involves being aware of the messages in all types of media. It involves students asking questions such as:

- *Do I need this information? What is the message? Why is it being sent?*
- *Who is sending the message? How is the message being sent?*
- *Who is the intended audience? Who or what is left out?*
- *Who benefits from this message?*
- *Can I respond to this message? Does my opinion matter?*

How teachers choose to integrate media literacy into the English language arts program will be determined by what the students are listening to, and what they are reading, viewing and writing. Students might be involved in *comparing* (the print version of a story to the film version; ad images to the product being sold), *examining* (the use of images in music videos and newspapers, sexism in advertising), *writing* (a letter to an author or store manager); *producing* (a poster on an issue) and/or *creating* (a video, announcements for school).

For teachers, media literacy is an opportunity to encourage students to discover a voice through the production of their own media.

Critical Literacy

Texts are constructed by authors who have different purposes for writing. Critical literacy involves the ability to question, challenge, and evaluate the meaning and purposes of texts in order to learn how they are used to construct particular historical, social, cultural, political and economic realities. It involves the ability to read deeper into the content and to recognize and evaluate the stereotyping, cultural bias, author's intent, hidden agendas, and silent voices that influence texts.

Critical literacy requires students to take a critical stance regarding the way they use language and representations in their own lives and in society at large in an effort to promote and effect positive change by addressing issues of social justice and equity. It is a way of thinking that involves questioning assumptions and examining power relations embedded in language and communication. Students need to recognize their personal power and learn how to use language and other text features to communicate a perspective or influence others.

Critical literacy learning experiences should offer students opportunities to:

- question, analyze and challenge the text.
- listen to others read resistantly.
- recognize ways that texts are not socially just.
- identify the point of view in a text and consider what views are missing.
- view texts which represent the views of marginalized groups.
- examine the processes and contexts of text production and text interpretation.

Students can deconstruct the texts that permeate their lives by asking themselves questions, such as the following:

- Who constructed this text? (age/gender/race/nationality)
- For whom is the text constructed? To whom is it addressed?
- Where did the text appear? For what purpose can it be used?
- Who is marginalized in this text?
- What does the text tell us that we already know or don't know?
- What is the topic? What are the key messages?
- How is the topic presented? How else might it have been presented?
- What view of the world does the composer assume that the reader/viewer holds?
- What has been included and what has been omitted?
- Whose voices and positions are being/not being expressed?
- What is the author/text trying to do to the reader/listener/viewer? How does he/she do it?
- What other ways are there to convey this message? Should the message be contested or resisted?

Visual Literacy

Visual literacy involves the ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words. If viewing is meant to be a meaningful experience, it should consist of more than merely eliciting a quick reaction from students. Teachers guide students through the viewing experience as they engage in dialogue about elements of design and colour, for example, and discuss how the artist/ illustrator uses these effectively to convey a message. This includes questioning the intended meaning in a visual text (for example, an advertisement or film shot), interpreting the purpose and intended meaning, investigating the creator's technique, and exploring how the reader/viewer responds to the visual.

Students must learn to respond personally and critically to visual imagery in texts and be able to select, assimilate, synthesize, and evaluate information obtained through technology and the media.

The unique perspectives of many different student voices will enhance the understanding of all and will help students to appreciate the importance of non-verbal communication. It is necessary for teachers to create a climate of trust where students feel free to express his or her own point of view.

Students can also discuss the feelings that a visual image evokes in them, or associations that come to mind when viewing a visual image.

Key questions for students to ask in the critical thinking process during visual literacy instruction include:

- *What am I looking at? What does this image mean to me?*
- *What is the relationship between the image and the displayed text message? How is this message effective?*
- *How can I visually depict this message? How can I make this message effective?*
- *What are some visual/verbal relationships I can use?*

Information Literacy

Information literacy is a process in which the learner needs to find, understand, evaluate, and use information in various forms for personal, social or global purposes. It also involves the ability to judge whether the information is meaningful and how best to communicate the knowledge.

To become effective users of information, students need to know how to define a question and how to locate, access, and evaluate information from a variety of sources. Information literacy also focuses on the ability to synthesize the information so that it can be communicated. Once students have located a resource they must be able to evaluate information from it. This involves detecting bias, differentiating between fact and opinion, weighing conflicting opinions, and evaluating the worth of sources.

Section IV: Assessment and Evaluation

Assessment and Evaluation

Understanding Assessment and Evaluation

Assessment and evaluation are fundamental components of teaching and learning. Assessment is the process of collecting and documenting information on individual student learning, while evaluation is the process of analyzing, reflecting, summarizing and making decisions based on this information. The purpose of assessment is to inform teaching and improve learning. The learning that is assessed and evaluated, the way it is assessed and evaluated, and how results are communicated send clear messages to students and others about what is really valued—what is worth learning, how it should be learned and what elements or qualities are considered important.

Assessment techniques are used to gather information for evaluation. Information gathered through assessment helps teachers determine students' strengths and needs in their achievement of English language arts and guides future instructional approaches. Practices must meet the needs of diverse learners in classrooms and should accept and appreciate learners' linguistic and cultural diversity.

Teachers are encouraged to be flexible in assessing the learning success of all students and to seek diverse ways in which students might demonstrate what they know and are able to do. Assessment criteria and the methods of demonstrating achievement may vary from student to student depending on strengths, interests and learning styles.

Evaluation involves the weighing of the assessment information against a standard in order to make an evaluation or judgment about student achievement. Assessment that is ongoing and differentiated is essential in the evaluation process and it is the key to student success.

Assessing the Kindergarten Student's Learning

Teachers recognize that many factors influence learning and achievement. A student's success in demonstrating what he/she knows or is able to do may vary. His/her level of success may depend on such factors as the time of day, the situation, the type of questions asked, familiarity with the content and child's willingness to perform at any one time. Children require ample time to demonstrate their achievements through varied learning opportunities that are developmentally appropriate and within the range of things that they can do independently. The rate and depth which individual students will engage in the kindergarten curriculum will vary from the beginning to the end of the kindergarten year.

Learning is active in the kindergarten classroom. Therefore, assessing the process of learning is critical and it should occur while the learning is happening rather than assessing the final product. Ongoing assessment informs the approach needed to design and deliver developmentally appropriate instructional activities. The best opportunities to assess student learning occur within natural classroom instructional encounters with students working individually and in small and whole groups during their engagement in the various language arts. Assessment is frequent, well planned, and well organized so that teachers are able to assist each child in progressing towards meeting the kindergarten curriculum outcomes.

Purposes of Assessment

Assessment for, as and of learning are integral parts of the teaching and learning process in the kindergarten classroom. According to research, assessment has three interrelated purposes:

- assessment *for* learning to guide and inform instruction;
- assessment *as* learning to involve students in self-assessment and setting goals for their own learning; and
- assessment *of* learning to make judgments about student performance in relation to curriculum outcomes.

Other research indicates that assessment as learning should be viewed as part of assessment for learning, because both processes enhance future student learning. In all circumstances, teachers must clarify the purpose of assessment and then select the method that best serves the purpose in the particular context.

The interpretation and use of information gathered for its intended purpose is the most important part of assessment. Even though each of the three purposes of assessment (*for, as, of*) requires a different role for teachers and different planning, the information gathered through any one purpose is beneficial and contributes to an overall picture of an individual student's achievement.

Assessment *for* Learning

Assessment *for* learning involves frequent, interactive assessments designed to make student understanding visible to enable teachers to identify learning needs and adjust teaching accordingly. It is teacher-driven, and an ongoing process of teaching and learning.

Assessment for learning:

- integrates strategies with instructional planning.
- requires the collection of data from a range of assessments as investigative tools to find out as much as possible about what students know.
- uses curriculum outcomes as reference points along with exemplars and achievement standards that differentiate quality.
- provides descriptive, specific and instructive feedback to students and parents regarding their achievement of the intended outcomes.
- actively engages students in their own learning as they assess themselves and understand how to improve performance.
- allows for judgments to be made about students' progress for reporting purposes.
- provides information on student performance that can be shared with parents/guardians, school and district staff and other educational professionals for the purposes of curriculum development.

This type of assessment provides ways to engage and encourage students to acquire the skills of thoughtful self-assessment and to take ownership of their own achievement. Students' achievement is compared to established criteria rather than on the performance of other students.

Assessment *as* Learning

Assessment as learning actively involves students' reflection on their learning and monitoring of their own progress. It focuses on developing and supporting metacognition in students with teacher guidance.

