

English Language Arts 1

Curriculum Guide 2017



Education and Early Childhood Development

***Department of Education and Early
Childhood Development
Mission Statement***

***The Department of Education and Early Childhood
Development will improve provincial early childhood
learning and the K-12 education system to further
opportunities for the people of Newfoundland and
Labrador.***

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Section One:

Newfoundland and Labrador Curriculum

Introduction

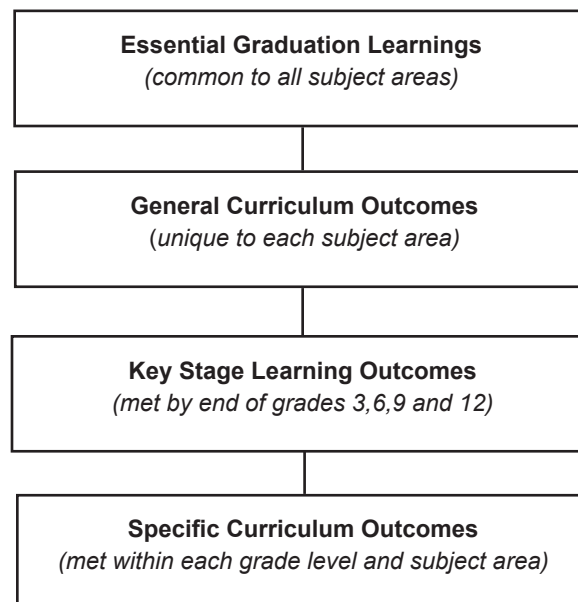
There are multiple factors that impact education including: technological developments, increased emphasis on accountability, and globalization. These factors point to the need to consider carefully the education our children receive.

The Newfoundland and Labrador Department of Education believes that curriculum design with the following characteristics will help teachers address the needs of students served by the provincially prescribed curriculum:

- Curriculum guides must clearly articulate what students are expected to know and be able to do by the time they graduate from high school.
- There must be purposeful assessment of students' performance in relation to the curriculum outcomes.

Outcomes Based Education

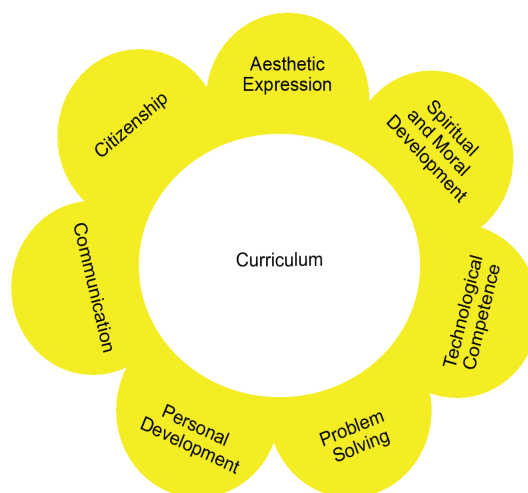
The K-12 curriculum in Newfoundland and Labrador is organized by outcomes and is based on *The Atlantic Canada Framework for Essential Graduation Learning in Schools* (1997). This framework consists of Essential Graduation Learnings (EGLs), General Curriculum Outcomes (GCOs), Key Stage Curriculum Outcomes (KSCOs) and Specific Curriculum Outcomes (SCOs).



Essential Graduation Learnings

Essential Graduation Learnings (EGLs) provide vision for the development of a coherent and relevant curriculum. The EGLs are statements that offer students clear goals and a powerful rationale for education. The EGLs are delineated by general, key stage, and specific curriculum outcomes.

EGLs describe the knowledge, skills, and attitudes expected of all students who graduate from high school. Achievement of the EGLs will prepare students to continue to learn throughout their lives. EGLs describe expectations, not in terms of individual subject areas, but in terms of knowledge, skills, and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject areas if they are to be ready to meet the shifting and ongoing demands of life, work, and study.



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.

Citizenship - Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

Communication - Graduates will be able to think, learn, and communicate effectively by using listening, viewing, speaking, reading, and writing modes of language(s), and mathematical and scientific concepts and symbols.

Problem Solving - Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, and mathematical and scientific concepts.

Personal Development - Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

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.

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.

Curriculum Outcomes

Curriculum outcomes are statements that articulate what students are expected to know and be able to do in each program area in terms of knowledge, skills, and attitudes.

Curriculum outcomes may be subdivided into General Curriculum Outcomes, Key Stage Curriculum Outcomes, and Specific Curriculum Outcomes.

General Curriculum Outcomes (GCOs)

Each program has a set of GCOs which describe what knowledge, skills, and attitudes students are expected to demonstrate as a result of their cumulative learning experiences within a subject area. GCOs serve as conceptual organizers or frameworks which guide study within a program area. Often, GCOs are further delineated into KSCOs.

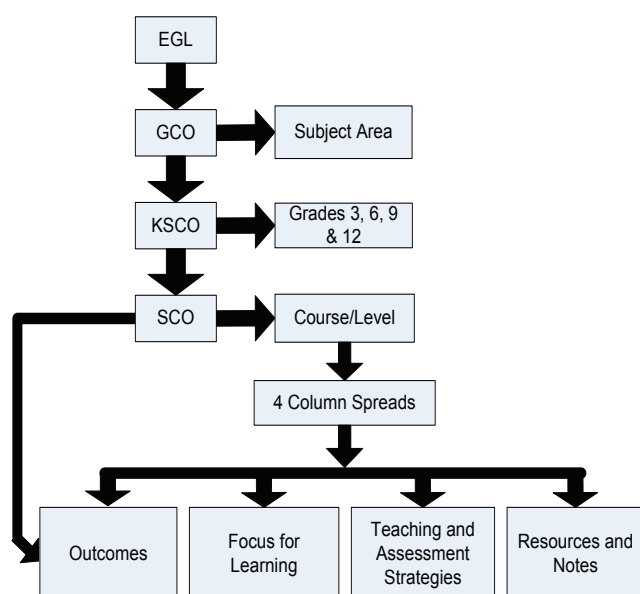
Key Stage Curriculum Outcomes (KSCOs)

Key Stage Curriculum Outcomes (KSCOs) summarize what is expected of students at each of the four key stages of Grades Three, Six, Nine, and Twelve.

Specific Curriculum Outcomes (SCOs)

SCOs set out what students are expected to know and be able to do as a result of their learning experiences in a course, at a specific grade level. In some program areas, SCOs are further articulated into delineations. **It is expected that all SCOs will be addressed during the course of study covered by the curriculum guide.**

EGLs to Curriculum Guides



Context for Teaching and Learning

Teachers are responsible to help students achieve outcomes. This responsibility is a constant in a changing world. As programs change over time so does educational context. Factors that make up the educational context in Newfoundland and Labrador today: inclusive education, support for gradual release of responsibility teaching model, focus on literacy and learning skills in all programs, and support for education for sustainable development.

Inclusive Education

Valuing Equity and Diversity

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

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 all genders and that learning resources include and reflect the interests, achievements, and perspectives of all students. An inclusive classroom values the varied experiences, abilities, social, and ethno-cultural backgrounds of all students while creating opportunities for community building. Inclusive policies and practices promote mutual respect, positive interdependencies, and diverse perspectives. Learning resources should include a range of materials that allow students to consider many viewpoints and to celebrate the diverse aspects of the school community.



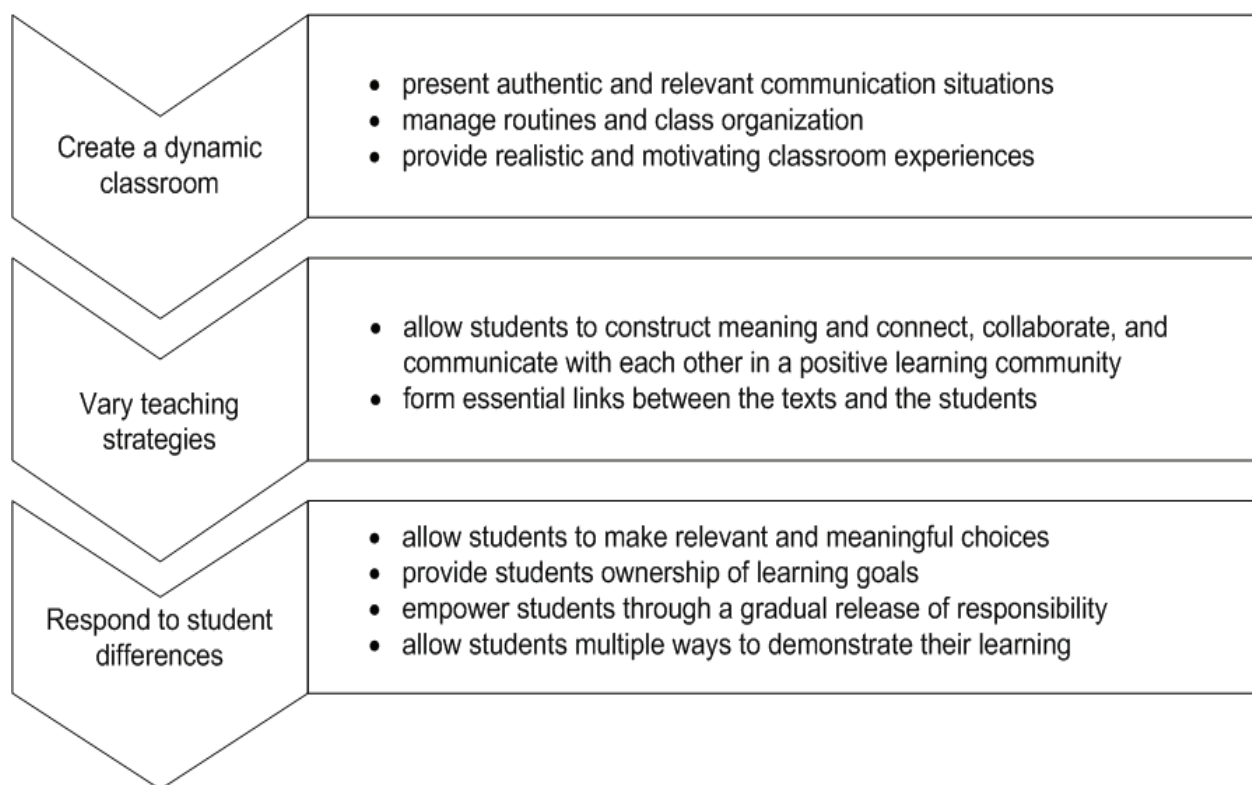
Differentiated Instruction

Differentiated instruction is a teaching philosophy based on the premise that teachers should adapt instruction to student differences. Rather than marching students through the curriculum lockstep, teachers should modify their instruction to meet students' varying readiness levels, learning preferences, and interests. Therefore, the teacher proactively plans a variety of ways to 'get it' and express learning (Carol Ann Tomlinson).

Curriculum is designed and implemented to provide learning opportunities for all according to student abilities, needs, and interests. Teachers must be aware of and responsive to the diverse range of learners in their classes. Differentiated instruction is a useful tool in addressing this diversity.

Differentiated instruction responds to different readiness levels, abilities, and learning profiles of students. It involves actively planning so that: the process by which content is delivered, the way the resource is used, and the products students create are in response to the teacher's knowledge of whom he or she is interacting with. Learning environments should be flexible to accommodate various learning preferences of the students. Teachers continually make decisions about selecting teaching strategies and structuring learning activities to provide all students with a safe and supportive place to learn and succeed.

Teachers should...



Differentiating the Content

Differentiating content requires teachers to pre-assess students to identify those who require pre-requisite instruction, as well as those who have already mastered the concept and may, therefore, proceed to apply the concepts to problem solving or further use. Another way to differentiate content is to permit students to adjust the pace at which they may progress through the material. Some students may require additional time while others may move through at an increased pace and thus create opportunities for

enrichment or more indepth consideration of a topic of particular interest.

Teachers should consider the following examples of differentiating content:

- meet with small groups to re-teach an idea or skill or to extend the thinking or skills
- present ideas through auditory, visual, and tactile means
- use reading materials such as novels, web sites, and other reference materials at varying reading levels

Differentiating the Process

Differentiating the process involves varying learning activities or strategies to provide appropriate methods for students to explore and make sense of concepts. A teacher might assign all students the same product (e.g., giving a presentation) but the process students use to create the presentation may differ. Some students could work in groups while others meet with the teacher alone. The same assessment criteria can be used for all students.

Teachers should consider flexible groupings of students such as whole class, small group, or individual instruction. Students can be grouped according to their learning styles, readiness levels, interest areas, and the requirements of the content or activity presented. Groups should be formed for specific purposes and be flexible in composition and short-term in duration.

Teachers should consider the following examples of differentiating the process:

- offer hands-on activities for students who need them
- provide activities and resources that encourage students to further explore a topic of particular interest to them
- use activities in which all learners work with the same learning outcomes, but proceed with different levels of support, challenge, or complexity

Differentiating the Product

Differentiating the product involves varying the complexity and type of product that students create to demonstrate learning outcomes. Teachers provide a variety of opportunities for students to demonstrate and show evidence of what they have learned.

Teachers should consider the following examples of differentiating by product:

- encourage students to create their own products as long as the assignments contain required elements
- give students options of how to express their learning (e.g., create an online presentation, write a letter, or develop a mural)

Allowing students to choose how they demonstrate their understanding in ways that are appropriate to their learning needs, readiness, and interests is a powerful way to engage them.

Differentiating the Learning Environment

The learning environment includes the physical and the affective tone or atmosphere in which teaching and learning take place, and can include the noise level in the room, whether student activities are static or mobile, or how the room is furnished and arranged. Classrooms may include tables of different shapes and sizes, space for quiet individual work, and areas for collaboration.

Teachers can divide the classroom into sections, create learning centres, or have students work both independently or 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.

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

- develop routines that allow students to seek help when teachers are with other students and cannot provide immediate attention
- ensure there are places in the room for students to work quietly and without distraction, as well as places that invite student collaboration
- establish clear guidelines for independent work that match individual needs
- provide materials that reflect diversity of student background, interests, and abilities

The physical learning environment must be structured in such a way that all students can gain access to information and develop confidence and competence.

Meeting the Needs of Students With Exceptionalities

All students have individual learning needs. Some students, however, have exceptionalities (defined by the Department of Education) which impact their learning. The majority of students with exceptionalities access the prescribed curriculum. Details of these exceptionalities are available at:

www.gov.nl.ca/edu/k12/studentsupportservices/exceptionalities.html

Supports for these students may include:

1. accommodations
2. modified prescribed courses
3. alternate courses
4. alternate programs
5. alternate curriculum

For further information, see Service Delivery Model for Students with Exceptionalities at www.cdli.ca/sdm/

Classroom teachers should collaborate with instructional resource teachers to select and develop strategies which target specific learning needs.

Meeting the Needs of Students Who are Highly Able

** includes gifted and
talented*

Some students begin a course or topic with a vast amount of prior experience and knowledge. They may know a large portion of the material before it is presented to the class or be capable of processing it at a rate much faster than their classmates. All students are expected to move forward from their starting point. Many elements of differentiated instruction are useful in addressing the needs of students who are highly able.

Some strategies which are often effective include:

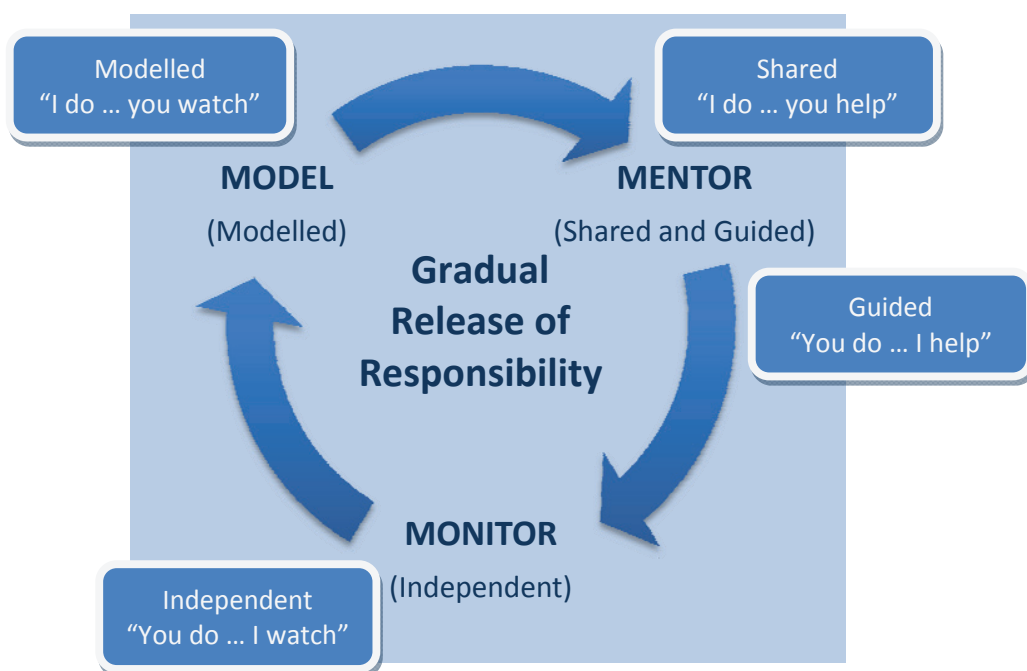
- independent study to increase depth of exploration in an area of particular interest .
- curriculum compacting to allow for an increased rate of content coverage commensurate with a student's ability or degree of prior knowledge.
- similar ability grouping to provide the opportunity for students to work with their intellectual peers and elevate discussion and thinking, or delve deeper into a particular topic
- tiering of instruction to pursue a topic to a greater depth or to make connections between various spheres of knowledge

Highly able students require the opportunity for authentic investigation and become familiar with the tools and practices of the field of study. Authentic audiences and tasks are vital for these learners. Some highly able learners may be identified as gifted and talented in a particular domain. These students may also require supports through the Service Delivery Model for Students with Exceptionalities.

Gradual Release of Responsibility

Teachers must determine when students can work independently and when they require assistance. In an effective learning environment, teachers choose their instructional activities to model and scaffold composition, comprehension and metacognition that is just beyond the students' independence level. In the gradual release of responsibility approach, students move from a high level of teacher support to independent work. If necessary, the teacher increases the level of support when students need assistance. The goal is to empower students with their own learning strategies, and to know how, when, and why to apply them to support their individual growth. Guided practice supports student independence. As a student demonstrates success, the teacher should gradually decrease his or her support.

Gradual Release of Responsibility Model



Literacy

UNESCO has proposed an operational definition which states, “Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society”. 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 (The Plurality of Literacy and its Implications for Policies and Programmes, 2004, p.13).

Reading in the Content Areas

Literacy is:

- a process of receiving information and making meaning from it
- the ability to identify, understand, interpret, communicate, compute, and create text, images, and sounds

Literacy development is a lifelong learning enterprise beginning at birth that involves many complex concepts and understandings. It is not limited to the ability to read and write; no longer are we exposed only to printed text. It includes the capacity to learn to communicate, read, write, think, explore, and solve problems. Literacy skills are used in paper, digital, and live interactions where people:

- analyze critically and solve problems
- comprehend and communicate meaning
- create a variety of texts
- read and view for enjoyment
- make connections both personally and inter-textually
- participate in the socio-cultural world of the community
- respond personally

These expectations are identified in curriculum documents for specific subject areas as well as in supporting documents, such as *Cross-Curricular Reading Tools* (CAMET).

With modelling, support, and practice, students' thinking and understandings are deepened as they work with engaging content and participate in focused conversations.

The focus for reading in the content areas is on teaching strategies for understanding content. Teaching strategies for reading comprehension benefits all students, as they develop transferable skills that apply across curriculum areas.

When interacting with different texts, students must read words, view and interpret text features and navigate through information presented in a variety of ways including, but not limited to:

• Books	• Documentaries	• Speeches
• Poems	• Movies	• Podcasts
• Songs	• Music videos	• Plays
• Video games	• Advertisements	• Web pages
• Magazine articles	• Blogs	• Online databases

Students should be able to interact with and comprehend different texts at different levels.

There are three levels of text comprehension:

- Independent level – students are able to read, view, and understand texts without assistance
- Instructional level – students are able to read, view, and understand most texts but need assistance to fully comprehend some texts
- Frustration level – students are not able to read or view with understanding (i.e., texts may be beyond their current reading level)

Teachers will encounter students working at all reading levels in their classrooms and will need to differentiate instruction to meet their needs. For example, print texts may be presented in audio form; physical movement may be associated with synthesizing new information with prior knowledge; graphic organizers may be created to present large amounts of print text in a visual manner.

When interacting with information that is unfamiliar to students, it is important for teachers to monitor how effectively students are using strategies to read and view texts. Students will need to:

- analyze and think critically about information
- determine importance to prioritize information
- engage in questioning before, during, and after an activity related to a task, text, or problem
- make inferences about what is meant but not said
- make predictions
- synthesize information to create new meaning
- visualize ideas and concepts

Learning Skills for Generation Next

Generation Next is the group of students who have not known a world without personal computers, cell phones and the Internet. They were born into this technology. They are digital natives.

Students need content and skills to be successful. Education helps students learn content and develop skills needed to be successful in school and in all learning contexts and situations. Effective learning environments and curricula challenge learners to develop and apply key skills within the content areas and across interdisciplinary themes.

Learning Skills for Generation Next encompasses three broad areas:

Learning and Innovation Skills

Learning and innovation skills enhance a person's ability to learn, create new ideas, problem solve, and collaborate. These skills will help foster lifelong learning. They include:

- Collaboration
- Communication
- Creative Thinking
- Critical Thinking

Literacy Skills

In addition to the literacy aspects outlined in the previous section, three areas are crucial for Generation Next. These areas are:

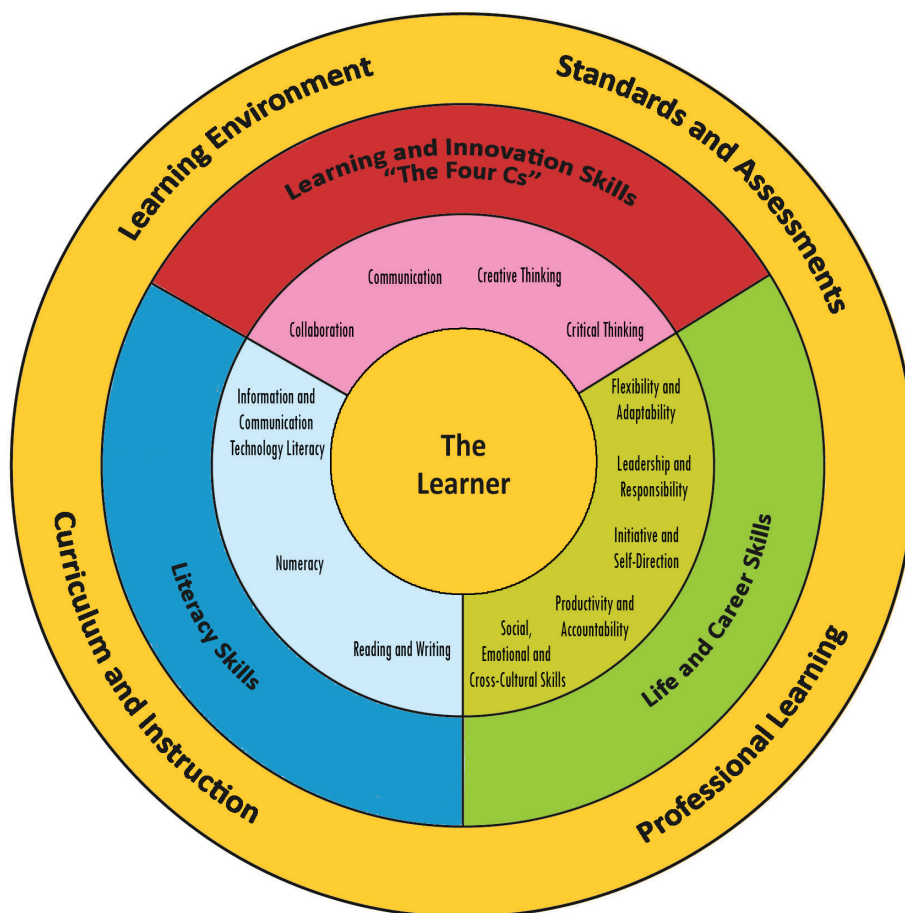
- Information and Communication Technology Literacy
- Numeracy
- Reading and Writing

Life and Career Skills

Life and career skills are skills that address leadership, the interpersonal, and the affective domains. These skills include:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Leadership and Responsibility
- Productivity and Accountability
- Social and Cross-Cultural Skills

The diagram below illustrates the relationship between these areas. A 21st century curriculum employs methods that integrate innovative and research-driven teaching strategies, modern learning technologies, and relevant resources and contexts.



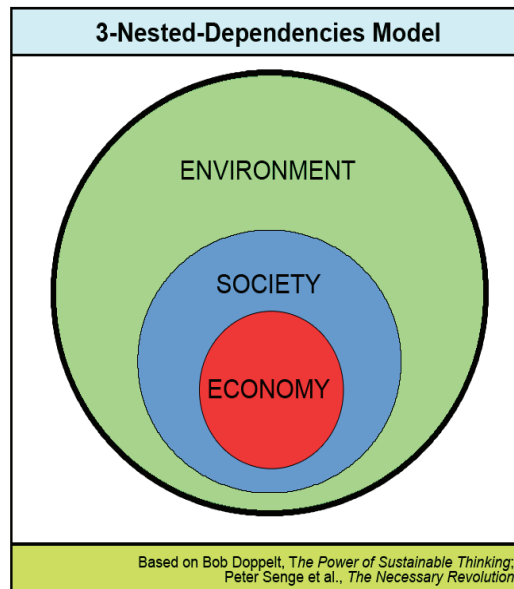
Support for students to develop these abilities and skills is important across curriculum areas and should be integrated into teaching, learning, and assessment strategies. Opportunities for integration of these skills and abilities should be planned with engaging and experiential activities that support the gradual release of responsibility model. For example, lessons in a variety of content areas can be infused with learning skills for Generation Next by using open-ended questioning, role plays, inquiry approaches, self-directed learning, student role rotation, and Internet-based technologies.

All programs have a shared responsibility in developing students' capabilities within all three skill areas.

Education for Sustainable Development

Sustainable development is defined as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (Our Common Future, 43).

Sustainable development is comprised of three integrally connected areas: economy, society, and environment.



As conceived by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) the overall goal of Education for Sustainable Development (ESD) is to integrate the knowledge, skills, values, and perspectives of sustainable development into all aspects of education and learning. Changes in human behaviour should create a more sustainable future – a future that provides for environmental integrity, economic viability, and results in a just society for both the present and future generations.

ESD is not teaching about sustainable development. Rather, ESD involves teaching for sustainable development – helping students develop the skills, attitudes, and perspectives to meet their present needs without compromising the ability of future generations to meet their needs.

Within ESD, the knowledge component spans an understanding of the interconnectedness of our political, economic, environmental, and social worlds, to the role of science and technology in the development of societies and their impact on the environment. The skills necessary include being able to assess bias, analyze consequences of choices, ask questions, and solve problems. ESD values and perspectives include an appreciation for the interdependence of all life forms, the importance of individual responsibility and action, an understanding of global issues as well as local issues in a global context. Students need to be aware that every issue has a history, and that many global issues are linked.

Assessment and Evaluation

Assessment

Assessment is the process of gathering information on student learning.

How learning is assessed and evaluated and how results are communicated send clear messages to students and others about what is valued.

Assessment instruments are used to gather information for evaluation. Information gathered through assessment helps teachers determine students' strengths and needs, and guides future instruction.

Teachers are encouraged to be flexible in assessing student learning and to seek diverse ways students might demonstrate what they know and are able to do.

Evaluation involves the weighing of the assessment information against a standard in order to make a judgement about student achievement.

Assessment can be used for different purposes:

1. assessment for learning guides and informs instruction
2. assessment as learning focuses on what students are doing well, what they are struggling with, where the areas of challenge are, and what to do next
3. assessment of learning makes judgements about student performance in relation to curriculum outcomes.

1. Assessment for Learning

Assessment for learning involves frequent, interactive assessments designed to make student learning visible. This enables teachers to identify learning needs and adjust teaching accordingly. It is an ongoing process of teaching and learning.

Assessment for learning:

- includes pre-assessments that provide teachers with information of what students already know and can do
- involves students in self-assessment and setting goals for their own learning
- is not about a score or mark
- is used to inform student learning
- provides descriptive and specific feedback to students and parents regarding the next stage of learning
- requires the collection of data, during the learning process, from a range of tools to learn as much as possible about what a student knows and is able to do

2. Assessment as Learning

Assessment as learning involves students' reflecting on their learning and monitoring of their own progress. It focuses on the role of the student in developing and supporting metacognition.

Assessment as learning:

- enables students to use information gathered to make adaptations to their learning processes and to develop new understandings
- engages students in their own learning as they assess themselves and understand how to improve performance
- prompts students to consider how they can continue to improve their learning
- supports students in analyzing their learning in relation to learning outcomes

3. Assessment of Learning

Assessment of learning involves strategies designed to confirm what students know, in terms of curriculum outcomes. It also assists teachers to determine student proficiency and their 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 judgements about student performance by measuring learning after the fact and then reporting it to others. Used in conjunction with the other assessment processes previously outlined, however, assessment of learning is strengthened.

Assessment of learning:

- confirms what students know and can do
- occurs at the end of a learning experience using a variety of tools
- provides opportunities to report evidence to date of student achievement in relation to learning outcomes, to parents/guardians, and other stakeholders
- reports student learning accurately and fairly, based on evidence obtained from a variety of contexts and sources

Involving Students in the Assessment Process

Students should know what they are expected to learn as outlined in the specific curriculum outcomes of a course as well as the criteria that will be used to determine the quality of their achievement. This information allows students to make informed choices about the most effective ways to demonstrate what they know and are able to do.

It is important that students participate actively in assessment by co-creating criteria and standards which can be used to make judgements about their own learning. Students may benefit from examining various scoring criteria, rubrics, and student exemplars.

Students are more likely to perceive learning as its own reward when they have opportunities to assess their own progress. Rather

than asking teachers, “What do you want?”, students should be asking themselves questions such as:

- What have I learned?
- What can I do now that I couldn’t do before?
- What do I need to learn next?

Assessment must provide opportunities for students to reflect on their own progress, evaluate their learning, and set goals for future learning.

Assessment Tools

In planning assessment, teachers should use a broad range of tools to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes. The different levels of achievement or performance may be expressed as written or oral comments, ratings, categorizations, letters, numbers, or as some combination of these forms.

The grade level and the activity being assessed will inform the types of assessment teachers will choose.

Types of Assessment Tools:

- | | | |
|-----------------------------------|----------------------|--------------------|
| • Anecdotal Records | • Exemplars | • Projects |
| • Audio/video clips | • Graphic Organizers | • Questions |
| • Case Studies | • Journals | • Quizzes |
| • Checklists | • Literacy Profiles | • Role Plays |
| • Conferences | • Observations | • Rubrics |
| • Debates | • Podcasts | • Self Assessments |
| • Demonstrations | • Portfolios | • Tests |
| • Documentation using photographs | • Presentations | • Wikis |

Assessment Guidelines

It is important that students know the purpose of an assessment, the type, and the marking scheme being used. The following criteria should be considered:

- a rationale should be developed for undertaking a particular assessment of learning at a particular point in time
- all students should be provided with the opportunity to demonstrate the extent and depth of their learning
- assessments should measure what they intend to measure
- criteria used in the assessment should be shared with students so that they know the expectations
- evidence of student learning should be collected through a variety of methods and not be based solely on tests and paper and pencil activities
- feedback should be descriptive and individualized to students
- learning outcomes and assessment criteria together should provide a clear target for student success

Evaluation

Evaluation is the process of analyzing, reflecting upon, and summarizing assessment information, and making judgements or decisions based on the information gathered. Evaluation is conducted within the context of the outcomes, which should be clearly understood by learners before teaching and evaluation take place. Students must understand the basis on which they will be evaluated and what teachers expect of them.