Assessment as learning

- is ongoing and varied in the classroom
- integrates strategies with instructional planning.
- focuses on students as they monitor what they are learning, and use the information they discover to make adjustments, adaptations or changes in their thinking to achieve deeper understanding.
- supports students in critically analysing their learning related to learning outcomes.
- prompts students to consider how they can continue to improve their learning.
- enables students to use information gathered to make adaptations to their learning processes and to develop new understandings.

The goal in assessment as learning is for students to acquire the skills to be metacognitively aware of their increasing independence. They take responsibility for their own learning and constructing meaning for themselves with support and teacher guidance. Through self-assessment, students think about what they have learned and what they have not yet learned, and decide how to best improve their achievement by setting personal goals.

Assessment *of* Learning

Assessment *of* learning involves strategies designed to confirm what students know, demonstrate whether or not they have met curriculum outcomes or the goals of their individualized learning plans, or to certify proficiency and make decisions about students' future learning needs. Assessment of learning occurs at the end of a learning experience that contributes directly to reported results.

Traditionally, teachers relied on this type of assessment to make judgments about student performance by measuring learning after the fact and then reporting it to others. However, it provides useful evidence when used in conjunction with the other assessment processes previously outlined, assessment of learning is strengthened.

Assessment of learning:

- provides opportunities to report evidence to date of student achievement in relation to learning outcomes, to parents/ guardians, school and district staff and other educational professionals for the purposes of curriculum development.
- confirms what students know and can do.
- occurs at the end of a learning experience using a variety of tools.
- may be either criterion-referenced (based on specific curriculum outcomes) or norm-referenced (comparing student achievement to that of others).
- provides the foundation for discussions on student placement or promotion.

Because the consequences of assessment of learning are often far-reaching and affect students seriously, teachers have the responsibility of reporting student learning accurately and fairly, based on evidence obtained from a variety of contexts and applications.

The Role of Teachers

The following chart provides information concerning the role of the teacher in assessing student learning throughout each of the assessment processes mentioned above. In addition, information is provided regarding the delivery of feedback to students during assessment, *for, as,* and *of* learning.

The Role of the Teacher in Assessing Student Learning

Assessment for Learning	Assessment as Learning	Assessment of Learning
Assessment for learning occurs throughout the learning process. It is interactive, with teachers: • aligning instruction with the learning outcomes. • identifying particular learning needs of students or groups. • selecting and adapting materials and resources to meet the needs of students. • creating differentiated teaching strategies and learning opportunities for helping individual students move forward in their learning. • providing immediate feedback that is descriptive, specific and instructive to students.	Assessment as learning promotes the development of independent learners. Teachers: • model and teach the skills of self-assessment through opportunities to practice. • guide students in setting goals, and monitoring progress toward them. • provide exemplars that reflect curriculum outcomes. • work with students to develop clear criteria of good practice. • guide students in developing internal feedback or self-monitoring mechanisms. • monitor students' metacognitive processes as well as their learning; provide descriptive feedback. • create an environment where it is safe for students to take chances and where support is readily available.	Assessment of learning provides evidence of achievement. Teachers provide: • a rationale for undertaking a particular assessment of learning at a particular point in time. • clear descriptions of intended student learning processes that make it possible for students to demonstrate their competence and skill. • a range of alternative mechanisms for assessing the same outcomes. • transparent approaches to interpretation. • descriptions of the assessment process.

Providing Feedback to Students

Assessment *for* Learning

Students learn from assessment when the teacher provides specific,detailed feedback and direction to guide learning. Feedback for learning is part of the teaching process. It is the vital link between the teacher's assessment of a student's learning and the action following that assessment.

To be successful, feedback needs to be immediate and identify the way forward. Descriptive feedback makes explicit connections between student thinking and the learning that is expected, providing the student with manageable next steps and exemplars of student work. It gives recognition for achievement and growth and it includes clear direction for improvement.

Assessment *as* Learning

Learning is enhanced when students see the effects of what they have tried, and can envision alternative strategies to understand the material. Students need feedback to help them develop autonomy and competence. Feedback as learning challenges ideas, introduces additional information, offers alternative interpretations, and creates conditions for self-reflection and review of ideas.

Assessment *of* Learning

Because assessment of learning comes most often at the end of a learning experience, feedback to students has a less obvious effect on student learning than feedback for learning or as learning. Students rely on teachers' comments as indicators of their level of achievement.

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Assessment Planning Summary

The following chart summarizes assessment planning regarding the three purposes of assessment: assessment for, of and as learning. This chart provides information ranging from the reasons to assess, to how to use the information from assessment

Assessment Planning Summary

	Assessment *for* Learning	Assessment *as* Learning	Assessment *of* Learning
Reason to Assess:	• to enable teachers to determine next steps in advancing student achievement.	• to guide and provide opportunities for active participation from students to monitor and critically reflect on their learning, and identify next steps.	• to certify or inform parents or others of student's proficiency in relation to curriculum learning outcomes.
What to Assess:	• each student's progress and learning needs in relation to the curriculum outcomes.	• each student's thinking about his or her learning, what strategies he or she uses to support or challenge that learning and the mechanisms he or she uses to adjust and advance his or her learning.	• the extent to which students can apply the key concepts, knowledge, skills, and attitudes related to the curriculum outcomes.
Methods to Use:	• a range of methods in different modes that make students' skills and understanding visible.	• a range of methods in different modes that elicit students' learning and metacognitive processes.	• a range of methods in different modes that assess both product and process.
Ensuring Quality Through:	• accuracy and consistency of observations and interpretations of student learning. • clear, detailed learning expectations. • accurate, detailed notes for descriptive feedback to each student.	• accuracy and consistency of student's self-reflection, self-monitoring, and self-adjustment. • engagement of the student in considering and challenging his or her thinking. • students record their own learning.	• accuracy, consistency, and fairness of judgments based on high-quality information. • clear, detailed learning expectations. • fair and accurate summative reporting.
Using the Information from Assessment to:	• provide each student with accurate descriptive feedback to further his or her learning.	• provide each student with accurate descriptive feedback that will help him or her develop independent learning habits.	• indicate each student's level of learning. • provide the foundation for discussions on placement or promotion.

	Assessment for Learning	Assessment as Learning	Assessment of Learning
Using the Information from Assessment to:	• differentiate instruction by continually checking where each student is in relation to the curriculum outcomes. • provide parents or guardians with descriptive feedback about student learning and ideas for support. • teachers continually make comparisons between the curriculum expectations and the continuum of learning for individual students, and adjust their instruction, grouping practices and resources. • students can receive material, support and guidance needed to progress. • teachers can decrease misunderstandings to provide timely support for the next stage of learning.	• have each student focus on the task and his or her learning (not on getting the right answer). • provide each student with ideas for adjusting, rethinking, and articulating his or her learning. • provide opportunities for students to talk about their learning.	• report fair, accurate, and detailed information that can be used to decide the next steps in a student's learning. • requires that the necessary accommodations be in place that allow students to make the particular learning visible. • multiple forms of assessment offer multiple pathways for making student learning transparent to the teacher. • has a profound effect on the placement and promotion of students and consequently, on the nature and differentiation of the future instruction and programming that students receive.

Assessment Tools

A variety of strategies and tools should be used to assess children's learning on an ongoing basis in the context of everyday classroom experiences. Assessment strategies should encourage children to show what they know and what they can do, rather than focusing on what they do not know or cannot do. Focusing on children's thinking rather than a particular answer or solution provides valuable information about a child's learning. Sometimes their thinking is evident through their dialogue or it can be demonstrated through their behaviors.

The kindergarten teacher's greatest assessment tool is a continual process of observation and documentation of learning because young children show their understanding by doing, showing and telling. Teachers need to use the assessment strategies of observing, listening and asking probing questions to assess children's achievement. In addition to documented observations, other assessment tools include anecdotal notes, photographs, video and audio recordings, checklists, work samples and portfolios and conferences.

The assessment tools used should be consistent with beliefs about curriculum and classroom practices. They should clearly reflect student progress towards the attainment of curriculum outcomes outlined in the kindergarten program. Best assessment practices occur frequently and they are planned to fit throughout the organization of the kindergarten day.

Documenting Observations in the Classroom

Documentation is an essential element of reflective practice. It makes children's play and learning experiences visible…to children, parents and teachers. It is a way to visibly demonstrate the competence of the child.

Observations of student interactions and engagements with materials and other students within the classroom is a valuable means of assessing student learning. Documentation of these observations provides an authentic account of a student's learning and it shows accountability when planning and communicating each student's progress.

Documentation simply means keeping a record of what is observed while students are engaged in a learning experience during play and exploration. Records might include teacher observations which focus on specific skills, concepts, or characteristics outlined in the kindergarten curriculum. Daily observations may be both planned and spontaneous to ensure that all learning experiences that may emerge from a particular activity are included.