During evaluation, the teacher:

- interprets the assessment information and makes judgements about student progress
- makes decisions about student learning programs

Section Two: Curriculum Design

English Language Arts

Language is the central means through which students formulate thoughts and communicate their ideas with others. The English language arts curriculum identifies the processes of thinking that support students' ability to use language to make meaning of texts, whether they are producing texts of their own or interacting with texts created by others.

Experiences with texts are designed to enhance students':

- ability to be creative
- capacity to respond personally and critically
- celebration of diversity
- understanding of metacognition and critical thinking
- use of knowledge and language strategies

The English language arts curriculum supports literacy development through both integrated experiences and the teaching of discrete skills in speaking and listening, reading and viewing, and writing and representing. The curriculum at all levels supports multiple literacies which enable students to interact with and create a variety of digital, live, and paper texts. As students use, interact with and create texts, they increase their knowledge, experience, and control of language. The curriculum also fosters students' understanding of self and others as well as their ability to be clear and precise in their communication.

The English language arts curriculum creates opportunities for balance and integration among six strands of learning in speaking, listening, reading, viewing, writing, and representing. While the strands are delineated separately for the purposes of explanation in curriculum guides, they are taught in an integrated manner so that the interrelationships between and among the language processes are virtually indistinguishable; the processes of making meaning from and with texts are continual and recursive in nature.

Students use a variety of cognitive processes to make meaning such as analyzing, determining importance, inferring, making connections, monitoring comprehension, predicting, synthesizing, and visualizing. Focusing on these processes while students speak, listen, read, view, write and represent will support the development of lifelong literacy learning.

Curriculum Outcomes Framework

Below are the key stage 3 outcomes aligned with the general curriculum outcomes for English language arts. The general curriculum outcomes are common to all grades, the key stage outcomes summarize students' expected achievement at the end of each key stage. The specific curriculum outcomes for Grade 1 are presented in each strand overview, beginning on page 29.

Strand	General Curriculum Outcomes	Key Stage Outcomes
Speaking and Listening	1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.	<ul style="list-style-type: none"> 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
	2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.	<ul style="list-style-type: none"> 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
	3. Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.	<ul style="list-style-type: none"> use basic courtesies and conventions of conversation in group work and co-operative 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
Reading and Viewing	4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.	<ul style="list-style-type: none"> 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
	5. Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.	<ul style="list-style-type: none"> answer, with assistance, their questions and those of others by seeking information from a variety of texts <ul style="list-style-type: none"> 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

Strand	General Curriculum Outcomes	Key Stage Outcomes
<i>Reading and Viewing</i>	6. Students will be expected to respond personally to a range of texts.	<ul style="list-style-type: none"> • 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
	7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.	<ul style="list-style-type: none"> • question information presented in print and visual texts <ul style="list-style-type: none"> - use a personal knowledge base as a frame of reference • identify some different types of print and media texts <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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
<i>Writing and Representing</i>	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.	<ul style="list-style-type: none"> • use writing and other forms of representation to <ul style="list-style-type: none"> - 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
	9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.	<ul style="list-style-type: none"> • create written and media texts using a variety of forms <ul style="list-style-type: none"> - experiment with the combination of writing with other media to increase the impact of their presentations • demonstrate some awareness of purpose and audience <ul style="list-style-type: none"> - 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

Strand	General Curriculum Outcomes	Key Stage Outcomes
<i>Writing and Representing</i>	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.	<ul style="list-style-type: none">• 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

Primary English Language Arts

The Primary English Language Arts curriculum recognizes the developmental nature of young learners as they acquire literacy skills. The curriculum encourages growth in student language development through participation in authentic language experiences. Students in primary English language arts:

- are supported on the continuum for language learning in their stage of development
- create imaginative representations
- develop language skills with an emphasis on oral language
- interact and engage with a variety of texts daily
- learn how to view, think, and respond critically to texts encountered
- learn to speak, listen, read, view, write, and represent from an integrated teaching style
- use the four cueing systems to develop proficient reading and writing skills
- use the processes of thinking: predicting, sequencing, synthesizing, self-monitoring, analyzing, evaluating, inferring, and making connections

Suggested Yearly Plan

Given the range of developmental levels in a grade one classroom, it is necessary to establish classroom structures and routines at the beginning of the school year which will enable a productive and engaging learning environment for the entire year.

An effective plan for an English language arts program incorporates a variety of tasks which support greater independence in student learning over time. There is a focus on all modes of communication; speaking and listening, reading and viewing, and writing and representing.

In order to optimize literacy learning it is recommended that teachers, with the help of administrators, schedule a block of time (approximately 70-90 minutes a day), referred to as a Literacy Block, where interruptions are minimal. This time is not strictly allocated for English language arts. Instead, it will integrate literacy learning in other subject areas. Although all aspects of literacy are integrated, this approach allows time for explicit instruction, time for students to apply newly learned skills, time for teachers to support students as they practice, and time for appropriate assessment and feedback. It should also include a time for the teacher to check the status of the class, to determine where students are in their work, and set directions for the remainder of the block. The Literacy Block includes routines, established early in the year, which clearly indicate to students procedures to follow for instruction, guided learning, independent practice, group work, conferences with other students and the teacher, etc. Routines, once established will provide opportunities for the teacher to work with a small group or an individual while the remainder of the class engages in purposeful learning in English language arts. It is important to include a variety of print and digital texts in classroom libraries that interest students at their appropriate reading levels. As routines become established, teachers regularly conference with students to offer meaningful feedback on both the successes they are experiencing, as well as to provide specific direction on how to improve in a particular area. This learning structure encourages students to work at their own pace while taking a greater responsibility for their own learning.

Literacy Block (Reader's Workshop/Writer's Workshop)				
Organization and Time	Teaching and Learning Context			
Whole Group (10-20 minutes)	<ul style="list-style-type: none"> Read Aloud/Mini-lesson - The teacher demonstrates while thinking the process ahead (Reader's Workshop) Modelled Writing/Mini-lesson (Writer's Workshop) Shared Reading/Writing - The teacher provides direction and invites students to participate (Note: Purposeful talk, language, and word study is integrated into all approaches)			
	Status of the Class - quick overview of student activity for next 50-60 minutes			
Small Group and Individual (50-60 minutes)	Teacher	Students		
	Guided Reading/ Guided Writing - teacher scaffolds instruction and provides support	Independent Reading or Independent Writing - students work independently and the teacher offers support only as necessary		
	Conferencing	Follow-up Activities	Reading and Responding to Text	Personal Reading/ Writing
Whole Group (10-20 minutes)	Group Sharing Time			

How to Use the Four Column Curriculum Layout

Outcomes

Column one contains specific curriculum outcomes (SCO) and accompanying delineations where appropriate. The delineations provide specificity in relation to key ideas.

Outcomes are numbered in ascending order

Delineations are indented and numbered as a subset of the originating SCO.

All outcomes are related to general curriculum outcomes.

Focus for Learning

Column two is intended to assist teachers with instructional planning. It also provides context and elaboration of the ideas identified in the first column.

This may include:

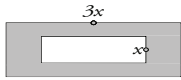
- references to prior knowledge
- clarity in terms of scope
- depth of treatment
- common misconceptions
- cautionary notes
- what teachers need to know to scaffold and challenge student's learning


Sample Performance Indicator(s)

This provides a summative, higher order activity, where the response would serve as a data source to help teachers assess the degree to which the student has achieved the outcome.

Performance indicators are typically presented as a task, which may include an introduction to establish a context. They would be assigned at the end of the teaching period allocated for the outcome.

Performance indicators would be assigned when students have attained a level of competence, with suggestions for teaching and assessment identified in column three.

SPECIFIC CURRICULUM OUTCOMES	
<i>GCO 1: Represent algebraic expressions in multiple ways</i>	
Outcomes	Focus for Learning
<p>Students will be expected to</p> <p>1.0 model, record and explain the operations of multiplication and division of polynomial expressions (limited to polynomials of degree less than or equal to 2) by monomials, concretely, pictorially and symbolically. [GCO 1]</p> <p>1.2 model division of a given polynomial expression by a given monomial concretely or pictorially and record the process symbolically.</p> <p>1.3 apply a personal strategy for multiplication and division of a given polynomial expression</p>	<p>From previous work with number operations, students should be aware that division is the inverse of multiplication. This can be extended to divide polynomials by monomials. The study of division should begin with division of a monomial by a monomial, progress to a polynomial by a scalar, and then to division of a polynomial by any monomial.</p> <p>Division of a polynomial by a monomial can be visualized using area models with algebra tiles. The most commonly used symbolic method of dividing a polynomial by a monomial at this level is to divide each term of the polynomial by the monomial, and then use the exponent laws to simplify. This method can also be easily modelled using tiles, where students use the sharing model for division.</p> <p>Because there are a variety of methods available to multiply or divide a polynomial by a monomial, students should be given the opportunity to apply their own personal strategies. They should be encouraged to use algebra tiles, area models, rules of exponents, the distributive property and repeated addition, or a combination of any of these methods, to multiply or divide polynomials. Regardless of the method used, students should be encouraged to record their work symbolically. Understanding the different approaches helps students develop flexible thinking.</p>
	<p>Sample Performance Indicator</p> <p>Write an expression for the missing dimensions of each rectangle and determine the area of the walkway in the following problem:</p> <ul style="list-style-type: none"> The inside rectangle in the diagram below is a flower garden. The shaded area is a concrete walkway around it. The area of the flower garden is given by the expression $2x^2 + 4x$ and the area of the large rectangle, including the walkway and the flower garden, is $3x^2 + 6x$. 

SPECIFIC CURRICULUM OUTCOMES	
<i>GCO 1: Represent algebraic expressions in multiple ways</i>	
Sample Teaching and Assessment Strategies	Resources and Notes
<p>Teachers may use the following activities and/or strategies aligned with the corresponding assessment tasks:</p> <p>Modeling division using the sharing model provides a good transition to the symbolic representation. For example, $\frac{3x+12}{3} = \frac{3x}{3} + \frac{12}{3}$. To model this, students start with a collection of three x-tiles and 12 unit tiles and divide them into three groups.</p>  <p>For this example, $x + 4$ tiles will be a part of each group, so the quotient is $x + 4$.</p> <p>Activation</p> <p>Students may</p> <ul style="list-style-type: none"> Model division of a polynomial by a monomial by creating a rectangle using four x^2-tiles and eight x-tiles, where $4x$ is one of the dimensions. <p>Teachers may</p> <ul style="list-style-type: none"> Ask students what the other dimension is and connect this to the symbolic representation. <p>Connection</p> <p>Students may</p> <ul style="list-style-type: none"> Model division of polynomials and determine the quotient <p>(i) $(6x^2 + 12x - 3) \div 3$</p> <p>(ii) $(4x^2 - 12x) \div 4x$</p> <p>Consolidation</p> <p>Students may</p> <ul style="list-style-type: none"> Draw a rectangle with an area of $36a^2 + 12a$ and determine as many different dimensions as possible. <p>Teachers may</p> <ul style="list-style-type: none"> Discuss why there are so many different possible dimensions. <p>Extension</p> <p>Students may</p> <ul style="list-style-type: none"> Determine the area of one face of a cube whose surface area is represented by the polynomial $24s^2$. Determine the length of an edge of the cube. 	<p>Authorized</p> <ul style="list-style-type: none"> <i>Math Makes Sense</i> 9 Lesson 5.5: Multiplying and Dividing a Polynomial by a Constant Lesson 5.6: Multiplying and Dividing a Polynomial by a Monomial ProGuide: pp. 35-42, 43-51 CD-ROM: Master 5.23, 5.24 See It Videos and Animations: Multiplying and Dividing a Polynomial by a Constant, Dividing Multiplying and Dividing a Polynomial by a Monomial, Dividing SB: pp. 241-248, 249-257 PB: pp. 206-213, 214-219

Resources Notes

Column four references supplementary information and possible resources for use by teachers.

These references will provide details of resources suggested in column two and column three.

Suggestions for Teaching and Assessment

This column contains specific sample tasks, activities, and strategies that enable students to meet the goals of the SCOs and be successful with performance indicators. Instructional activities are recognized as possible sources of data for assessment purposes. Frequently, appropriate techniques and instruments for assessment purposes are recommended.

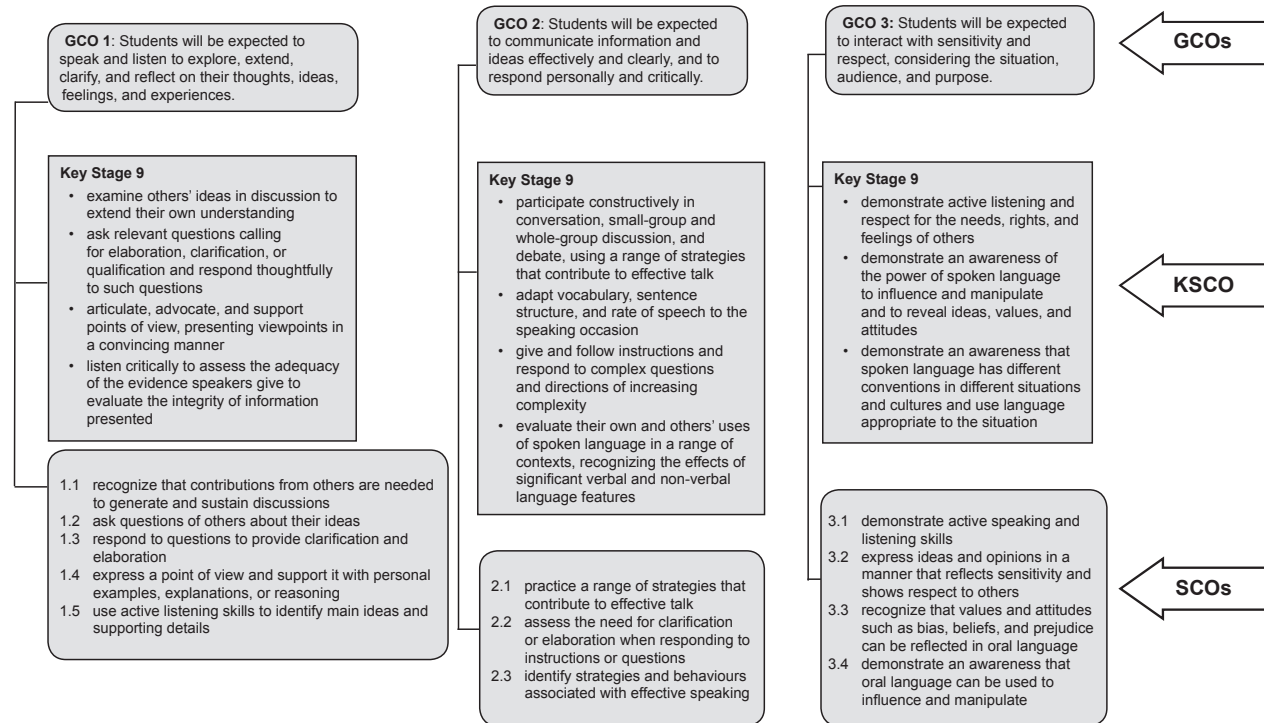
Suggestions for instruction and assessment are organized sequentially:

- Activation - suggestions that may be used to activate prior learning and establish a context for the instruction
- Connection - linking new information and experiences to existing knowledge inside or outside the curriculum area
- Consolidation - synthesizing and making new understandings
- Extension - suggestions that go beyond the scope of the outcome

These suggestions provide opportunities for differentiated learning and assessment.

How to use a Strand Overview

At the beginning of each strand grouping there is explanation of the focus for the strand and a flow chart identifying the relevant GCOs, KSCOs and SCOs.



The SCOs Continuum follows the chart to provide context for teaching and assessment for the grade/course in question. The current grade is highlighted in the chart.

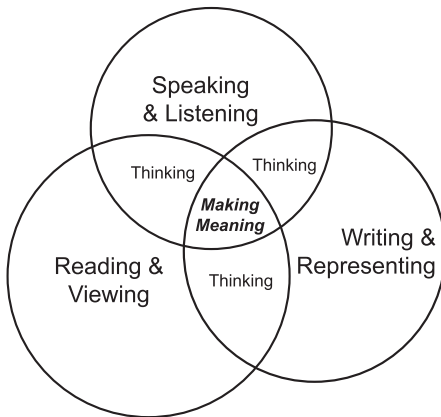
	Previous Grade	Current Grade	Next Grade
GCO	GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.		
SCOs	Grade 6	Grade 7	Grade 8
	1.0 examine how sharing experiences, explanations or reasoning with others clarifies and extends thinking	1.1 recognize that contributions from others are needed to generate and sustain discussions	1.1 reflect upon the contribution of others' ideas during discussion
	2.0 use active listening strategies for a variety of purposes	1.2 ask questions of others about their ideas	1.2 ask questions of others for clarification
	3.0 assess how thinking may be affected as a result of listening to others	1.3 respond to questions to provide clarification and elaboration	1.3 respond to questions to provide accuracy, relevancy, and validity
		1.4 express a point of view and support it with personal examples, explanations, or reasoning	1.4 express a point of view and support it with personal examples and evidence from various sources
		1.5 use active listening skills to identify main ideas and supporting details	1.5 use active listening skills to interpret main ideas and the relevancy of supporting details

Section Three: Specific Curriculum Outcomes

Speaking and Listening

Speaking and Listening

Focus



Students speak and listen to express themselves and communicate ideas through oral language. “Talk is the bridge that helps students make connections between what they know and what they are coming to know.” (Booth, 1994) To make meaning through oral language students must:

- activate prior knowledge, ideas and experiences
- monitor their thinking (i.e., metacognition)
- reflect on experiences, ideas and beliefs

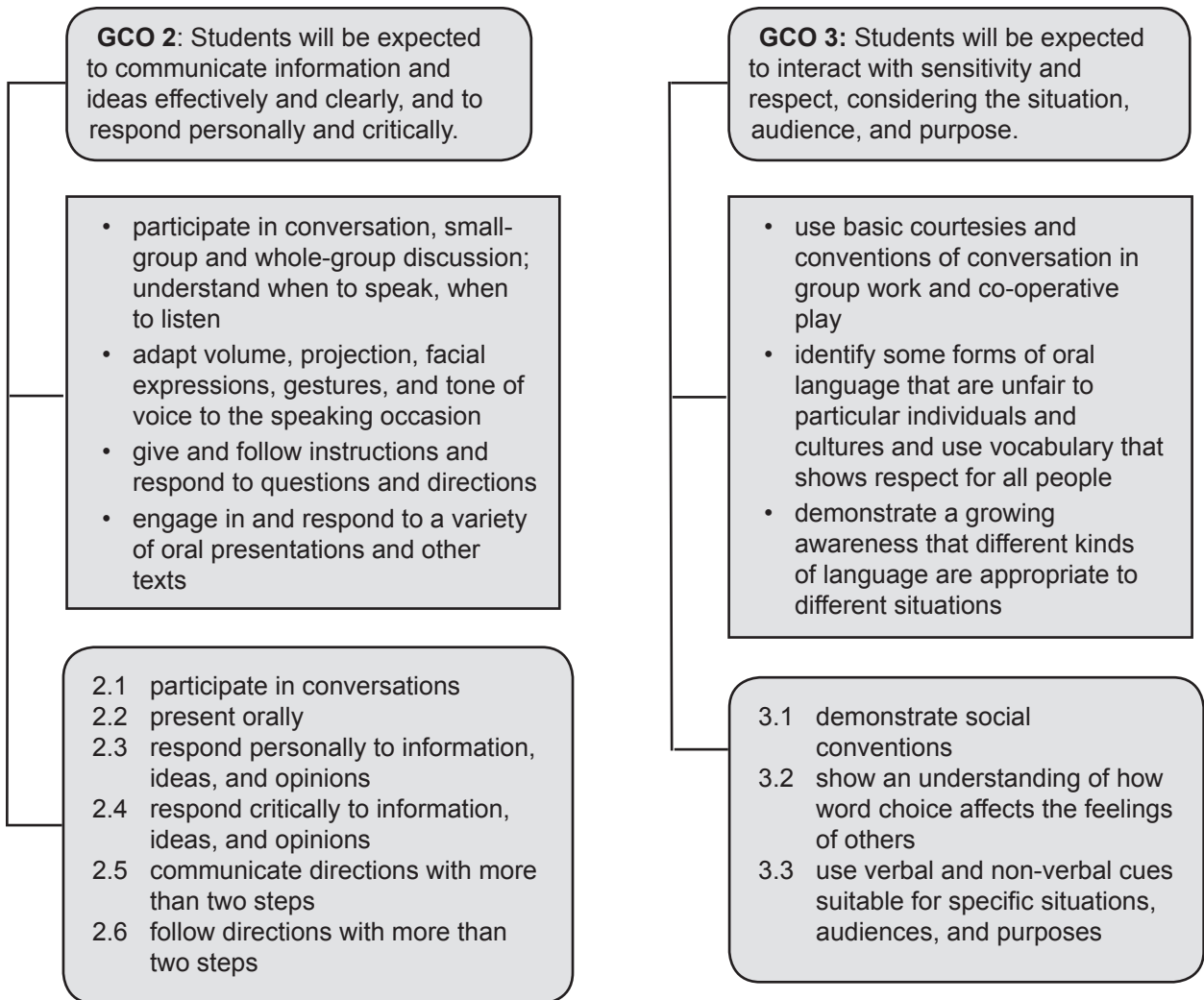
Students are more likely to share ideas and actively listen in a classroom environment that supports risk-taking in open conversations and discussions. They should make connections between what they hear, read or view and what they create through speaking, writing and representing. The Venn diagram represents the interconnectedness among these processes and making meaning.

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.

- 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

- 1.1 describe personal experiences orally
- 1.2 listen in a variety of situations for different purposes
- 1.3 ask questions to seek more information
- 1.4 respond to questions to clarify information
- 1.5 retell events and familiar stories in sequence
- 1.6 use aspects of language
- 1.7 reflect upon a variety of oral texts



SCO Continuum

A continuum provides valuable information about the expectations for students for the previous, current, and following grade.

<div style="border: 1px solid black; border-radius: 15px; padding: 10px; text-align: center; margin-bottom: 10px;"> GCO 1: Students will be expected to speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings, and experiences. </div>		
Kindergarten	Grade 1	Grade 2
1.1 share personal experiences orally	1.1 describe personal experiences orally	1.0 describe personal experiences orally
1.2 listen respectfully to experiences and feelings shared by others	1.2 listen in a variety of situations for different purposes	2.0 listen in a variety of situations for different purposes
1.3 ask questions to seek more information	1.3 ask questions to seek more information	3.0 ask questions to seek more information
1.4 respond to questions that seek clarification	1.4 respond to questions to clarify information	4.0 respond to questions to clarify information
1.5 retell events and familiar stories in sequence	1.5 retell events and familiar stories in sequence	5.0 retell events and familiar stories in sequence
1.6 explore aspects of language	1.6 use aspects of language	6.0 use aspects of language
1.7 reflect upon a variety of oral texts	1.7 reflect upon a variety of oral texts	7.0 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.

Kindergarten	Grade 1	Grade 2
2.1 participate in conversations	2.1 participate in conversations	8.0 participate in conversations
2.2 share information, ideas, and opinions orally	2.2 present orally	9.0 engage in oral presentations
2.3 respond personally to information, ideas, and opinions	2.3 respond personally to information, ideas, and opinions	10.0 respond personally to information, ideas, and opinions
2.4 respond critically to information, ideas, and opinions	2.4 respond critically to information, ideas, and opinions	11.0 respond critically to information, ideas, and opinions
2.5 give directions with more than one step	2.5 communicate directions with more than two steps	12.0 communicate directions with multiple steps
2.6 follow directions with more than one step	2.6 follow directions with more than two steps	13.0 follow directions with multiple steps

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

Kindergarten	Grade 1	Grade 2
3.1 demonstrate awareness of social conventions	3.1 demonstrate social conventions	14.0 demonstrate social conventions
3.2 demonstrate an awareness of how word choice affects the feelings of others	3.2 show an understanding of how word choice affects the feelings of others	15.0 show an understanding of how word choice affects the feelings of others
3.3 develop an awareness of how word choice affects the feelings of others	3.3 use verbal and non-verbal cues suitable for specific situations, audiences, and purposes	16.0 use verbal and non-verbal cues suitable for specific situations, audiences, and purposes

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 describe personal experiences orally

Focus for Learning

Oral language is the foundation for all literacy learning. Social relationships develop as students interact with each other. These interactions help them gain knowledge, skills, and confidence by telling stories, recounting events, and participating in discussions as speakers and listeners. They need many opportunities throughout the day to talk with and listen to their peers in large and small groups.

It is important to model effective oral communication and show students how to express their ideas and opinions in coherent and interesting ways by demonstrating the thinking processes that describe and clarify feelings, thoughts, opinions, and ideas about personal experiences. When teachers use the think aloud strategy, students gain insight into their own thought processes and learn how to participate in oral discussions. This strategy may be included in daily sharing routines whereby the teacher talks about an experience with the students from a previous evening such as involvement in coaching, participation in a hobby, family activity, etc. The sharing of the personal experience is intended to help students think about how the information is shared to describe the ideas, experiences and feelings and to observe what the speaker does to captivate the interest of the audience.

Developing oral language skills is crucial when helping students bridge the gap between what is spoken and what is written. Students use oral language to make connections during social interactions as they communicate through play and other learning activities. In GCO 1, students are expected to communicate orally with one another about the thoughts they have and the connections they make to personal ideas. In kindergarten, there is an expectation for students to share and listen to personal experiences through conversations. In grade one, students are expected to expand on the sharing and listening by describing their personal experiences in detail during:

- participation in a variety of groups
- discussions about classroom or community issues
- informal talk during brainstorming, questioning, sharing, etc.
- formal talk when describing personal experiences, storytelling, role playing, presenting book talks, show and tell, and oral reports, etc.
- expressions of 'think aloud' statements that share opinions and extend their understanding. Statements may include:
 - I wonder why...?
 - When you mentioned that, I was thinking...
 - That reminds me of...
 - I would like to know more about...

Speaking and listening activities may cause some students to feel vulnerable. It is important, therefore, to help build students' self-esteem and confidence when developing oral language skills. Students are encouraged to take risks as they engage in speaking and listening activities. Some students may prefer to begin sharing one-on-one with a teacher or a peer.

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Include sharing circles in classroom routines to establish the expectation to promote various kinds of talk in a language-rich environment for social interaction, thinking and literacy development.
- Model descriptions of personal experiences.
- Use visuals as springboards to speak about personal experiences. For example, the digital conversation card entitled *Children with Leaves* may be used to start a discussion by asking: *Do you collect leaves?, Did you ever walk on a street full of leaves?, Do you like playing in the leaves?, etc.*
- Select a read-aloud such as *Owl Moon* by Jane Yolen to discuss related personal experiences. Activate and build prior knowledge before reading to make personal connections to the text.

Connection

Teachers may

- Encourage students to take turns describing personal experiences using a puppet.
- Create an “Idea Jar” by filling a container with ideas to generate discussions about personal experiences (e.g., trips, family, pets, lost tooth, trying a new food).

Students may

- Share journals, objects, or media texts to describe personal experiences in a variety of groupings.
- Use sentence stems to support discussions about personal experiences. The stems may include: *When I went to visit...*, *During the summer ...*, or *I remember when...*
- Connect new information gained from texts, discussions, oral presentations, etc., to personal experiences. For example, after a bicycle safety presentation, connections may be made to personal bicycling experiences.

Consolidation

Teachers may

- Use a visual prompt, such as *Monster in the Garden* to assess student descriptions of similar personal experiences. Suggested prompts may include: *Have you ever been scared by a costume or tried to scare someone?, Did you ever wear a costume?*
- Assess and document daily oral language behaviours using a tool such as *The Grade One Oral Language Assessment Scale*. Specific behaviours to note for this outcome can be found under the sub-heading, *Language for Learning*.

Resources and Notes

Authorized

Appendices

- Appendix B5: Conversation Prompts

Literacy Place for the Early Years Grade 1 (Teacher Resource [TR])

- Grade 1 Oral Language Conversation Card CD
- Large Format Cards
- *Emotions/Interactions* selections:
 - No. 7: *Monster in the Garden*
 - No. 4: *Children with Leaves*

- Synthesizing Unit Teacher Guide

- p. 5

- Sequencing Unit Teacher Guide

- pp. 5-7

- Analyzing Unit Teacher Guide

- pp. 18-19

- Changes Inquiry Unit Guide

- pp. 9-10

- Puppet Collection

Grade 1 Science Library

- Unit 1: Daily and Seasonal Changes
 - *Owl Moon*

First Steps Oral Language Resource Book (Teacher Resource [TR])

- p. 43

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 in a variety of situations for different purposes

Focus for Learning

Students need explicit instruction to develop listening skills. They require authentic opportunities to participate as listeners by watching, hearing, responding, and thinking about the messages being sent by speakers in texts such as podcasts, songs, audio recordings, poetry, stories, rhymes, chants, advertisements, e-books, or websites.

The importance of demonstrating respectful listening behaviors is established at the beginning of the year when routines are introduced. They are reinforced throughout the year as specific curriculum outcomes in GCO 3 are addressed.

There is an expectation for students to listen for different purposes as outlined in the chart below. Students should be provided authentic purposes for different types of listening through integrated learning experiences.

Purposes for Listening	<ul style="list-style-type: none"> to identify and differentiate between the specific sounds in language to be entertained (appreciative) to develop a personal response (critical or discriminative listening) to gain information (efferent listening) to provide a specific response to a question (critical or discriminative listening) 	Types of Listening	Definition
		Discriminative	listening that distinguishes between the sounds of language and interprets non-verbal oral communication
		Appreciative	listening for enjoyment
		Efferent	listening to understand a message and to remember important information often required to learn in new situations
		Critical	listening to evaluate, or to make a judgement about a message

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Model the different purposes for listening as listed in the chart in column two.
- Demonstrate active listening behaviours in daily classroom interactions with students. Student observation of teacher's interest and connectedness to student messages helps them develop an understanding of the importance of active listening.
- Establish a classroom environment where students respect the importance of purposeful listening.

Students may

- Engage in discussions about purposeful listening behaviours.
- Create a classroom anchor chart of active listening behaviours and how they look and sound in a variety of situations.

Connection

Teachers may

- Provide many opportunities for students to practise listening as they play and socially interact in small and large groups.
- Discuss and set a purpose for listening; enjoyment, information, critical and/or personal response. For example, the lyrics of a song such as *What Do You Do in the Cold?* may be played for students to find the answers to little frog's question to his five friends during his first autumn.
- Model listening for information by using a think aloud strategy.
- Use organizational charts such as a Q-matrix or a RAN chart to demonstrate how to collect information gained through listening.

Students may

- Work in small groups to create a skit which depicts a purpose for listening.
- Identify purposes for listening after viewing scenarios depicting speaking and listening interactions between familiar characters from various media sources such as web sites, television programs, movies, books, etc. in a classroom discussion.

Consolidation

Teachers may

- Observe and note how students demonstrate active listening strategies using a tool such as the *Oral Language Assessment Scale*. Note specific behaviours under the sub-heading, Language for Social Relationships.

Students may

- Use a RAN chart to record information gained through listening.