There are various forms of documenting a student's learning experiences. It might include the use of student's artwork and writing, photographs, video and audio recordings. Documentation can be as simple as an attractive display of children's work on a wall or it can be a more elaborately crafted display board that tells the story of an experience of a child or a group of children. Various types of documentation may include display boards, scrap books, photo albums, web sites (accessible only to parents), and e-mails to parents, bulletin board displays and newsletters to parents. All types of documentation should include a title, photos or sketches of children's work with written captions, children's illustrations of the experience and additional written descriptions of the learning.

Documentation pulls it all together for the students, teachers, and the parents. It provides students with the opportunity to revisit their work which, in turn, provides teachers with the opportunity to discuss with them their interests, their ideas and their plans. By becoming involved in the documentation of their own learning experiences, students become more reflective and more engaged in the learning that is happening all around them.

Anecdotal Notes

Anecdotal notes are short narrative descriptions of observations in the classroom. Teachers may choose to write their comments on adhesive labels or Post It Notes© for each child. This allows the teacher to jot down quick notes about the children who are being observed as he/she moves about the room throughout the day. These notes are later transferred and organized into a binder or exercise book containing pages for individual students. It is important to date each note so that progress can be tracked over a period of time. Anecdotal forms may be included in some teacher resources and teacher preference will determine the format used for anecdotal reporting. It is impossible to include anecdotal notes for each student daily but a conscious effort to observe all students over a period of time is necessary.

Photographs, Video and Audio Recordings

Photographs and video and audio recordings of learning experiences are great forms of documentation and they are very useful when assessing student learning. They may include pictures of students at a block centre during the construction process, a recording of them talking with peers as they use materials at a water table, or a recording of a student reading a story with a friend.

Self-Assessment

Students learn about themselves as learners through self-assessment. Reflection on their achievement leads students to gain increasing control over their learning and language processes. The statements made by students themselves are an indication of their knowledge and feelings when they are engaged in a learning experience.

Opportunities arise for students to reflect on their learning both formally and informally. Informal self-evaluation consists of the ongoing reflection about learning that is a natural daily part of the curriculum (e.g., What did we learn? How did we solve the problem?). Teachers can encourage this kind of reflection in a variety of contexts, for example, reading and writing conferences, classroom discussions, shared reading, and shared writing.

One way to involve students in more formal self-evaluation is through the use of classroom portfolios. Teachers who use portfolios involve their students three or four times during the year in examining carefully their work in given areas (e.g., pieces of writing, responses to literature, learning log entries) and in making selections to place in their portfolios. The portfolio samples may be accompanied by a dictated reflection which explains why the student has chosen each item, what it shows about what they are learning and can do, and what goals they have for future learning. Providing a special place to store work samples encourages self-reflection. Students should be encouraged to select work samples

from their collections to share with others in the class. Through the sharing and reflection, many things can be learned about the student's engagement in the learning experience and possibilities for future learning.

Student reflections may also include audio, video or printed recordings and work samples. Often, students model the teacher by giving them samples of their best work. This allows teachers to help students to set goals for themselves by reflecting on their own work. The process of comparing, selecting, and reflecting is a powerful learning experience for students. Through the process of reflecting on what and how they are learning, and their goals for future learning, students learn to take control of their own learning.

Checklists

Checklists are most effective and efficient as an assessment tool when they assess specific curriculum outcomes pertaining to a topic. They are not a replacement for anecdotal records. Some checklists, however, have a space for anecdotal comments opposite each item. Teachers find checklists useful as an organizational device to help focus their observations, and to clarify their own thinking about what behaviours are indicative of successful learning. When students are involved in helping to develop and use checklists, they assist them in discovering what is valued and taking ownership of their own learning.

Work Samples and Portfolios

A portfolio is a collection of work samples selected by the student for assessment and evaluation purposes. Through the collection of student work samples, portfolios show a progression of growth in a child's development during a period of time. The things children make, do or create are vital pieces of assessment data and these samples reveal patterns of growth and change over time. Portfolios allow teachers and parents/guardians to focus on children's work samples to see what the student is able to do rather than what he/she is not doing. Work samples may include written work, drawings, or documentation of manipulative representations. Engaging children in the selection process is an important experience for children as they are encouraged to value the presentation of their work while recognizing the growth in their learning. Dated work samples document individual student growth and progress over a period of time and it is important to share this with both parents and students.

Conferencing

Periods of time assigned for planned conversations with individual children or small groups are valuable in providing insight on children's thinking processes. Dialogue between the student and the teacher provides valuable information about the child's learning. Besides the incidental observations that are carried out as students work and play, there are times when formal and in-depth observations and conferences are required for gathering specific information. Purposeful conferences with students provide reliable evidence of their development. A conference may occur while engaging in conversations with a student about the sequence of events in a story which they have read, a discussion about a sign created in the home centre or probing questions asked as students tell the teacher about their discoveries in the reading centre. As the child and teacher are engaged in these situations, anecdotal notes may be recorded for assessment and evaluation purposes.

	Assessment Tools	
	Tool	***Purpose***
Gathering Information	*Questioning*	• asking focused questions to elicit understanding
	Observation	• systematic observations of students as they process ideas
	Conferences	• investigative discussions with students about their understanding
	Demonstrations, presentations	• opportunities for students to show their learning in oral and media performances/exhibitions
	Rich assessment tasks	• complex tasks that encourage students to show connections that they are making among concepts they are learning
	Technology applications	• systematic and adaptive software applications connected to curriculum outcomes; digital presentations
	Simulations	• simulated or role-playing tasks that encourage students to show connections that they are making among concepts they are learning
	Learning logs	• descriptions students maintain of the process they go through in their learning
	Projects and investigations	• opportunities for students to show connections in their learning through investigation and production of reports or artifacts
	Responses to text	• opportunities for students to show connection in their learning through oral, written or visual responses to text
Interpreting Information	*Developmental continua*	• profiles describing student learning to determine extent of learning, next steps, and to report progress and achievement
	Checklists	• descriptions of criteria to consider in understanding students' learning and focus observations
	Rubrics	• descriptions of criteria with graduations of performance described and defined
	Reflective journals	• reflections students maintain about their learning and what they need to do next
	Self assessment	• processes in which students reflect on their own performance and learn about themselves as learners
	Peer assessment	• processes in which students reflect on the performance of their peers and use defined criteria for determining the status of the learning of their peers

Record-Keeping	*Anecdotal Records*	• focused, descriptive records of observations of student learning over time
	Documentation	• a record of student learning observed
	Video or audio tapes, photographs	• visual or auditory images that provide artifacts of student learning
	Portfolios/E-portfolios	• systematic collection of student work samples that demonstrates accomplishments, growth, and reflection about student learning
Communicating	*Demonstrations, presentations*	• student presentations to show student learning
	Parent-student-teacher conferences	• opportunities for teachers, parents, and students to examine and discuss the student's learning and plan next steps
	Records of achievement	• detailed records of students' accomplishments in relation to the curriculum outcomes
	Report cards	• periodic symbolic representations and brief summaries of student learning for parents
	Learning and assessment newsletters	• routine summaries for parents, highlighting curriculum outcomes, student activities, and examples of student learning

Assessing Speaking and Listening

Valid assessment of speaking and listening involves recognizing the complexities of these processes. Informal assessments can be used to assess achievement of many of the speaking and listening outcomes. However, when students are to be evaluated on their performance in formal speaking situations, most students will need opportunities in a small-group situation to rehearse, receive feedback, and revise their presentations.

The following should be considered when assessing speaking and listening:

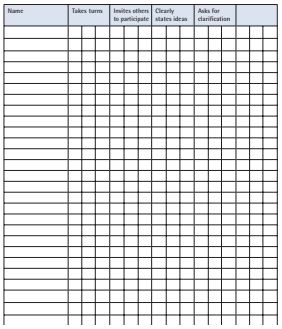
- Teachers should have clear expectations for students when assessing outcomes.
- Speaking skills can be assessed using an observational approach where the teacher observes student behaviour.
- Speaking skills can be assessed using a structured approach in which the student is asked to perform one or more specific oral communication tasks.
- Students can self-assess to explore and reflect on their own and others' perceptions of themselves as speakers and listeners.
- Student portfolios can include reflections and discussion on performance, listener and observer responses, peer assessments and self-assessments of speaking and listening.

When assessing speaking and listening outcomes, teachers should have clear expectations for students, and have a manageable way of documenting observations. Scales or rubrics may be helpful for teachers and students to use in scoring individual or group assessment tasks. Portfolios for students can include reflections on discussion and performance, listener and observer responses, and peer assessments and self assessments. Teachers might also consider the inclusion of audio and video tapes in students' portfolios to document their growth and achievements.

Using Checklists

Checklists are most effective if they are constructed with students, as this ensures that students understand the expectations for success. The teacher and the students must determine what speaking and listening behaviours or skills are desired. These are then recorded in action terms, describing what the student will demonstrate. Once the checklist is made, the teacher, the student, or the student's peers can use it to document outcomes that have been successfully demonstrated.

When developing the checklist, consider ways to record observations and the validity of the information recorded. Teachers should be looking to see that the student has consistently and over time demonstrated proficiency in this area. One way to address this is to choose a system that is more than a simple checklist on which a single check mark is recorded.

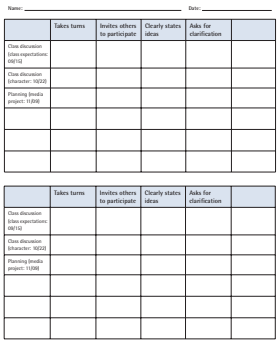


The Magic of Three

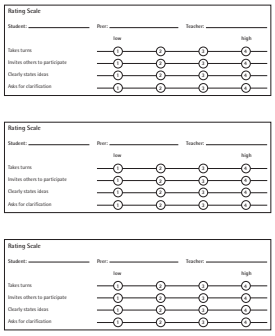
Each time a student demonstrates one of the skills, one-third of the box is shaded in. This tool allows you to see the frequency of a student's ability to demonstrate a desired skill or meet an outcome. If you would like to be able to document the degree or level of proficiency, a rating scale or rubric might be more appropriate.

What and When

When a student demonstrates a skill, a check mark is placed in the appropriate box indicating both the skill and the lesson or activity in which it was demonstrated. While this method requires more paper than the Magic of Three method, it also provides greater detail for future discussion with students and parents.



Rating Scales



A rating scale takes a checklist to another level. They are most effective when they are created with and by the students. Rating scales allow the teacher or student to assign a value that represents the degree to which an outcome, behaviour, or skill is met. Because they provide clarity about what is expected and an easy way to record a student's level of achievement, they are effective tools to use with students for self-assessment or peer assessment.

First, choose criteria (for example, the expectations for speaking and listening) as the core of this assessment tool. It is best if these criteria are written in language created by the students. Next, decide on the scale. Common rating scales are four- or five-point scales. However, scales using facial expressions are more friendly for kindergarten students.

Observation

Through observation, teachers can consider what students think, know and can do as they engage in classroom activities. It is one of the most powerful assessment tools available to teachers. A variety of record-keeping systems may be used for organizing observations including anecdotal records or checklists.

Student Name and Date	Notes and Observations (what the student can do)	Future Instructional Focus (one–two areas)
Name: Date:		
Name: Date:		
Name: Date:		
Name: Date:		
Name: Date:		

Assessing Reading and Viewing

Assessment practices for reading and viewing should build a rapport between the teacher and the students. Teachers support students by exposing them to varied reading materials which capture their interest.

Key areas to assess include the student's ability to:

- comprehend printed, oral, visual and media text.
- respond personally to and critically analyze text.
- successfully navigate various texts.

Strategies to assess reading and viewing may include:

Observation is a powerful assessment tool. Through observation, teachers can consider what students think, know, and can do. It can be informal, where a teacher notes something that was said or done by a student relevant to his/her skill development and knowledge, or formal, where the teacher plans the time to observe, who will be observed, and the focus of the observation.

Conferencing is an ideal way to collect information about a student's reading. Conferences can range from very informal conversations that teachers have with students about their reading to more formal times when teachers and students sit together to discuss reading and learning in a more focused and in-depth manner.

Student work samples give great insight into student learning. It is necessary for teachers to provide opportunities for students to create a range of work samples for assessment purposes.

Performance assessment allows teachers to observe students as they use their skills and strategies. It is necessary to consider how the information will be collected and recorded.

Self assessment or peer assessment allows students to take responsibility for their learning and to be accountable for monitoring their growth. Teachers should support students through modelling and ongoing communication.

Assessing Writing and Representing

A great deal of information can be gathered by looking at samples of students' work. Work samples can include a broad range of items from stories, reports, posters, and letters to journals,multimedia, and poetry. Students must be provided with clear direction and the instructional support necessary to successfully complete a learning activity. Teachers may consider the following when assessing writing and representing:

- how ideas and information have been communicated through other forms of representation.
- evidence of the writing processes.
- the writing conventions and mechanics used.
- how ideas have been organized.
- a students' understanding of audience and purpose.

In providing specific feedback to the student, the teacher should speak about what the writing or representation reveals. What is not written or represented can tell as much about the learner as what has been included. The emphasis should be on helping the student to recognize and build on strengths and to set goals for improvement.

Student Self Assessment

Self assessment is an essential part of the learning process. Challenge students to consider two key questions when it comes to their learning:

- *What can I say now that I couldn't say before?*
- *What can I do now that I couldn't do before?*

Self assessments may be very open-ended, or designed so that students focus on a particular aspect of their writing, representing and their learning. In either case, structure and support will have to be provided for students. Helping students narrow their reflection to something manageable is essential and it will require individual conferences with each student to discuss/decide what improvements they will work towards.

Evaluation

Inherent in the idea of evaluating is “value”. Evaluation should be based on the range of learning outcomes which should be clearly understood by learners before teaching and evaluation takes place.

The quality of student work is evaluated on the basis of the curriculum outcomes prescribed for kindergarten.

Evaluation, closely related and dependent on the assessment process, is defined as a continuous cycle of collecting data to analyse, reflect upon and summarize the information in order to make decisions regarding future instruction of students. It is an integral part of the teaching and learning process that provides feedback to students, parents/guardians, and other educators who share responsibility for a student’s learning.

Evaluation occurs in the context of comparisons between the intended learning, progress, or behaviour, and what was obtained. Interpretation, judgments and decisions about student learning are brought about, based on the information collected. Evaluation is a time-relevant snapshot of student learning as it relates to curriculum outcomes.

During evaluation, the teacher:

- interprets the assessment information and makes judgment about student progress.
- makes decisions about student learning programs based on the judgments or evaluations.
- reports on progress to students, parents, and appropriate school personnel.

Upon completion of evaluation, the teacher reflects on the appropriateness of the assessment techniques used to evaluate student achievement of the learning outcomes. Such reflection assists the teacher in making decisions concerning improvements or modifications to subsequent teaching, assessment and evaluation.

Section V: Appendix

Appendix A: Summary of Resources for Kindergarten English Language Arts

- Boldprint Kids Anthologies (Levels A-B)
  4 copies of each of the following 10 titles:

What's Your Name?	*"A" is for Apple*
Where's the Bear?	*All Together*
Vroom! Vroom!	*"Brrr!"*
Splish! Splash!	*How Much?*
Moo! Baa! Oink!	*Me Too!*
Kindergarten Shared Learning CD	

- Boldprint Kids Graphic Readers (Levels A-B)
  1 copy of the following 20 titles:

Too Many Apples	*Time to Go Home*	*Wait for the Weekend*
Drip! Drop!	*Copy Cat*	*The Missing Ball*
Button Me Up	*Hey Diddle, Diddle*	*Around the Town*
The Pancake	*Simon Says*	*Leaf to Leaf*
Move Over	*Silly Willy*	*I Spy*
Teddy Bear Fair	*What Will I Be?*	*Goldilocks Goes Shopping*
No, Milo!	*The Magic Box*	

- Project X (Levels A-C)
  1 copy of the following 9 titles:

A Home for Ted	*Hamster on the Run*
In the Home	*Jet's Family*
Go to Bed	*Ducks*
Pickles' New Home	*My Cat Stripes*
A Dog's Day	

- *Learning To Read With Graphic Power* by David Booth and Larry Swartz
- 26 Alphabet Sounds Teaching Tubs and 26 Matching Washable Alphabet Puppet Set

- 6 Nelson Literacy Kindergarten Cross-Curricular NL Edition Kits

  Each kit includes: 2 graphic organizers, 1 theme poster, 5 shared reading cards, 2 poetry/song posters, 1 Digital Resource DVD, 1 teacher guide, 1 kit bag, 12 photo cards and 4 read aloud picture books listed below:

  Look at Me
  Willow's Whispers by Lana Button, 2010
  Knuffle Bunny Free by Mo Willems, 2010
  Yoko Writes Her Name by Rosemary Wells, 2008
  Little Mouse Gets Ready by Jeff Smith, 2009

  What Is It Made Of?
  Not a Box by Antoinette Portis, 2007
  An Island Grows by Lola Schaefer, 2006
  What Am I? by Linda Granfield, 2007
  My Mom Loves Me More Than Sushi by Filomena Gomes, 2006