Resources and Notes

Authorized

Appendices

- Appendix B1: A Good Listener
- Appendix B2: Q-Matrix Chart
- Appendix B8: RAN Chart

Literacy Place for the Early Years Grade 1 (TR)

- Changes Inquiry Unit Guide
 - pp. 50-51
- Evaluating Strategy Unit Teacher Guide
 - p. 13
- Sequencing Unit Teacher Guide
 - pp. 83-84
- Writing Guide
 - pp. 47, 194
- Reading Guide:
 - p. 195
- Grade 1 Songs and Music Audio CD: *What Do You Do In The Cold?* (audio)
- Puppet Collection
- Digital Conversation Cards
- Large Format Cards

Teaching and Learning Strategies

- [www.k12pl.nl.ca/curr/k-6/ela/grade-2/teaching-and-learning-strategies/using-the-ran-strategy-\(reading-and-analyzing-non-fiction\).html](http://www.k12pl.nl.ca/curr/k-6/ela/grade-2/teaching-and-learning-strategies/using-the-ran-strategy-(reading-and-analyzing-non-fiction).html)
 - *Using the RAN Strategy* (video)

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-1/resource-links.html

- Writing Guide Graphic Organizers from Scholastic
- Reading Guide Graphic Organizers from Scholastic
- Shared eReading Grade 1 selections

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

- 1.3 ask questions to seek more information
- 1.4 respond to questions to clarify information

Focus for Learning

Questioning and responding should be integral parts of teacher modelling as it enables teachers and students to bring clarity to what is being discussed. Using effective questioning techniques in a safe environment can also help students seek more information. Encourage students to describe and respond to their personal experiences by asking questions to clarify responses such as:

- Can you tell me more about...?
- Is there anything else you would like to add?
- What did you notice when...?
- Is there anything else you enjoyed?
- What happened when...?

The distinction between a question and a statement will require explicit instruction. Students rely on teacher modelling to hear how effective questions are asked and what information is included in the details of a response. Questioning is key to information gathering. Responses to these questions can deepen understanding. Through practice, students will ask questions to help them understand the link between their questions and the questions asked by others. Opportunities for students to create and respond to questions about a variety of texts, topics, objects, etc. should occur daily. For example, a display board may be used to post a question and a response of the day. A student may be selected to post a question and classmates are invited to provide their responses throughout the day.

Sample Performance Indicator

Choose a topic in science or health and think about the names of objects and materials that you learned about while exploring the topic. Take turns with a partner and guess what is being thought about by asking questions to help you identify the object or material. Your partner will respond to your question and make the information clear. For example, the topic of bicycle safety may invite questions about a helmet, horn, elbow pads, etc. Questions may include: Is it worn on your body?, Does it protect your head?, Does it warn people?, etc. A response may include: Yes it is worn on your head to protect your skull. It warns people that you are approaching them so that you will both be safe.

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Include an *I Wonder* in daily classroom routines.
- Use mentor texts, such as *Is This a Moose?*, *What Do You Do in the Cold?*, and *Whose Teeth Are These?*, to discuss the difference between a question and a response. Differentiate the two using different coloured sticky notes.
- Use scenarios with insufficient details to encourage students to ask questions that seek information. For example, use a field trip announcement without the date, time, or destination.
- Support questioning development by using different question stems to encourage student explorations of unusual objects.

Connection

Teachers may

- Support the use of questions with prompts on a beach ball, sticky note, colour-coded slip or a random selector on an interactive white board. Stems may include the five W's.
- Demonstrate how a Q-Matrix chart can be used to generate questions about animals on the *National Geographic Kids Website*.
- Support student descriptions of personal experiences through the use of questioning. Questions may include: *Can you tell me more about...?*, *Can you give me an example?*, etc.

Students may

- Ask questions about peer-created daily messages.
- Respond to questions through role-play and/or show and share.
- Take turns asking and responding to questions about visuals portrayed on conversation cards such as *Boy Catching a Fish*.

Consolidation

Teachers may

- Provide frequent opportunities for questioning and response time.
- Assemble a collection of artifacts such as a bucket from Jack and Jill to represent familiar stories or nursery rhymes. Students select an artifact and speak in character to share its memory of story events and respond to questions about the story.
- Use a questioning techniques checklist to record observations

Students may

- Pose questions when playing the Twenty Questions game.
- Select items from a teacher-generated "Mystery Box" and pose questions to identify the items with a partner.

Resources and Notes

Authorized

Appendix B2: Q-Matrix Chart

Literacy Place for the Early Years Grade 1 (TR)

- Self-Monitoring Unit Teacher Guide
 - pp. 6-8
- Predicting Unit Teacher Guide
 - p. 17
- Analyzing Unit Teacher Guide
 - pp. 27-35
- Changes Inquiry Unit Guide
 - pp. 28-39
- Digital Conversation Cards CD: Selection No.10, *Boy Catching a Fish*
- Grade 1 Songs and Music Audio CD: Selection No. 16, *What Do You Do In The Cold?*
- Read Aloud
 - *Whose Teeth Are These?*
- Shared eReading
 - *Is This a Moose?* (print and digital)
 - *What Do You Do in the Cold?* (digital)

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-1/resource-links.html

- National Geographic Kids Website
- Let's Talk Science: Questioning Q-Matrix Chart

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

- 1.5 retell events and familiar stories in sequence

Focus for Learning

Students like to talk about familiar stories and experiences. The retelling of these stories draws on language skills which require students to sequence events with a beginning, middle, and ending, select language, empathize with the developing characters and evoke settings for whomever the audience may be. Students may require prompting during retellings to expand on their ideas, descriptions and word choices. Through prompting and modelling students will be able to distinguish between a retelling that is exciting to listen to and one that is less engaging. For example, ask students which one of the following retellings sounds more interesting:

- *I went to the store and then I went home.*
- *Over the weekend, I went to my Nan's house. We read books together, baked cookies and we walked to the store. I was sad when I had to leave.*

Language structures are reinforced when students are engaged in daily oral storytelling. The focus of the oral stories should be retellings from memory rather than reading from a chart or book since they are oral retellings rather than shared reading. These stories promote listening skills, sequencing, rhyme, rhythm, and repetition. As students revisit oral retellings, they become more familiar with the story and begin to join in the retelling of parts that are familiar. As the year progresses, students should be provided with opportunities to build a repertoire of oral retellings that they can share from memory. *The Key to the Kingdom* is an example of an oral story that may be used as a greeting to start or end the day or a way to transition students to a large group activity.

Sample Performance Indicator

Use visuals such as the science card, *What Do You Do in the Morning?*, from the daily and seasonal changes unit to orally retell events in a sequential order.

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Engage in oral storytelling, retellings, and recitings of familiar rhymes and stories focusing on the beginning, middle, and end.
- Use puppets to model think aloud strategies for retelling events.
- Retell personal experiences and familiar stories in sequence.
- Model and use ordinal and transitional language in instructions and procedures in all curriculum areas.

Connection

Teachers may

- Capture classroom events digitally and use the photographs to help sequence the story.
- Retell oral stories, such as *The Key to the Kingdom*, from memory. Revisit stories frequently to support the retelling.

Students may

- Use a story stick to retell a favourite read aloud. Start the retelling by describing the beginning of the story while holding the story stick. The stick is passed to share the next event until the story is retold.
- Re-create the scenes of a story in sequence by illustrating, painting, or using found materials.
- Dramatize and re-enact stories or rhymes.
- Create a retelling bracelet using a pipe cleaner and a green bead for the beginning, a red bead for the ending, and different coloured beads for the middle. Retell a story by sliding each bead from left to right as the sequence of events are retold.
- Use a story map to sequentially retell the main events in a story.
- Sequence conversation cards (beginning, middle and end).

Consolidation

Teachers may

- Observe student retellings to determine if the beginning, middle, and ending of a story are included.
- Observe and record how students sequence events in a retelling of a familiar selection, such as *Not Another Dinosaur*.

Extension

Students may

- Use a tri-fold foldable to illustrate the beginning, middle, and ending of a weekend event and use it to guide the oral retelling.

Resources and Notes

Authorized

Appendices

- Appendix B3: The 5 W's

Literacy Place for the Early Years Grade 1 (TR)

- Writing Guide
 - pp. 91-103
 - Sequence Cards Nos. 29-31: *May I Have a Cookie?*
 - Sequence Cards Nos. 21-23: *These Are Mine These Are Mine*
- Sequencing Unit Guide
 - pp. 8-10, 17-19
- Analyzing Unit Guide
 - pp. 18-19
- Predicting Unit Guide
 - pp. 19-20
- Changes Inquiry Unit Guide
 - pp. 50-51
- Shared Reading
 - *School Days: Not Another Dinosaur* (print and digital)
- Puppet Collection

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/kindergarten/component-3-videos/

- Segment No. 1 Interview Storytelling: *The Key to the Kingdom* (video)
- Segment No. 2 Story Telling Part 2 (video)

Other curriculum resources

- *Newfoundland and Labrador Let's Do Science* (Science 1)
 - Card: *What Do You Do in the Morning?*

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

1.6 use aspects of language

Focus for Learning

Aspects of language include sounds, rhymes, rhythms, language structures, repetition and storytelling. Oral language experiences begin at birth and they are the foundation for receptive and expressive skills. Consider if regional dialect influence students' responses during phonological awareness tasks.

Phonological awareness activities should be meaningful and engaging at all developmental levels. Students develop phonological awareness in literacy-rich environments where they have many opportunities to engage in word-play activities that involve: singing, chanting, experimenting with rhyme and rhythm, manipulating sounds in words using alliteration, and engaging in regular talk about words.

Instruction in phonological awareness should be embedded in daily literacy activities including the following instructional reading and writing approaches: read-aloud, shared reading, guided reading, word work, literacy centres, interactive writing, shared writing, and guided writing. A variety of groupings should be used to accommodate the various developmental levels of phonological awareness.

To develop phonemic awareness skills students need to learn that words are made up of individual sounds or phonemes. They need to practise manipulating these phonemes either by segmenting, blending, or changing individual phonemes within words to create new words. The key concepts of the terms included in the broad term of phonological awareness are indicated in the chart below.

Term	Key Concepts to include in Instructional Activities
Phonological Awareness	<ul style="list-style-type: none"> thinking about the sound structure of words understanding that language is made up of words, syllables, rhymes, and sounds segmenting, blending, and manipulating the parts of words recognizing and generating rhymes
Phonemic Awareness	<ul style="list-style-type: none"> segmenting, blending, and manipulating individual sounds in words
Phonics	<ul style="list-style-type: none"> sound/letter relationships
Segmenting	<ul style="list-style-type: none"> recognizing individual words in a sentence and breaking them apart by syllables, onset/rime, and sounds
Blending	<ul style="list-style-type: none"> putting word parts together
Manipulating	<ul style="list-style-type: none"> deleting, adding, and substituting sounds and/or word parts
Onset	<ul style="list-style-type: none"> in rhyming words, the sounds up to the vowel, e.g., <u>s</u>poon
Rime	<ul style="list-style-type: none"> in rhyming words, the vowel to the end of the word, e.g., spo<u>on</u>

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Use songs, chants and different types of rhymes (clapping, nonsense, action, story, finger, and seasonal) to help students distinguish the sounds in words. For example, phonemes at the beginning, middle and ending positions in words may be segmented and recognized during shared language experiences.
- Include authentic phonological and phonemic awareness activities in daily routines: manipulating (e.g., run to sun and bat to bag) and blending (e.g., f-i-s-h= fish) phonemes into words, recognizing and generating rhyming patterns, recognizing phonemes in medial positions (e.g., bat and can have the same medial sound) and segmenting words into onsets and rimes (word families).

Connection

Teachers may

- Revisit a read-aloud or a song, such as *Sleeping Bunnies*, to focus on phonological awareness. Use a bunny puppet to clap repetitive or rhyming words, place emphasis on syllables, show changes in actions, etc.
- Make reading and writing connections to sound-letter relationships heard and spoken.

Students may

- Use magnetic letters and a cookie sheet to create new words by manipulating the beginning, middle or ending sounds.
- Create their own repetitive patterns and rhyming schemes after exposure to predictable texts focusing on the sounds in language.
- Play with the sounds of word families using a predetermined action such as a clap after the target onset and/or rime is heard.
- Play with initial letter sounds by changing the beginning sound of a classmates' name with a chosen letter/sound. When the letter "M" is chosen, the name Valerie will change to Malerie.
- Explore word making activities on a website such as Starfall® or an app such as AbiTalk Phonics Vowels©.

Consolidation

Teachers may

- Note phonological and phonemic awareness behaviours using the *Oral Language Assessment Scale*.
- Observe student play as rhyming families are explored through board games, puzzles and media sources. Observe and note if rhymes are changed, extended, produced, recognized, and/or viewed as real or nonsensical.

Resources and Notes

Authorized

Appendices

- Appendix C2: Graphophonics Knowledge Chart
- Appendix D1: Oral Storytelling

Literacy Place for the Early Years Grade 1 (TR)

- Changes Inquiry Unit Guide
 - pp. 50-51
- Analyzing Unit Teacher Guide
 - pp. 11-16
- *Working With Words Guide*
- *Active Learning Kit*
 - *Let's Join In!* (print and digital)
 - *Bubblegum Books, and Bugs: Poems for You and Me* (print)
 - Puppet Collection: rabbit puppet
 - Grade 1 Songs and Music Audio CD: Selection Nos. 5 and 6, *Sleeping Bunnies*

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-1/resource-links.html

- *Oral Language* (multimedia clip)
- Starfall®
- AbiTalk Phonics Vowels©

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

- 1.7 reflect upon a variety of oral texts

Focus for Learning

Students require time to reflect on and share their ideas about the messages presented in oral texts. These texts need to be interpreted critically and they require the listener to reflect on the text for a specific purpose. For example, some nursery rhymes may be very familiar to children and they can recite them from memory but they haven't reflected on the contextual meaning. For example when the lyrics of the *Rock-a-Bye Baby* lullaby are examined students may question how this lullaby is comforting for a baby.

Rock-a-bye baby, in the treetop

When the wind blows, the cradle will rock

When the bough breaks, the cradle will fall

And down will come baby, cradle and all

Oral texts to consider for reflection 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, etc. Media texts often provide opportunities to reflect and think critically. Critical responses are explored further in GCO 2.

The idea of revisiting texts to find evidence to support opinions, confirm predictions, and discuss the author's word choices must be encouraged. Students should reflect on their own thinking (metacognition) in the context of hearing others' ideas, and talk about how their thinking is impacted. This connection between thinking and listening may:

- affirm ideas or opinions
- change thinking
- help when learning about a topic

Sample Performance Indicator

Listen to radio advertisements or television commercials and select one that interests you. Think about your choice. How did the creator make it interesting to you and what is the purpose of sending this message? Share your reflections with a small group and listen to their choices and why they were interested in the advertisement or commercial.

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Encourage reflection during listening activities.
- Use a think-aloud strategy to model reflective statements. The following stems may be used:
 - So far, I've learned...
 - This made me think of...
 - I think ____ will happen next.
 - I listened to that part again because...
 - I was confused by...
 - I think the most important part was...
 - That is interesting because...
 - I wonder why...
 - I realized I was right about...
 - I used to think... but now...
 - I changed my mind because...
 - I learned that...
 - I didn't know...until I heard that...
 - When I listened, I learned more about...

Connection

Teachers may

- Use oral texts as a springboard to share thoughts, ideas, feelings, and experiences in a sharing circle.

Students may

- Use symbols, words, sketches, etc. to share reflective thoughts on a graffiti wall (a print or digital space to record responses). The graffiti wall helps students “hear” each other’s ideas and reflect on their own thoughts as well as the thoughts of others.
- Revisit oral texts to reflect on evidence of voice in the text, descriptive word choice, organization, etc.
- Discuss new learnings about a topic or question with a partner.

Extension

Students may

- Share learning by creating news for an audio or video podcast, school announcement, etc.

Resources and Notes

Authorized

Appendices

- Appendix B4: Reflective Prompts

First Steps Oral Language Resource Book (TR)

- p. 145

Teaching and Learning Strategies

- www.k12pl.nl.ca/curr/k-6/ela/grade-3/teaching-and-learning-strategies/making-the-conversation-happen.html
- *Making the Conversation Happen* (video)

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

Outcomes

Students will be expected to

2.1 participate in conversations

Focus for Learning

Oral language development involves knowing what to say, how to say it in different social contexts, and how to listen attentively to make meaning from language that is heard in various social situations. GCO 2 focuses on the meaning in messages that students communicate orally to one another as they make connections to what they hear and justify their responses. There should be multiple opportunities for students to communicate, interpret, and respond to messages within an authentic context throughout the school day.