  Living Things in the Environment
  City Dog, Country Frog by Mo Willems, 2010
  How to Heal a Broken Wing by Bob Graham, 2008
  Birds by Kevin Henkes, 2009
  Ten Little Fingers and Ten Little Toes by Mem Fox, 2008

  How Do Things Move?
  Higher Higher by Leslie Patricelli, 2009
  Caramba by Marie Louise Gay
  Trainstop by Barbara Lehman, 2008
  Lilly & Lucy's Shadow by Christopher Aslan Kennedy, 2006

  Getting Along
  Sophie Peterman Tells the Truth by Sarah Weeks, 2009
  Otis by Loren Long, 2009
  Leonardo the Terrible Monster by Mo Willems, 2005
  One by Kathryn Otoshi, 2008

  My Community
  In My Backyard by Margriet Ruurs, 2007
  Jake Starts School by Michael Wright, 2008
  I Like to Play by Marla Stewart Konrad, 2009
  Miss Fox's Class Goes Green by Eileen Spinelli, 2009

- 1 Audio CD including songs suggested in the 6 Nelson Literacy Kindergarten NL Edition Kits

Appendix B: Oral Storytelling

Some of the following rhymes and songs were used in the oral storytelling segments facilitated by Lori Fritz and Mary Fearon. These segments can be viewed on the Professional Learning website developed by the Department of Education, Division of Program Development at www.k12pl.nl.ca. Click on the English Language Arts tab to retrieve the kindergarten file.

Action Rhymes

An Elephant Goes Like This and That

An elephant goes like this and that
He's terribly big and he's terribly fat
He's got no fingers, he's got no toes
But goodness gracious, what a nose

Criss Cross

Criss cross
Apple sauce
Spiders crawling up your back
One here
One there
Spiders crawling through your hair
Tight squeeze
Cool breeze
Now you've got the shiveries

Here is the Tower

Here is the tower
Here is the plane
Here is the pilot
And here is the rain
Pilot to tower
Tower to plane
Come in for a landing
But watch out for the rain

Here is a Steam-Roller, Rolling and Rolling

Here is a steam-roller, rolling and rolling
Ever so slowly, because of its load
Then it rolls up to the very top of the hill
Puffing and panting it has to stand still
Then it rolls...all the way down

John Had Great Big Waterproof Boots On

John had great big waterproof boots on
John had a great big waterproof hat
John had a great big waterproof Macintosh
"And that," said John "is that"

Two Little Boats Went Out to Sea

Two little boats went out to sea
All was calm as calm could be
Gently the wind began to blow
The two little boats rocked two and fro
Louder the wind began to shout
The two little boats were tossed about
Gone are the storm, the wind and the rain
The two little boats sail on again

Clapping Rhymes

A Sailor Went to Sea, Sea, Sea

A sailor went to sea, sea, sea
To see what he could see, see, see
But all that he could see, see, see
Was the bottom of deep blue sea, sea, sea

Andy Spandy

Andy Spandy
Sugardy candy
French almond rock
Bread and butter
For your supper's all your mother's got

Down, Down, The Deep Blue Sea

Down, down, the deep blue sea
Catching fishes for my tea
How many fishes did I catch
1, 2, 3, ...

Grandma Mose was Sick in Bed

Grandma Mose was sick in bed
She called for the doctor and the doctor said
"Grandma Mose, you ain't sick
All you need is a peppermint stick
Get up, get down, get out of town"

Have a Cup of Tea Sir?

Have a cup of tea sir?
No sir,
Why sir?
Because I've got a cold sir
Where'd you get the cold sir?
Down the North Pole sir
What were you doing there sir?
Catching polar bears sir
How many did you catch sir?
One, two, three, ...

One for Sorrow

One for sorrow
Two for joy
Three for a girl
Four for a boy
Five for silver
Six for gold
Seven for a story that's never been told

Finger Rhymes

Five Little Fishes Swimming in a Pool

Five little fishes swimming in a pool
First one said “The pool is cool”
Second one said “The pool is deep”
Third one said “I want to sleep”
Fourth one said “Let’s dive and dip”
Fifth one said “I spy a ship”
Fisherman’s boat comes
Line goes ker-splash
Away the five little fishies dash

Five Little Peas in a Pea-Pod Press

Five little peas in a pea-pod press
One grew, two grew and so did all the rest
They grew and grew and they did not stop
Until one day the pod went... POP!

Here is a Beehive

Here is a beehive
Where are the bees?
Hidden away where nobody sees
See them come creeping out of the hive
One, two, three, four, five-Bzzzzzzzzzz...

Here is a Box

Here is a box
And there is the lid
I wonder whatever inside could be hid
Why it’s a...meow, meow
A cat, without any doubt
Open the lid and let him run out

Here is a Bunny

Here is a bunny
With his ears so funny
And here is his hole in the ground
At the first sound he hears
He perks up his ears
And jumps in his hole in the ground

Here is a Cup

Here is a cup
And here is a cup
And here is a pot of tea
Pour a cup
Pour a cup
And drink it up with me

Here's a Little Boy

Here's a little boy
Here is his bed
Here's his pillow
Where he lays his head
Here are his blankets
Pull them up tight
Sing him a lullaby
And kiss him goodnight

Here's a Little Puppy Dog, Here's a Pussy Cat

Here's a little puppy dog, here's a pussy cat
Pussy curls up sleepily on her little mat
Up creeps puppy, tickles pussy's chin
Up jumps pussy, see the chase begin
Meow, meow, meow, meow
Ruff, ruff, ruff, ruff, ...

Mousie Comes a Creeping, Creeping, Creeping

Mousie comes a creeping, creeping, creeping
Mousie comes a peeping, peeping, peeping
Mousie said "I'd like to stay,
But I haven't time today"
Mousie popped into his hole
And said "Achoo! I've caught a cold."

On the Farm

On the farm
In a barn
In a nest
Were two eggs
And an old doorknob
That doorknob didn't hatch
But those two eggs did
In a nest
In a barn
On the farm
Sure did!

One, Two, Three, Four, Five

One, two, three, four, five
Once I caught a fish alive
Six, seven, eight, nine, ten
Then I let him go again
Why did you let him go?
Because he bit my finger so
Which finger did he bite?
My little finger on the right

Nonsense Rhymes

Dilly, Dilly Piccalilli

Dilly, dilly piccalilli
Tell me something very silly
There was a man his name was Bert
He ate the buttons off his shirt

I Dreamt Last Night and the Night Before

I dreamt last night and the night before
Three tom cats came knocking at my door
One had a fiddle,one had a drum
And one had a pancake tied to his bum

I Had a Little Piggy

I had a little piggy
And I fed him in a trough
He got so fat that his tail fell off
So I got me a hammer
And I got me a nail
And made my little piggy a brand new tail

I Saw a Snake Go By Today

I saw a snake go by today
Riding in a Chevrolet
He was long and he was thin
And he did not have a chin
He had no chin
But what the heck
He had lots and lots of neck

Johnny, Johnny, Johnny, Johnny

Johnny, Johnny, Johnny, Johnny
Whoops Johnny, whoops Johnny, Johnny, Johnny, Johnny

Little Mrs. Dimble

Little Mrs. Dimble
Lived in a thimble
And slept in a measuring spoon
She met a mosquito
And called him her sweet-o
And married him under the moon

My Old Friend Jake

My old friend Jake
Was thin as a snake
And light as a drop of rain
One windy day he blew away
And was never seen again

There Was a Crooked Man

There was a crooked man
Who walked a crooked mile
He found a crooked sixpence
Against a crooked stile
He bought a crooked cat
That caught a crooked mouse
And they all lived together in a little crooked house

Seasonal Rhymes

What's the Matter with Dickery Dean?

What's the matter with Dickery Dean?
He jumped right in to the washing machine
Nothing's the matter with Dickery Dean
He dove in dirty and came out clean

Five Little Pumpkins Sitting on a Gate

Five little pumpkins sitting on a gate
The first one said oh my, it's getting late
The second one said there are witches in the air
The third one said but we don't care
The fourth one said let's run, run, run
The fifth one said it's only Halloween fun
Up came the wind and out goes the light
And the five little pumpkins rolled out of sight

A Turkey is a Funny Bird

A turkey is a funny bird
His head goes wobble, wobble
And the only word that he does know
Is gobble, gobble, gobble

Here is a Tree with its Leaves so Green

Here is a tree with its leaves so green
Here are the apples that hang between
When the wind blows the apples will fall
And here is a basket to gather them all

Autumn Leaves are Turning Brown\

Autumn leaves are turning brown
Reds and yellows tumble down
Bare the branches over head
Trees once lived now seem dead
On the ground the carpet grows
Leaves will soon be deep as snow
Sap is hiding deep inside
All that's living wants to hide

I made a Little Snowman

I made a little snowman
I made him big and round
I made him from a snowball
I rolled upon the ground
He had two eyes, a nose, a mouth
A lovely scarf of red
He even had some buttons
And a hat upon his head

Christmas is Coming

Christmas is coming
The goose is getting fat
Please put a penny in the old man's hat
If you haven't got a penny
Half a penny will do
If you haven't got a half penny
God bless you

Once I Found a Cherry Stone

Once I found a cherry stone
I put it in the ground
And when I came to look at it
A tiny shoot I found
The shoot grew up and up each day
And soon became a tree
I picked the rosy cherries
And ate them for my tea

Rain on the Green Grass

Rain on the green grass
Rain on the trees
Rain on the rooftops
But don't rain on me!

The More it Snows, Tiddly Pom

The more it snows, tiddly pom
The more it goes, tiddly pom
The more it goes, tiddly pom
On snowing
Nobody knows, tiddly pom
How cold my toes, tiddly pom
How cold my toes, tiddly pom
Are growing

Up in the Orchard is a Green Tree

Up in the orchard is a green tree
With the finest apples you ever did see
The apples are ripe and ready to fall
And Emily and Lewis shall gather them all

Way Up High in the Apple Tree

Way up high in the apple tree
Two little apples looked down at me
I shook the tree as hard as I could
And down came the apples
Mmmmmm they were good

Story Rhymes

Boys and Girls Come Out to Play

Boys and girls come out to play
The moon doth shine as bright as day

Leave your supper and leave your sleep
And join your playfellows in the street.

Come with a whoop and come with a call,
Come with a good will or not at all.

Up the ladder and down the wall,
A half-penny loaf will serve us all.

You bring milk and I'll find flour,
and we'll have a pudding in half an hour.

I Ride on My Horse with My Sword in My Hand

I ride on my horse with my sword in my hand
I ride through wooded and mountainous land
I battle with dragons, with giants I fight
Defending the poor and upholding the right
My sword is of steel, my helmet of gold
I dare all adventures, my heart is so bold
My armour is shining, bright as the light
And I'm a gallant and glorious knight

I Saw a Ship A-Sailing

I saw a ship a-sailing
A-sailing on the sea
And oh! It was laden
With pretty things for me

There were comfits in the cabin
And apples in the hold
The sails were made of silk
And the masts were made of gold

The four-and-twenty sailors
That stood between the decks
Were four-and-twenty white mice
With chains about their necks

The captain was a duck
With a packet on his back
And when the ship began to sail
The Captain said, "Quack, quack!"

In Winter I Get Up at Night

In winter I get up at night
and dress myself by candle light
In summer, quite the other way
I have to dress myself by day

I have to go to bed and see
The birds still hopping on the tree
Or hear the grown-up people's feet
Still going past me in the street

And does in not seem hard to you when all the sky is clear and blue
And I should like so much to play
To have to go to bed by day

On a Dark, Dark Night

On a dark, dark night
In the dark, dark woods
In a dark, dark house
In a dark, dark, room
In a dark, dark cupboard
In a dark, dark box
There's a GHOST!

Fierce was the Dragon

Fierce was the dragon
Foul was his breath
Scaring the princess
Almost to Death

While the town hid
And the king wept
No one could rid
Them of this pest

Up rode St. George
Faithful and bold
Say the foul best
His foe of old
His Sword so true
Right against Wrong
Sent the bad beast
Where he belongs

This Is the Boat, the Golden Boat

This is the boat, the golden boat
that sails on the silver sea
And these are the oars of ivory white
that lift and dip, that lift and dip
Here are the ten little fairy men
Running along, running along
To take the oars of ivory white
that lift and dip, that lift and dip
that move the boat, the golden boat
Over the silver sea

This is the Key to the Kingdom

This is the key to the kingdom
And this is the kingdom
In the kingdom there is a town
And in the town there is a hill
And on the hill there is a street
And on the street there is a house
And in the house there is a room
And in the room there is a bed
And on the bed there is a basket
And over the basket there is a blanket
And under the blanket there is a baby!
Baby under the blanket
Blanket over the basket
Basket on the bed
Bed in the room
Room in the house
House on the street
Street on the hill
Hill in the town
Town in the kingdom
And this is the key to the kingdom!

Songs

There Was an Old Woman Who Swallowed a Fly

There was an old woman who swallowed a fly
I don't know why she swallowed the fly
I guess she'll die

There was an old woman who swallowed a spider that wiggled and jiggled and tickled inside her
She swallowed the spider to catch the fly
I don't know why she swallowed the fly
I guess she'll die

There was an old woman who swallowed a bird
How absurd to swallow a bird
She swallowed the bird to catch the spider that wiggled and jiggled and tickled inside her
She swallowed the spider to catch the fly
I don't know why she swallowed the fly
I guess she'll die

There was an old woman who swallowed a cat
Imagine that to swallow a cat
She swallowed the cat to catch the bird
She swallowed the bird to catch the spider that wiggled and jiggled and tickled inside her
She swallowed the spider to catch the fly
I don't know why she swallowed the fly
I guess she'll die

There was an old woman who swallowed a dog
What a hog to swallow a dog
She swallowed the dog to catch the cat
She swallowed the cat to catch the bird
She swallowed the bird to catch the spider that wiggled and jiggled and tickled inside her
She swallowed the spider to catch the fly
I don't know why she swallowed the fly
I guess she'll die

There was an old woman who swallowed a goat
Just opened her throat to swallow that goat
She swallowed the goat to catch the dog
She swallowed the dog to catch the cat
She swallowed the cat to catch the bird
She swallowed the bird to catch the spider that wiggled and jiggled and tickled inside her
She swallowed the spider to catch the fly
I don't know why she swallowed the fly
I guess she'll die

There was an old woman who swallowed a cow
I don't know how she swallowed the cow
She swallowed the cow to catch the goat
She swallowed the goat to catch the dog
She swallowed the dog to catch the cat
She swallowed the cat to catch the bird
She swallowed the bird to catch the spider that wiggled and jiggled and tickled inside her
She swallowed the spider to catch the fly
I don't know why she swallowed the fly
I guess she'll die

There was an old woman who swallowed a horse
She died of course!

Appendix C: Literary Genres

Literary Genres	
Genre	Description
Adventure	Adventure provides the reader with the opportunity to explore circumstances in which the characters experience new situations, overcome adversity, and grow as individuals.
Autobiography	A story of one's life as written by oneself.
Biography	A written account of the series of events that make up a person's life.
Cross-genre	Includes books that fall into more than one category (mystery/fantasy book, or historical fiction/time travel story).
Drama	Stories composed in verse or prose, written in dramatic form. Books can include collections of short plays or book-length plays.
Essay	A short literary composition that reflects the author's outlook or point of view.
Expository Text	Expository text explains or provides direction.
Fable	Narration demonstrating a useful truth, especially in which animals speak as humans; legendary, supernatural tale.
Fairy Tale	Story about fairies or other magical creatures, usually for children.
Fantasy	Fiction with strange or other worldly settings or characters; fiction which invites suspension of reality (fantasy animal stories, ghost stories, supernatural fiction, time fantasy, space fiction).
Fiction	Narrative literary works whose content is produced by the imagination and is not necessarily based on fact.
Fiction in Verse	Full-length novels with plot, subplot(s), theme(s), and major and minor characters in which the narrative is presented in verse form.
Folklore	The songs, stories, myths, and proverbs of a people or "folk" as handed down by word of mouth.
Historical Fiction	Story with fictional characters and events in a historical setting (war stories, biographical fiction).
Horror	Fiction in which events evoke a feeling of dread in both the characters and the reader.
Humor	Fiction full of fun, fancy, and excitement, meant to entertain, but can be contained in all genres.
Informational Text	Provides information, facts, and principles related to physical, natural, or social topics or ideas.
Legend	Story, sometimes of a national or folk hero, which has a basis in fact but also includes imaginative material.
Memoir	An account or reflection of a particular event, time, or period in a person's life.
Messaging Text	Computer-mediated language presented in a range of text messaging formats and resembles typed speech.
Mystery	Fiction dealing with the solution of a crime or the unraveling of secrets.

Genre	Description
Mythology	Legend or traditional narrative, often based in part on historical events, that reveals human behavior and natural phenomena by its symbolism; often pertaining to the actions of the gods.
Narrative Non-fiction	Factual information presented in a format which tells a story.
Non-fiction	Informational text dealing with an actual, real-life subject.
Poetry	Verse and rhythmic writing with imagery that creates emotional responses.
Realistic Fiction	Stories that often focus on universal human problems and issues. Although it comes from the writer's imagination, it is realistic.
Science Fiction	Story based on impact of actual, imagined, or potential science, usually set in the future or on other planets.
Short Story	Brief fictional narrative that usually presents a single significant scene involving a limited number of characters.
Speech	Public address or discourse.
Tall Tale	Humorous story with exaggerations and heroes who do the impossible.