Conversations occur daily in the grade one classroom and they are integrated throughout all areas of the curriculum. The most authentic conversations occur while students are engaged with one another during small group and play activities.

Expectations for interacting and participating with partners, small groups, and/or large groups in a safe classroom environment must be established. Teachers may consider the use of flexible groups to ensure that there is an opportunity to interact with different students of varying abilities. Some students are reluctant to speak and may need some time to develop a comfort level speaking in groups.

Sample Performance Indicator

Participate in a “Monday Mingle” using an *Inside-Outside Circle* activity. Divide into two groups forming two circles. One group (minimum 3 students) forms an inside circle and the second group forms a circle around them (the outside circle). This strategy encourages conversation. Share a conversation about the weekend.

The activity begins by asking the outside circle to move two spaces to the right for a one minute conversation. The person facing them from the inside circle is his/her partner. The activity continues when the outside circle moves two spaces to the right to find their next partner. Additional movements may be added to extend the activity.

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Use a mentor text such as *Give Me Back My Dad* to highlight a conversation.
- Use visuals such as photos, objects, videos, posters, and book covers to initiate conversations with students.
- Design interactive learning areas throughout the classroom to promote conversations between students. For example, positioning structures such as art easels or student desks beside each other will encourage conversations between students.
- Display conversation prompts in the classroom such as:
 - This makes me think of...
 - I wonder if...
 - I don't understand how...
 - I think....because....
 - I predict that...
 - This reminds me of...
 - The author used ... to...
 - I just discovered that...
 - I agree/disagree with ... because...
 - I am puzzled about...

Connection

Teachers may

- Encourage conversation to represent real and imagined worlds during child-initiated play.
- Use Skype™ or FaceTime® to converse with other classrooms, authors, etc.

Students may

- Role-play situations where conversations are likely to occur such as the playground, canteen line-up, gymnasium etc.
- Use puppets to engage in conversations with a partner. Topics for conversation may include an after school activity, a happy event, a birthday celebration, an imaginary event, a favourite game or television show, etc.
- Engage in conversations to describe and explain (e.g., backyard/ bedroom/game), share personal information (e.g., things to do after school), express opinions (e.g., sports teams, school rules) recount experiences (e.g., a birthday party), share imaginative stories (e.g., winning a trip), and share strengths.

Consolidation

Teachers may

- Observe and record student participation in conversations during a math game or an exploratory science activity, etc. using the *Oral Language Development Checklist (Grade One)*.

Resources and Notes

Authorized

Appendices

- Appendix B5: Conversation Prompts

Literacy Place for the Early Years Grade 1 (TR)

- Self-Monitoring Unit
 - pp. 36-40
- Grade 1 Oral Language Conversation Cards CD
- Large Format Sequencing Cards
- Sequencing Unit
 - pp. 25-26
- K-3 Planning Guide
 - pp. 84-86
- Read Aloud
 - *Give Me Back My Dad*
- Puppet Collection

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-1/resource-links.html

- *Literacy Place for the Early Years Professional Website*
- Skype™ or FaceTime®

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

Outcomes

Students will be expected to
2.2 present orally

Focus for Learning

Knowledge gained from learning experiences offer many opportunities for students to present orally. Students are building on the expectation from kindergarten which is to orally share information, ideas, and opinions. In grade one, oral presentations are informal and occur frequently. They are brief and include various topics. Students should be encouraged to select a topic that they are interested in and feel comfortable speaking about to a group. Some students may select topics independently and others may require suggestions.

Effective oral communication occurs when a message is sent and received. It is important to be aware of students who are sensitive and reluctant to present within a large group setting. Initially, they may prefer to deliver their topic one on one. Through frequent exposure to oral presentations, students develop as speakers and listeners.

Sample Performance Indicator

Present a self-selected text in a small or large group or with a partner. Include one or more of the following in the presentation:

- reason why the text was selected
- impersonation of a character from the text
- sharing of illustrations
- retelling of the story
- sharing of a representation of the text (model, digital text, poster, diagram, etc.)
- information about the author and illustrator

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Select a topic of interest and model how the information may be presented effectively.
- Invite guest speakers to present information on curriculum related topics to model oral presentations.

Students may

- Brainstorm a list of topics to present orally.
- Evaluate the presentation skills of guest speakers.

Connection

Teachers may

- Use a variety of cooperative learning strategies to group students when delivering oral presentations (inside-outside circles, shoulder partners, etc.).

Students may

- Role play effective and ineffective presentation skills to classmates.
- Provide cross-curricular opportunities for children to present orally. Opportunities may include: science inquiries, sharing of special places in religious education, demonstration of special and unique qualities from the *Take Home Brown Bag Activity* in health, etc.
- Present orally using an audio or video recording app such as Show Me®. The recording may represent a topic of interest that they would like to share. For example, a student who enjoys building with blocks may share and describe the block structure to the class.

Consolidation

Teachers may

- Assess oral presentations in all curriculum areas. Observe and record each student's ability to stay on topic, awareness of audience, clarity of communication, ease and comfort and knowledge of the topic.
- Observe and evaluate presentations through the following activities: assemblies, author's chair, field trip recounts, literature circles, morning announcements, reader's chair, reader's theatre, show and share activities, etc.

Resources and Notes

Authorized

First Steps Oral Language Resource Book (TR)

- Developing Communication Skills
 - p. 43

Teaching and Learning Strategies

- www.k12pl.nl.ca/curr/k-6/ela/grade-3/teaching-and-learning-strategies/making-the-conversation-happen.html
 - *Making the Conversation Happen* (video)

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-1/resource-links.html

- Show Me® App is an audio or video recording application

Other curriculum resources

- *Health Grade 1 Curriculum Guide*
 - pp. 52-53

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

Outcomes

Students will be expected to

2.3 respond personally to information, ideas, and opinions

2.4 respond critically to information, ideas, and opinions

Focus for Learning

It is more natural for students to make personal responses about familiar information, ideas, and opinions than to respond critically. Students make personal responses by making connections to their prior knowledge. Their responses are influenced by what they already know and feel comfortable speaking about.

Critical responses are more challenging for young students to form than personal responses. To think and respond critically, students must use thought processes that actively evaluate and analyze information that is received. Opportunities must be seized to model what critical responses look and sound like when a message is received through oral communication. Students receive messages through dialogue, music, and images in the media. These messages are great starting points to explicitly show students how to interpret a message and provide a critical response. Messages may need to be revisited and interpreted literally prior to forming critical responses. Guiding questions and prompts may be required to support students in their initial attempts to respond critically. Questions to consider may include:

- Who is this commercial's audience?
- Are all boys and girls like those in the story?
- How does the video make you feel?
- What does it make you think ?
- Do you agree with this message?

As the year progresses, frequent and ongoing exposure to messages that lend themselves to forming critical responses will help students form responses with confidence. These outcomes in the speaking and listening strand are supported in the reading, viewing, writing, and representing strands where students will use writing and other forms of representation to communicate a personal message. They are expected to respond personally and critically to a range of texts read and viewed.

Building a classroom environment of mutual respect and reassurance is essential to students learning how to respond personally and critically to information and ideas from differing points of view. Evidence of personal reflection and critical thinking may be observed when students:

- add or remove ideas
- compare and contrast ideas
- compare events and ideas
- consider information in alternative ways
- effectively analyze and evaluate evidence
- examine perspectives and alternate points of view
- explore possibilities for different events in stories
- synthesize and make connections between information

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Offer examples of information, ideas, and opinions presented in a variety of texts such as commercials, magazines, digital newspapers, etc. and model what personal and critical responses look and sound like when an oral message is received by modelling responses that:
 - act on ideas instead of reacting
 - ask important questions about things that are interesting
 - connect new information to prior knowledge
 - create and share new understanding of ideas and issues
 - recognize possibilities
 - reflect and include personal responses
 - encourage trying things out and revising thinking

Connection

Teachers may

- Model the language of connections to self, text, and world.
- Use mentor texts for personal and critical responses. *The Best Pet* may be used to discuss the pros and cons of getting a class pet. *10 Things I Can Do to Help My World*, *How to be an Eco Class*, and *Art for the Birds* encourages an understanding that simple actions can positively impact the environment.

Consolidation

Teachers may

- Note and observe the following skills on the *Oral Language Development Checklist (Grade One)*:
 - recognizes when something heard does not make sense
 - uses language to problem-solve social conflicts
 - asks relevant questions
 - responds to questions with on-topic answers
 - solves problems with self-talk

Students may

- Respond personally and critically to information, ideas, and opinions represented in a media text.

Extension

Students may

- Take social action to eliminate social injustices in their community (e.g., food bank, clothing and breakfast program contributions).

Resources and Notes

Authorized

Literacy Place for the Early Years Grade 1 (TR)

- I Can Make a Difference Inquiry Unit
- Evaluating Unit
 - pp. 25-32
- K-3 Planning Guide
 - p. 84
- Grade 1 Songs and Music Audio CD
 - Selection Nos. 13 and 14: *The Best Pet*
- Read Aloud
 - *10 Things I Can Do to Help My World*
- Shared Reading
 - *The Best Pet* (print and digital)
 - *How to be an Eco Class* (print and digital)
 - *Art for the Birds* (print and digital)

Teaching and Learning Strategies

- www.k12pl.nl.ca/curr/k-6/ela/grade-2/teaching-and-learning-strategies.html
- *The Messages in Texts* (video)

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-1/resource-links.html

- News-o-matic App

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

Outcomes

Students will be expected to

- 2.5 communicate directions with more than two steps
- 2.6 follow directions with more than two steps

Focus for Learning

Students leave kindergarten with experiences communicating and following directions using more than one step. They may build on this skill in grade one by communicating and following directions as they participate in classroom routines throughout the school day. As the year progresses, practice and reinforcement should gradually improve student abilities to increase the number of steps used to communicate and follow directions. These are skills that may or may not develop simultaneously. Each skill may challenge students differently. Therefore, communicating and following directions are presented separately in specific curriculum outcomes 2.5 and 2.6. It may be helpful to address these outcomes together.

These outcomes in the speaking and listening strand are supported in the reading, viewing, writing, and representing strands where students will read, view, and create procedural texts.

Sample Performance Indicator

Barrier games may be chosen as a strategy to provide authentic opportunities for students to interact and use language to communicate and follow directions. Two or more players use a barrier such as a file folder so that they cannot see each other's materials. Each player has the same set of materials in front of them. The players take turns giving very specific directions on how to arrange the materials without any visual cues. The goal of the game is to communicate and follow directions to have both players' materials look the same at the end of the activity. Partners should take turns reflecting on and discussing the directions provided by the speaker to determine if they were communicated clearly to the listener.

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Revisit a procedural text such as *Making Ice Cream*, *Caring for Speedy*, or *How Does a Chick Get out of the Egg?* Communicate and/or follow directions using the visuals.
- Model how to give and follow directions clearly and in a sequential order by demonstrating a procedure such as teeth brushing or hand washing.
- Model transitional words and ordinal numbers when communicating and following directions (e.g., first, second, next, then, last, finally).

Students may

- Sing an action song, listening game or a chant such as *The Hokey Pokey* or *I'm a Little Snowman*, *Simon Says*, or *The Scarecrow's Secret*. Perform the actions suggested.

Connection

Students may

- Demonstrate a procedure and communicate the directions being followed. Cross-curricular topics may include: connecting or fastening two objects using materials, creating art using found items, using manipulatives to create patterns with two or more elements, following recipes, etc.
- Work in pairs and take turns communicating and following directions by playing a game, building a model, drawing an object, or assembling a toy.
- Participate in a classroom hunt for specific objects to reinforce the directions. Multiple steps are followed such as finding an object in the classroom that rhymes with a recently studied word family, drawing a picture or taking a photo of the item, and sharing the drawing or the photo with the class.

Consolidation

Teachers may

- Assess conversations in all curriculum areas to provide evidence of communicating and following directions.
- Indicate a location on the digital conversation card, *Amusement Park Map*. Ask students to draw a line from that location to two other points on the picture map.

Students may

- Communicate and follow more than two steps through demonstrations such as: dressing to play outside in the snow, following school routines, preparing for lunch, etc.

Resources and Notes

Authorized

Appendices

- Appendix D1: Oral Storytelling

Literacy Place for the Early Years Grade 1 (TR)

- Oral Language Digital Conversation Cards:
 - Selection No. 38: *Amusement Park Map*
- Inferring Unit
 - p. 16
- Grade 1 Songs and Music Audio CD
 - Selection Nos. 11 and 12: *I'm a Little Snowman*

First Steps: Oral Language Resource Book [Teacher Resource (TR)]

- pp. 109-120

Shared Reading

- *Let's Join In* (print and digital)
 - pp. 10-11, 14-15
- *School Days Magazine* (print and digital)
 - pp. 6, 14
- *Making Ice Cream* (print and digital)

Suggested

Other curriculum resources

- *Math Makes Sense 1* (Teacher Resource [TR])
 - Unit 1: pp. 10-13, 22-25
- *Math Makes Sense 1 Audio CD Package* (Teacher Resource [TR])
 - Audio CD 1, No. 3: *The Hokey Pokey*

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 social conventions

Focus for Learning

Grade one students are continuing to develop skills to learn how to interact socially in groups and co-operative play. Teachers need to build and support students as they interact socially in authentic situations using appropriate social conventions.

The specific curriculum outcomes in GCO 3 focus on the expectation that students speak and listen respectfully. In kindergarten, students were made aware of social conventions. In grade one, students are made aware of appropriate social behaviors used to communicate for specific purposes and audiences. They will continue to build their repertoire of social behaviours in the context of a supportive classroom environment, where students interact with respect and sensitivity to one another. Explicit teaching and modelling of social conventions should occur through activities that promote active listening and speaking and may include experimentation, games, story reading, singing, discussions, etc. When planning activities to address social conventions, teachers should focus on the following:

- behaviours conducive to group work and play
- negotiations and requests for help
- respectfulness of others' points of view
- the use of problem solving strategies to resolve conflict
- use of appropriate language to gain the attention of others
- initiating and ending a message clearly
- knowing how to interrupt respectfully
- asking questions that are on topic
- taking turns
- clarifying a confusing situation
- sharing materials
- asking to join an activity or use materials
- appropriate manners (e.g., using please, thank you, and/or excuse me)
- disagreeing politely

Sample Performance Indicator

Select a puppet and a picture card depicting a social situation. Using the puppets, role-play a socially acceptable response to situations on the card (e.g., how to respond when someone burps in class, falls down, loses a game, scores a goal).

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Plan peer mentoring sessions with students in elementary grades to demonstrate social conventions through role play.
- Participate in classroom or school wide incentive programs which encourage and recognize positive social conventions. Examples of these incentives may include Positive Behaviour Support (PBS), Catch Me Good, marbles in a jar, etc.

Students may

- Brainstorm appropriate behaviors for classroom rules using positive language such as the word “walk” instead of “no running”.
- Discuss the types of social conventions that are appropriate when interacting in various settings such as the playground, park, grocery store, story time, school bus or car, etc. Provide positive feedback when eye contact is made with the speaker, point of view is respected and turns are taken appropriately.

Connection

Teachers may

- Encourage turn-taking amongst students using numbered discussion props such as numbered sticks or numbered cards. Students speak in sequence according to their numbered prop.
- Define personal spaces using a concrete example such as a hula hoop or floor mat.

Students may

- Share personal experiences of using fair play strategies (e.g., showing respect when winning and losing, cooperating, behaving politely, and listening).
- View Howard B. Wigglebottom online texts to compare Howard’s use of social conventions to their own and record responses on a Venn Diagram.
- Play charades to demonstrate socially acceptable interactions.

Consolidation

Teachers may

- Observe and record student interactions and social conventions used throughout a turn taking game such as *Same and Different*. Pair students facing each other. Each partner takes a turn stating one thing that they have in common with the other. On the next turn, the partners will state something that is different.

Students may

- Discuss social conventions displayed by students on digital conversation cards such as *Come Play with Us*.