Appendix D: Specific Areas of Text Inquiry in English Language Arts

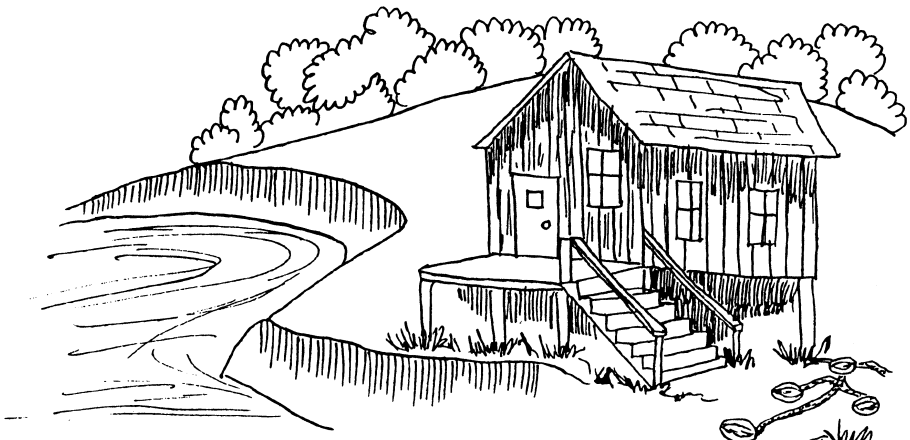
Specific Areas of Text Inquiry in English Language Arts	
Purpose of the Text	• Why has this text been created? • To plan, inform, explain, entertain, express attitude/emotion, compare and contrast, persuade, describe experience imaginatively, and formulate hypotheses
Genre of the Text	• How does the choice of genre serve the author's purpose? • Magazines, graphic novels, newspapers, online blogs, novels, novellas, poetry, plays, short stories, myths, essays, biographies, fables, legends, comics, documentaries, and films
Form of the Text	• How is the text organized, arranged and presented? • Encyclopedia entries, instruction manuals, news reporting, advertising copy, feature articles, appeals, campaign brochures, memos, résumés, tributes, eulogies, obituaries, political speeches, debates, video, audio recordings/ presentations, spreadsheets, database, images, and web pages
Structure of the Text	• What is the pattern or organization of the information? • Approaches to organizing text, particular structural patterns, how specific genres and forms are shaped and crafted, and what characteristics and conventions they share (e.g., a narrative text and information text have distinct structures). A narrative text has a beginning, middle and end, while an information text can be a description, a sequence, a compare and contrast, a cause and effect, a problem/solution, or a question/answer
Features of the Text	• What characteristics of a text give support to its meaning? • Print (font, underlining), visual supports (diagrams), organizational supports (index, headings, figures, references), and vocabulary supports (verbal cues such as "for example", "in fact", or "on the other hand")

Appendix E: Readers Theatre

The following poems, lyrics and songs can be used during Readers Theatre. They are from *Readers Theatre: Scripted Rhymes and Rhythms and Readers Theatre: More Scripted Rhymes and Rhythms* by Win Braun and Carl Braun.

DOWN BY THE BAY

Traditional



Chorus: Down by the bay
Where the watermelons grow
Back to my home
I dare not go.

Reader 1: For if I do, my mother will say,
Mother: "Did you ever see a moose
With its front tooth loose?"
Reader 2: Down by the bay.

Chorus: Down by the bay
Where the watermelons grow
Back to my home
I dare not go.

Reader 1: For if I do, my mother will say,
Mother: "Did you ever see a cow
With a green eyebrow?"
Reader 2: Down by the bay.

Braun & Braun © Readers Theatre: Scripted Rhymes and Rhythms

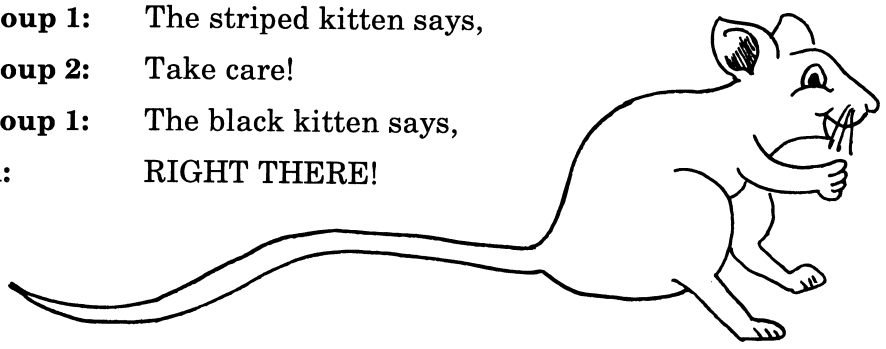
FIVE LITTLE KITTENS

Traditional

Narrator: Five little kittens
Waiting at the house.

Group 1: Softly!
Group 2: Softly!
All: THEY THINK THEY HEAR A MOUSE.

Group 1: The white kitten says,
Group 2: Be still!
Group 1: The gray kitten says,
Group 2: We will!
Group 1: The brown kitten says,
Group 2: Oh, where?
Group 1: The striped kitten says,
Group 2: Take care!
Group 1: The black kitten says,
All: RIGHT THERE!



Narrator: Squeak, went the mouse,

All: THEY ALL RAN UNDER THE HOUSE.

FIVE LITTLE MONKEYS

Traditional

Reader 1: Five little monkeys jumping on the bed,
One jumped off and bumped his head.
Mama called the doctor, and the doctor said,

Doctor: No more monkeys jumping on the bed!

Reader 2: Four little monkeys jumping on the bed,
One fell off and bumped his head.
Mama called the doctor, and the doctor said,

Doctor: No more monkeys jumping on the bed!

Reader 3: Three little monkeys jumping on the bed,
One fell off and bumped his head.
Mama called the doctor, and the doctor said,

Doctor: No more monkeys jumping on the bed!

IN A DARK, DARK . . .