Resources and Notes

Authorized

Literacy Place for the Early Years Grade 1 (TR)

- Oral Language Digital Conversation Cards:
 - Selection Nos. 26-28: *Come Play with Us*
- Evaluating Strategy Unit
 - p. 13
- Sequencing Unit
 - p. 24
- Making Connections Unit
 - Large Format Sequencing Cards Nos. 26-28: *Come Play with Us*
- K-3 Planning Guide
 - p. 84

First Steps Oral Language Resource Book

- p. 45

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-1/resource-links.html

- *Howard B. Wigglebottom* (animated eBook)

Other curriculum resources

- Health & Wellness Resource (Health 1)
 - Health Readers
 - *Take A Stand* Interactive Big Book
 - *Life Skills* Book
 - Big Ideas Book, *Show Good Character*, pp. 6-7

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

Outcomes

Students will be expected to

- 3.2 show an understanding of how word choice affects the feelings of others

Focus for Learning

The choice of words used to communicate an oral message will affect the thoughts, feelings, and the attitude of the listener as he or she reacts to the message. To be effective communicators, students need to become aware of how their choice of words can positively or negatively affect the feelings of others. Students need to understand the importance of choosing positive words that make the listener react positively. It is necessary to establish classroom management practices that reinforce a positive environment so students will engage in daily classroom activities. Students also need to demonstrate a sensitivity and respect to word choices that may be communicated by individuals communicating in English as a second language or with a speech impediment.

In grade one, frequent opportunities are required to practise the following skills in authentic situations:

- provide positive comments, (e.g., show and share presentations, viewing others work)
- refrain from making negative comments, (e.g., presentations by guest speakers and/or other students)
- offer respectful suggestions during their daily social interactions,
- use conflict resolution in problem solving situations, (e.g., play)

Sample Performance Indicator

- Contribute to a digital representation of word choices using Wordle™, Tagxedo©, or Word Mover™ and reflect on how the word choices presented in the digital representation affect feelings.

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Use the read-aloud, *All Pigs are Beautiful*, and emphasize how word choice can positively or negatively affect the feelings of others. Discuss the impact of the following excerpts on the pig:
 - “How kind of you to admire my children.”
 - “This food is really excellent, yum,yum. Thanks a lot.”
 - “...didn’t know what a pushover he was.”
 - “Oh, this is lovely, What more can life offer?”
 - “Hurry up, you stupid two-legged creature.”
- Brainstorm with students feelings expressed by characters in read alouds such as *Hey, Little Ant* and discuss hurtful vocabulary choices used by the boy.

Students may

- View or listen to a short segment of a cartoon or video and share examples of how word choices affect feelings.

Connection

Teachers may

- Read children’s literature selections such as *Chrysanthemum* or *Have You Filled a Bucket Today?* to generate discussions about positive and negative word choices and how they make you feel.
- Post a graphic organizer such as a T- chart to display negative and positive word choices generated in a brainstorming session.

Students may

- Relate to the feelings of characters in texts when spoken to unfairly or in a hurtful way.
- Connect different feelings to words spoken.

Consolidation

Teachers may

- Observe students in many different social situations throughout daily classroom activities. Observations may be recorded on the *Oral Language Development Checklist (Grade One)*.
- Use puppets or props to role-play situations where positive and negative word choices may affect the feelings of others.
- Create word cards displaying negative and positive word choices from the T-chart in the connection activity. Provide individual body templates for each student and ask a student to select a word card. If the selected word is negative, students will crumple their body template. If the word choice is positive, students will smoothe the template. Observe student reactions to selected word choices.

Resources and Notes

Authorized

Literacy Place for the Early Years Grade 1

- Making Connections Unit Teacher Guide
 - pp. 24-27
- Evaluating Unit Teacher Guide
 - pp. 21-24
 - 20 Hand puppets
- K-3 Planning Guide
 - p. 84
- Read Alouds
 - *Hey, Little Ant*
 - *All Pigs are Beautiful*
- Puppet Collection

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-1/resource-links.html

- Generate word clouds from texts using Wordle™, Tagxedo®, or Word Mover™

Other curriculum resources

- *Health Grade One Curriculum Guide*
 - pp. 54-55, 125

Children’s literature

- *Chrysanthemum* by K. Henkes
- *Have You Filled a Bucket Today?* by C. McCloud

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

Outcomes

Students will be expected to

- 3.3 use verbal and non-verbal cues suitable for specific situations, audiences, and purposes

Focus for Learning

Effective communicators use both verbal and non-verbal cues when communicating or responding to a message. Their ability to interpret the situation, audience, and purpose promotes understanding between them and those whom they are addressing.

In grade one, students are developing verbal and non-verbal cues that they were made aware of in kindergarten. Depending on the way that these cues are used, communication between a speaker and a listener may be encouraged or discouraged.

Verbal language cues include:

- words; spoken or signed
- volume of the speaker's voice – quiet, moderate, or loud
- tone of voice – interest, care, concern, anger, nervous, believable, sarcastic, soft, rough, harsh, etc.
- word choice – encouraging, insulting, kind, mean, etc.
- interjections – (utterances that have no grammatical meaning but signify emotions) huffs, uhs, er, ums, ah, oh, sighs
- periods of silence

When people talk to each other, they also give and receive wordless signals referred to as non-verbal communication. Non-verbal language cues include:

- body language - gestures, facial expressions, eye contact, and posture
- touch - physical contact such as a handshake or a pat on the back

Explicit teaching and modelling of social conventions are addressed in SCO 3.1.

Sample Performance Indicator

Conduct peer assessments using checklists during oral presentations. Recording should be sensitive and not extensive. Draw a happy face beside the text to indicate positive verbal and non-verbal cues noticed. Other graphics may be used to focus on specific cues rather than written text. Consider using the following cues on the checklist:

- an eye for making eye contact with the audience,
- a pause button for pausing to acknowledge the audience,
- a stop sign to signal the end of the presentation to the audience,
- a green light to signal a good start for the presentation,
- a music note to signal an appropriate tone,
- a speaker to signal an appropriate volume,
- a chair to signal close proximity to the audience,
- a face to signal use of facial gestures, and
- a hand to signal use of body gestures.

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Model suitable use of verbal and non-verbal cues. For example, make eye contact with students as they speak and acknowledge their authentic examples by making a comment such as, *I noticed Jane was looking at Andy's face when he was talking. It shows that she is interested in what he is saying.*
- Introduce terms used to describe verbal and non-verbal cues such as gestures, tone, and volume using a read aloud such as *The Way I Feel*.
- Project a digital shared reading text such as *Birthday Party Pandamonium* or *I Promise*. Use the highlighting feature to select the characters' facial expressions and discuss the message communicated.
- Listen to audio clips of advertisements, television programs and pod casts to hear the variation in speakers use of tone and/or volume. Discuss how similar messages may be interpreted differently.
- Read aloud, *Give Me Back My Dad*, and brainstorm examples of verbal and non-verbal cues used to communicate emotions. Record responses on a T-chart and categorize each example as a positive or negative message.

Connection

Students may

- Use a digital text from Scholastic Shared e-Reading, TumbleBooks, Epic for Educators, etc. to find an example of a non-verbal message such as a character's facial expression. The message may be interpreted and shared with a partner. A prop such as a template of a speech balloon may be held by the student while sharing the interpretations of the cues.

Consolidation

Students may

- Select a scenario for a short puppet play demonstrating verbal cues suitable for a specific audience and purpose. Scenarios chosen will influence the volume, tone, word choice, etc.

Resources and Notes

Authorized

Literacy Place for the Early Years Grade 1

- Puppet Collection
- Shared e-Reading titles
 - *Birthday Party Pandamonium* (print and digital)
 - *I Promise* (print and digital)
- Read Aloud
 - *Give Me Back My Dad*

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-1/resource-links.html

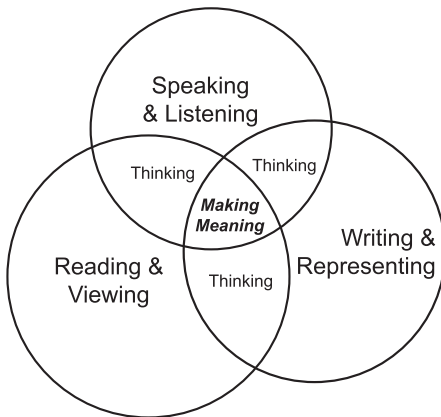
- *The Way I Feel* by Janan Cain
- TumbleBooks
- App: Epic for Educators
- Literacy Place Shared e-Reading

Section Three: Specific Curriculum Outcomes

Reading and Viewing

Reading and Viewing

Focus



Reading and viewing provides students with opportunities to interact with a variety of media and diverse texts. Reading and viewing are complex cognitive processes that involve making meaning of digital and paper texts. Making meaning requires multiple, simultaneous processes, including but not limited to:

- activating and connecting to prior knowledge, ideas and experiences
- navigating through texts
- using cueing systems (pragmatic, syntactic, graphophonic, and semantic) to comprehend content

In reading and viewing, students must decode, understand, evaluate, navigate and reflect on all available forms of texts.

Outcomes Framework

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

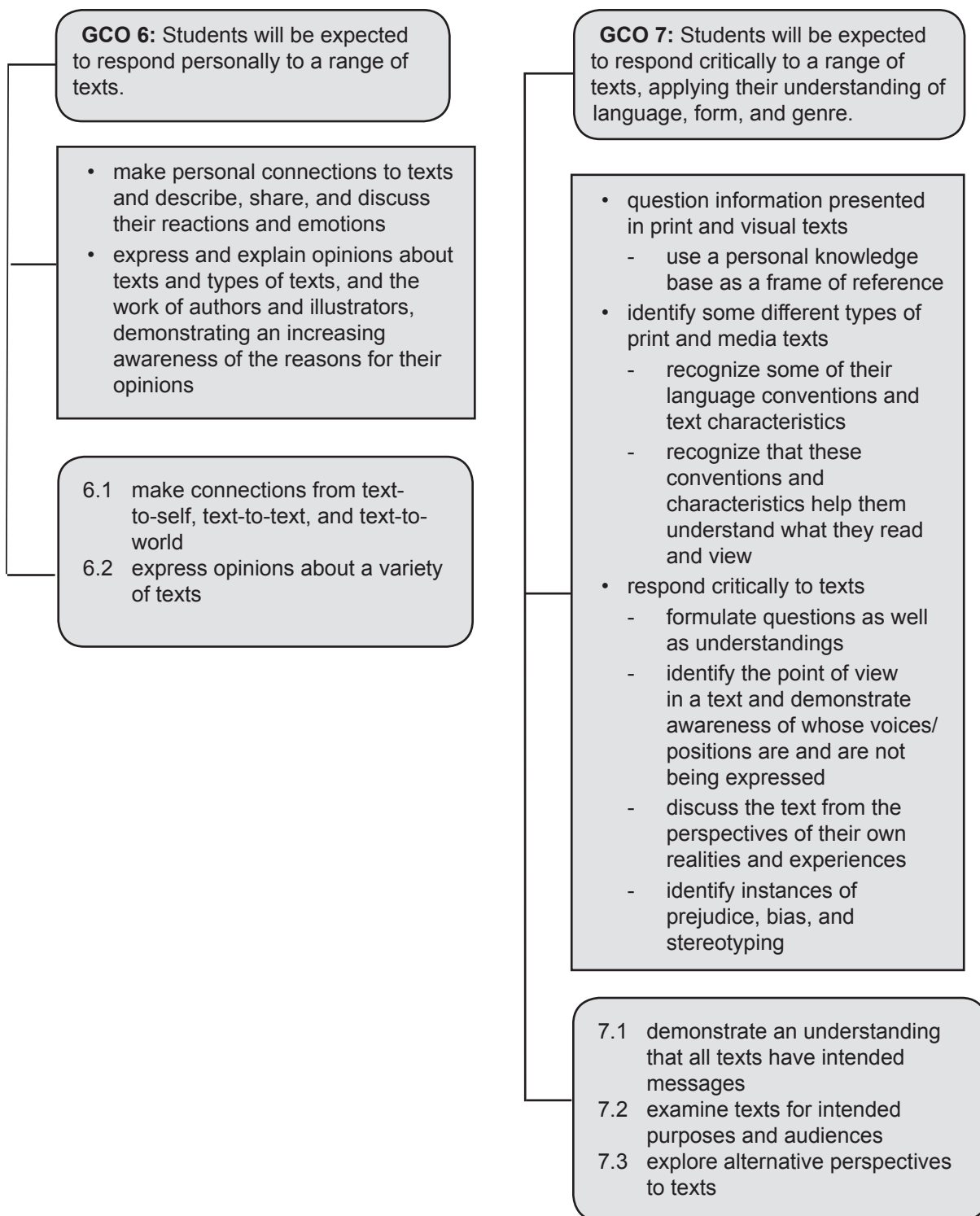
- select, independently and with teacher assistance, texts appropriate to their interests and learning needs
- read widely and experience a variety of children's literature
- use pictorial, typographical, and organizational features of written text to determine content, locate topics, and obtain information
- 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

- 4.1 select a variety of text types, forms, and genres appropriate for different purposes
- 4.2 use text features before, during, and after reading to help to construct meaning
- 4.3 use strategies to make sense of texts
- 4.4 demonstrate concepts of print

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

- answer, with assistance, their 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

- 5.1 formulate questions that lead to inquiry
- 5.2 use information from a variety of sources to seek answers to questions



SCO Continuum

A continuum provides valuable information about the expectations for students for the previous, current, and following grade.

<div>GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.</div>		
Kindergarten	Grade 1	Grade 2
4.1 explore various text forms and genres as sources of interest and information	4.1 select a variety of text types, forms, and genres appropriate for different purposes	17.0 select a variety of texts, forms, and genres appropriate for specific purposes
4.2 demonstrate an awareness of text features	4.2 use text features before, during, and after reading to help to construct meaning	18.0 use text features before, during, and after reading to help construct meaning
4.3 use strategies to make sense of texts	4.3 use strategies to make sense of texts	19.0 use strategies to make sense of texts
4.4 demonstrate basic concepts of print	4.4 demonstrate concepts of print	
4.5 demonstrate letter knowledge		

<div>GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.</div>		
Kindergarten	Grade 1	Grade 2
5.1 explore a variety of texts for the purpose of seeking answers to questions	5.1 formulate questions that lead to inquiry	20.0 formulate questions that lead to inquiry
	5.2 use information from a variety of sources to seek answers to questions	21.0 combine information from a variety of sources to seek answers to questions
		22.0 share relevant information from selected sources

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

Kindergarten	Grade 1	Grade 2
6.1 explore text connections to self, other texts, and to the world	6.1 make connections from text-to-self, text-to-text, and text-to-world	23.0 make connections from text-to-self, text-to-text, and text-to-world
6.2 express opinions about a variety of texts	6.2 express opinions about a variety of texts	24.0 express opinions about a variety of texts
		25.0 support responses using text information and personal experiences

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

Kindergarten	Grade 1	Grade 2
7.1 investigate texts for intended messages	7.1 demonstrate an understanding that all texts have intended messages	26.0 identify the intended messages in a range of texts
	7.2 examine texts for intended purposes and audiences	27.0 respond critically to intentional and unintentional messages within texts
	7.3 explore alternative perspectives to texts	28.0 discuss alternative perspectives to texts

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 select a variety of text types, forms, and genres appropriate for different purposes

Focus for Learning

In GCO 4, students make choices to read and view a variety of texts for different purposes. As purposes change, student exposure to a variety of texts will increase. This may be supported through instructional reading approaches. Professional reading on read alouds, shared, guided and independent reading is available in the Reading Guide on pages 21-123. Text types, forms, and genres to select are listed in the anchor charts that follow:

Text Type Anchor Chart		
Text Type and Purpose	Examples of Print and Digital Forms	
Description: provides information about a topic by describing the way things are	<ul style="list-style-type: none"> • poster/visual • identification card • menu • letter 	<ul style="list-style-type: none"> • magazine • newspaper article • report • flyer
Explanation: tells the reader how something works, how it came to be, or why it is a certain way	<ul style="list-style-type: none"> • question and answer • report • foldable • magazine 	<ul style="list-style-type: none"> • pamphlet/brochure • newspaper • poster/visual • email/text
Narrative: tells a story, entertains, instructs, or comments on life	<ul style="list-style-type: none"> • graphic novel • comic • diary/journal • letter • play 	<ul style="list-style-type: none"> • poem, chant, song, rhyme • short story • email/text message
Persuasive: provides an argument from a specific point of view to persuade someone to do, think, or believe something	<ul style="list-style-type: none"> • sign • movie trailer • book jacket 	<ul style="list-style-type: none"> • interview • postcards • advertisements
Procedure: describes how to do something	<ul style="list-style-type: none"> • recipe • map • rules • fire evacuation procedure • lists (grocery, to-do, etc.) 	<ul style="list-style-type: none"> • architectural designs/plans • instructions • invitation • diagrams • graphic organizer
Retell: recounts experiences, events, or the lives of specific people or characters in fiction or informational texts	<ul style="list-style-type: none"> • anecdote • biography/autobiography • diary/journal • timeline • website/blog 	<ul style="list-style-type: none"> • personal account • photo story • storyboard • digital book

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Expose students to all approaches of reading instruction (read alouds, shared, guided, and independent reading) as well as provide daily independent reading time and access to a classroom library with a variety of levels, topics, themes, and genres.
- Encourage conversations about texts and the reasons for choosing reading selections when using each reading approach.
- Determine student interests using a home interest inventory for parents to complete.
- Conduct a mini-lesson titled, How to Find “Just-Right” Books.
- Use a read aloud, such as *Goldie Socks and the Three Libearians* or *Those Shoes*, to introduce the importance of appropriate text selection.
- Gather a selection of literature including an array of text types and genres. Multiple types of texts may include: chapter books, picture books, informational texts, magazines, dictionaries, mysteries, jokes, poetry, fairy tales, text books, etc. View the books with the students and ask questions about the categorization of texts according to content, style, or purpose. Questions may include:
 - *Do you notice things that are the same/different with any of these texts?*
 - *What do you think this text may be about?*
 - *Why would you read this text?*
 - *What category does the text fit in the classroom library?*
- Invite the school’s learning resource teacher or a local librarian, to visit the class to explore and talk about the categorization of literature into genres.
- View the website for Newfoundland & Labrador Public Libraries to explore the categorization of genres and texts with students.
- Create a classroom genre chart for students to record examples of texts as they are explored.