by Win Braun

Reader 1: In a dark, dark city

Reader 2: There's a dark, dark tunnel

Reader 1: In the dark, dark tunnel

Reader 2: There's a dark, dark train

Reader 1: In the dark, dark train

Reader 2: There's a dark, dark corner

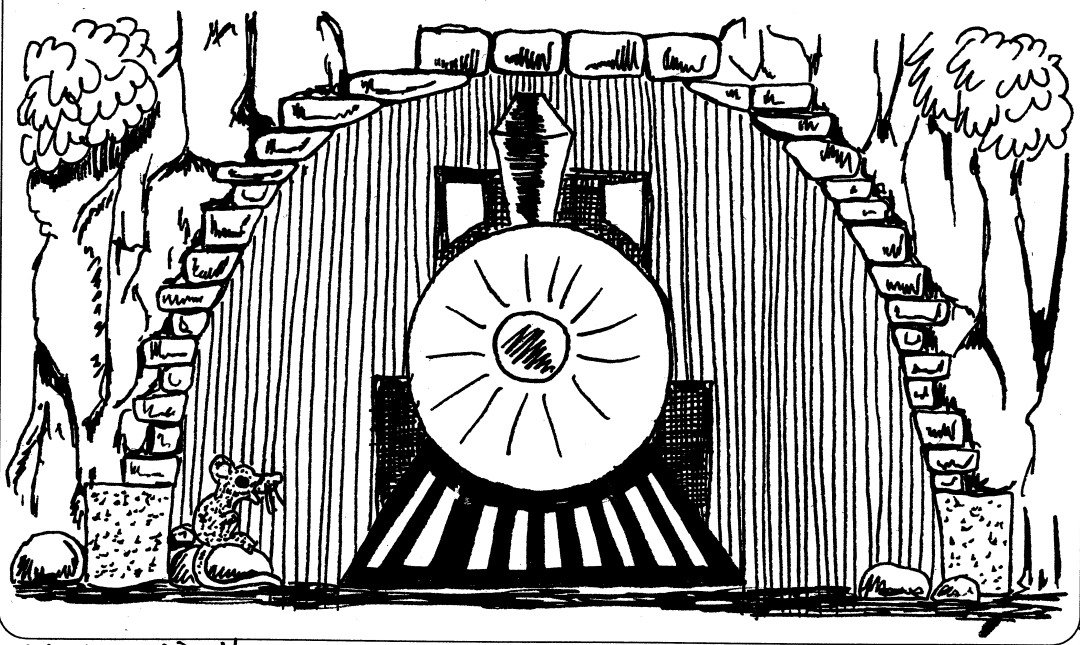
Reader 1: In the dark, dark corner

Reader 2: There's a dark, dark box

Reader 1: In the dark, dark box

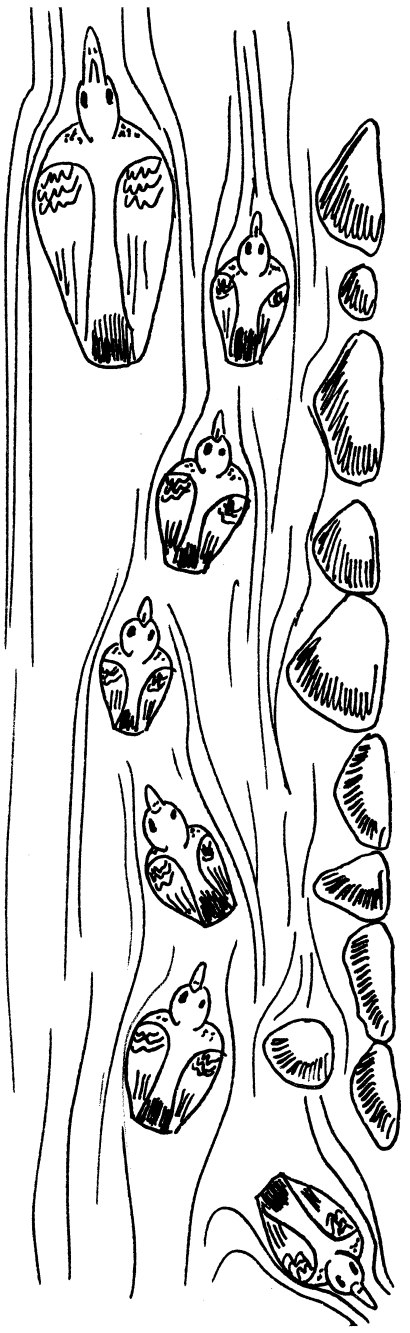
Reader 2: There's a little gray mouse

Reader 1 and 2: Squeak!



SIX LITTLE DUCKS

Traditional



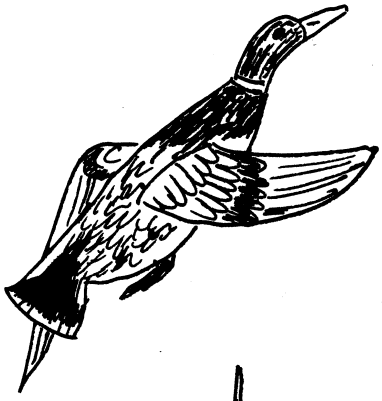
Reader 1: Six little ducks
went swimming one day
Reader 2: Over the pond and far away.
Reader 3: Mother Duck said,
Duck: Quack, quack, quack.
Reader 1: And five little ducks
came swimming right back.

Reader 2: Five little ducks
went swimming one day
Reader 3: Over the pond and far away.
Reader 1: Mother Duck said,
Duck: Quack, quack, quack.
Reader 2: And four little ducks
came swimming right back.

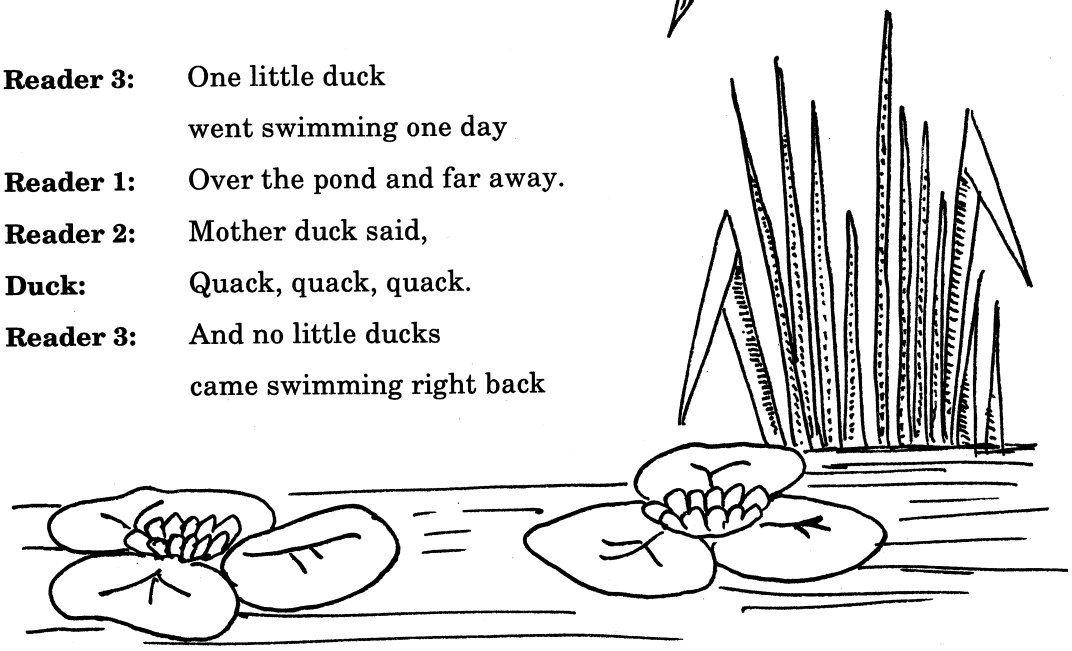
Reader 3: Four little ducks
went swimming one day
Reader 1: Over the pond and far away.
Reader 2: Mother duck said,
Duck: Quack, quack, quack.
Reader 3: And three little ducks
came swimming right back.

Reader 1: Three little ducks
went swimming one day
Reader 2: Over the pond and far away.
Reader 3: Mother duck said,
Duck: Quack, quack, quack.
Reader 1: And two little ducks
came swimming right back.

Reader 2: Two little ducks
went swimming one day
Reader 3: Over the pond and far away.
Reader 1: Mother duck said,
Duck: Quack, quack, quack.
Reader 2: One little duck
came swimming right back.

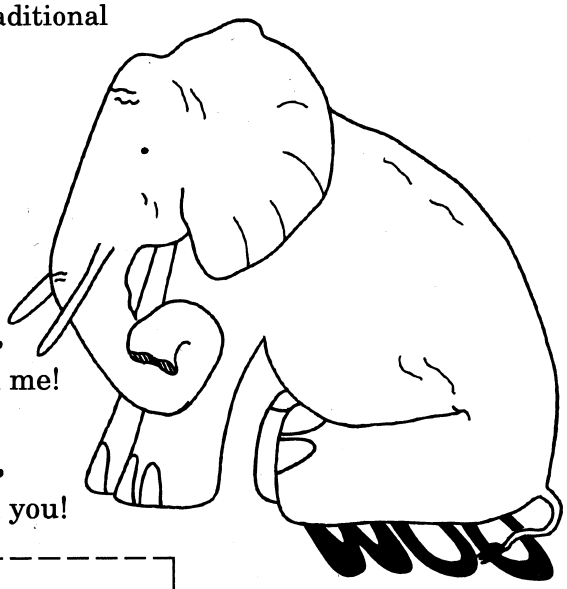


Reader 3: One little duck
went swimming one day
Reader 1: Over the pond and far away.
Reader 2: Mother duck said,
Duck: Quack, quack, quack.
Reader 3: And no little ducks
came swimming right back



WILLABY WALLABY WOO

Traditional



All: **Willaby wallaby wee,**
Reader 1: An **elephant** sat on me!

All: **Willaby wallaby woo,**
Reader 2: An **elephant** sat on you!

All: **Willaby wallaby** [_____]
Reader 3: An **elephant** sat on [_____]

All: **Willaby wallaby** [_____]
Reader 4: An **elephant** sat on [_____]

All: **Willaby wallaby** [_____]
Reader 1: An **elephant** sat on [_____]

All: **Willaby wallaby** [_____]
Reader 2: An **elephant** sat on [_____]

All: **Willaby wallaby weacher,**
Reader 3: An **elephant** sat on Teacher!

All: **Willaby wallaby wall of us,**
Reader 4: An **elephant** sat on all of us!

NOTE: Blanks have been left in this poem so it may be personalized with the names of the children presenting it or with the names of the children to whom it is being presented.

Caitlin Thea Chanra Bao Sophon Mattias Beth

wicholas Nicholas wewart Stewart weter Peter watthew Matthew wyler Tyler wikala Mikala wachel Rachel

waniel Daniel woren Loren

Readers Theatre: More Scripted Rhymes and Rhythms Braun & Braun©