Students may

- Browse titles of read aloud and shared reading texts that have been sorted according to text type, form, and genre. By understanding that texts have certain characteristics based on type, form and genre, students are better equipped to: broaden writing experiences, develop an awareness of how texts are organized and presented in real world settings, identify additional texts they want to read, make text connections, think about text organization, and use specific language to talk about texts.

Resources and Notes

Authorized

Literacy Place for the Early Years Grade 1 (Teacher Resource [TR])

- *Reading Guide*
 - Mini Lesson: How to Find “Just-Right” Books, p. 97
- Read Alouds
 - *Mrs. Chicken and the Hungry Crocodile*
 - *Give Me Back My Dad*
 - *The Emperors’ Egg*
 - *A Second Is a Hiccup*
 - *Please Clean Up Your Room!*
 - *Sailor: The Hangashore Dog*
 - *Hey, Little Ant*
 - *The Dot*
 - *Whose Teeth Are These?*
 - *Muncha! Muncha! Muncha!*
 - *100th Day Worries, Rain*
 - *All Pigs Are Beautiful*
 - *Pipaluk and the Whales*
 - *10 Things I Can Do to Help My World*

Teaching and Learning Strategies

- www.k12pl.nl.ca/curr/k-6/ela/grade-2/teaching-and-learning-strategies.html
- *Reading from a Variety of Texts, Forms, and Genres* (video)

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-1/resource-links.html

- *Those Shoes* (video)
- *Goldie Socks and the Three Libearians* (video)
- Newfoundland & Labrador Public Libraries website

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** *select a variety of text types, forms, and genres appropriate for different purposes*

Focus for Learning

Genres are a classification system formed to provide a way of talking about the characteristics of texts. Students should be exposed to the elements and characteristics of texts and genres. They are not expected to categorize texts and genres. Instead, students learn language to talk about texts they like and want to read. Comprehension is developed when students are exposed to the organization and presentation of texts in real world settings such as public libraries, bookstores, school libraries, and magazine displays. Student knowledge about the characteristics of texts also informs writing in various genres.

Genre Anchor Chart	
Genres	Examples
Fiction: Invented narratives with imaginary characters and events.	mystery, realistic fiction, historical fiction, science fiction, fantasy, etc.
Non-Fiction: Accounts of real people, places, things, or events based on fact.	information, reference, biography, autobiography, 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, 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.

Sample Performance Indicator

- Participate in weekly text shopping from the classroom, school, or public library to self select a minimum of five texts from a variety of types, forms, and genres. Share text selections in individual book boxes and give reasons for choosing each selection with a partner or teacher.

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

Sample Teaching and Assessment Strategies

Connection

Teachers may

- Monitor student text selections and interests by using reading logs. Logs should include: title, genre, date, and a rating scale indicating personal preferences.
- Invite a student to make two choices for a daily read aloud stating their reasons for the selections. Invite the class to choose their favourite one of the two selections using a “thumbs-up” gesture.
- Survey students on their genre preference(s) by displaying a variety of text types, forms, and genres for students to rank using thumbs up, thumbs down, thumbs sideways, or a numerical ranking.

Students may

- Use the I PICK acronym and/or I PICK chant on YouTube to choose a book prior to weekly book shopping.
 - I choose a book
 - Purpose: Why do I want to read it?
 - Interest: Does it interest me?
 - Comprehend: Do I understand what I am reading?
 - Know: Do I know most of the words?
- Use the *Five Finger Rule* criteria to self-select texts by tracking difficult words using fingers. The readability of a text is too challenging when five or more difficult words are encountered on any page.
- Create a bookmark as a visual reminder for appropriate self-selection.

Consolidation

Students may

- View the covers of the Shared e-Reading selections on the website for *Literacy Place Shared e-Reading*. Students choose their top three selections and illustrate each one with titles.
- Use two hula hoops to create a Venn diagram to compare and contrast fiction and non-fiction text selections.
- Engage in reflective activities about text selection including: reading response tasks, book talks, book reviews, etc.
- Select texts for a variety of purposes while demonstrating awareness of interest and ability.

Resources and Notes

Authorized

Appendices

- Appendix B6: Five Finger Rule
- Appendix C6: Literary Genres
- Appendix C7: Specific Areas of Text Inquiry

Literacy Place for the Early Years Grade 1 (TR)

- Reading Guide
 - pp. 37-62, 63-87, 88-123

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-1/resource-links.html

- *I PICK Chant*
- Reading Logs
- *Daily Teaching Tools* website
- *Movie Maker*, a free download in *Windows Essentials*
- Scholastic Shared e-Reading Titles

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 use text features before, during, and after reading to help to construct meaning

Focus for Learning

Meaning in texts is not communicated by the body of the text alone. Texts also include features that provide valuable information regarding the topic/subject presented. Students come to grade one having viewed text features within the context of shared and independent reading. There is not an expectation for grade one students to identify text features. They are expected, however, to view a variety of texts to gain exposure to text features and learn how they can be used to construct meaning. They need to know that text features can help readers identify the most important and challenging ideas, anticipate what's to come and find information they are looking for when constructing meaning and making sense of texts encountered across all curriculum areas. Student engagement in a variety of texts will increase their exposure to and use of text features when constructing meaning.

The chart below may be used as a teacher reference to categorize text features into organizational, visual, and print.

Text Features		
Organizational Features	Visual Features	Print Features
<ul style="list-style-type: none"> • title • author and illustrator • headings and sub-headings • navigation buttons • hyperlink • login and password • page numbers • spatial layout • table of contents • text box • copyright page • cast list/character list • glossary and index • partial/cut-out pages • question and answer • timelines • appendix • column • blurb on back cover 	<ul style="list-style-type: none"> • photographs • captions • word art/shape • irregular placement & orientation of text • labels • map keys • speech/thought balloons • diagrams • graphs • charts • illustrations 	<ul style="list-style-type: none"> • bullets • font (size, italics, bold, colour, design, etc.) • punctuation

Sample Performance Indicator

- View a print or digital text and describe how the text features used by the author help the reader to understand the message.

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Highlight or review the use of partial cutouts, spatial layout, font colour, font types, and ellipsis in *10 Things I Can Do to Help My World* and font size presented in a read aloud such as *Rain*.
- Pre-assess student knowledge of text features during a “text feature” scavenger hunt.
- Use mentor texts to highlight or review text features.

Connection

Teachers may

- Play I-Spy using the shared eReading text *School Days*. Use the digital tools to highlight or circle selected text features.
- Ask questions to emphasize how text features help the reader construct meaning such as: *How did the bolded text/diagram/subheading/or other specific feature help you as a reader?*
- Encourage predictions about texts prior to reading. After reading, revisit the predictions and ask, *How did the text features help you understand the text? Explain.*
- Encourage students to share their findings from a text feature scavenger hunt during a group session.
- Ask students to identify examples of text features presented in a text using the “I Spy” game. Model the language for students by stating the text feature and providing a possible reason for using it. For example, *I spy with my little eye, a photograph of a fish. I think the author included the photograph of a fish so I can get a clear picture of what it looks like in my mind.*

Students may

- Find examples of text features used in digital texts such as Teaching Kids News®, Wonderopolis®, and Scholastic NEWS for Your Classroom®.

Consolidation

Teachers may

- Observe and record evidence of students gaining meaning from texts by using text features.

Students may

- Create visual representations such as posters, foldables, or brochures on a cross-curricular topic in *Science 1*, such as *Needs and Characteristics of Living Things*. Include text features to convey the main idea or message in the text.

Resources and Notes

Authorized

Appendices

- Appendix B7: Text Features
- Appendix C1: Informational Text Features

Literacy Place for the Early Years Grade 1 (TR)

- Print and Digital Shared e-Reading Selection
 - *School Days*
- Guided Reading Kit
- Project X Series
- *Reading Guide 1*
 - pp. 109, 110, 115
- Read Alouds
 - *10 Things I Can Do to Help My World*
 - *Rain*

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-1/resource-links.html

- Scholastic Shared e-Reading
- posters of non-fiction text features (PDF) and templates
- text features booklet
- Teaching Kids News®
- Wonderopolis®
- Scholastic NEWS for Your Classroom®
- *Science 1 Needs and Characteristics of Living Things* Unit 4

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

Outcomes

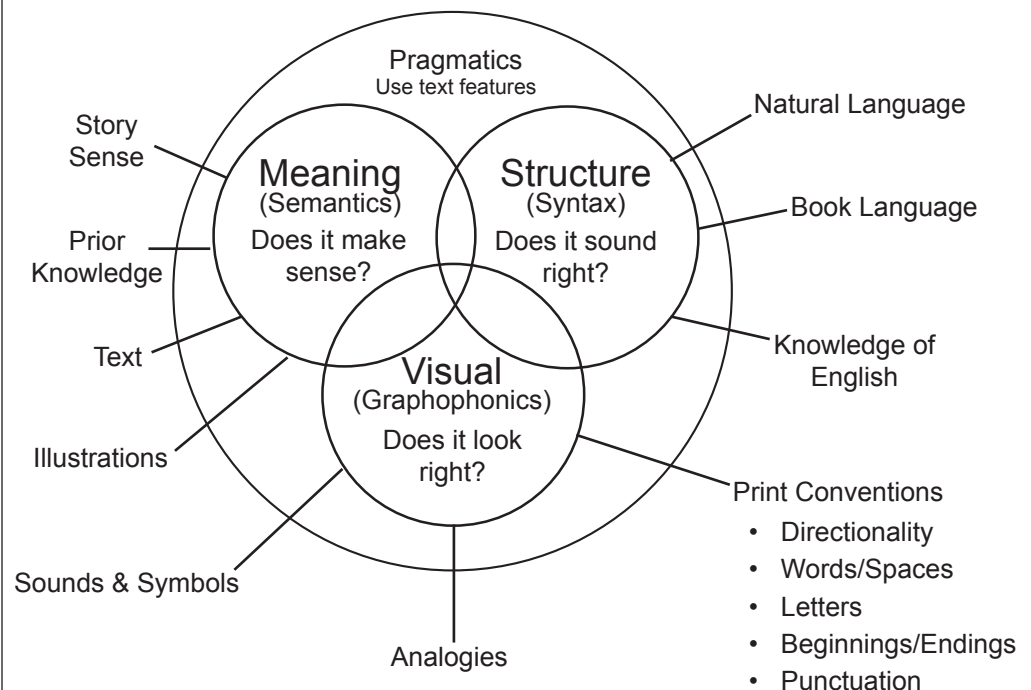
Students will be expected to

- 4.3 use strategies to make sense of texts

Focus for Learning

As readers/viewers interact with text, they use various strategies requiring the integration and coordination of the four cueing systems: pragmatic, semantic, syntactic and graphophonic.

In addition to the graphic below, a Cueing System Chart may be referenced in Appendix C5.



Readers make use of the cueing systems in an integrated way to develop reading strategies when interacting with texts. Comprehension and word recognition strategies are ways of thinking that help readers make sense of texts. It is necessary to model strategies during shared and guided reading. Comprehension strategies include: **Self-monitoring, Analyzing, Sequencing, Making Connections, Predicting, Inferring Evaluating, and Synthesizing**. An explanation of each comprehension strategy can be found in the Reading Guide. Authorized resources include teacher guides specific to each strategy which provide suggested lessons and resources. Components of each strategy unit can be easily integrated into other curricular areas and are not restricted to a particular strategy unit.

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Design a comprehension strategy board to post strategies as they are introduced through shared and guided reading texts. Accompanying lessons in the teacher unit guides and guided reading lesson plans highlight related strategies for each text.
- Create activities which require the integration and coordination of the four cueing systems. For example, common words may be changed into nonsensical terms in a morning message so that good morning to you may read, "Poot Sunning to you." Texts such as *Dear Flyary* provide many examples of these types of words and phrases.
- Pre-assess student interactions with texts to determine which cueing strategies are being used effectively and which ones should be the focus for instruction in guided reading sessions.
- Play a song, such as *The Alphabet Monster*, to demonstrate how letters can be combined to form words.

Connection

Teachers may

- Examine texts with repeated structures to encourage use of semantic and syntactic cues. Include texts such as *If You Give a Moose a Muffin* or *Panda Bear, Panda Bear, What Do You See?*
- Use oral and written cloze activities in small or whole groups.
- Associate animal movements to reading strategies. For example, a leaping frog may be associated with the read-ahead strategy since a frog leaps ahead. The strategy for segmentation may be associated with a snake that stretches out the sounds in unknown words. Other examples may include chunking known word parts, using picture clues, reading to the end of a sentence, and rereading, etc. Transform a word into another by using clues or changing a single letter to make a valid word.
- Collect new words by adding words to word rings, a word wall or a class container or jar so that words can be sorted, illustrated, patterns found, etc.

Students may

- Use Post-it® flags or highlighter tape during independent reading to indicate locations where they use specific strategies. For example, a green Post-it® flag may be placed on a word in a sentence to show that the student skipped it, continued to read to the end of the sentence, and then reread to determine the word within context.

Resources and Notes

Authorized

Appendices

- Appendix C3: Word Recognition Strategies
- Appendix C5: Cueing Systems Chart

Literacy Place for the Early Years Grade 1 (TR)

- *Working with Words Guide 1*
- *Reading Guide 1*
 - pp. 7-9, 107-108
- Self-Monitoring Unit
 - pp. 54-58
- Active Learning Kit
 - pp. 18-19
 - Songs and Music Audio CD, Selection No. 4: *The Alphabet Monster*

Teaching and Learning Strategies

- www.k12pl.nl.ca/curr/k-6/ela/grade-3/teaching-and-learning-strategies/guided-reading-happens-here.html
 - *Guided Reading Happens Here* (video)
- www.k12pl.nl.ca/curr/k-6/ela/grade-1/teaching-and-learning-strategies/guided-reading.html
 - *Guided Reading Part 1* (video)
 - *Guided Reading Part 2* (video)

Suggested

Children's Literature

- *Dear Flyary* by Dianne Young
- *If You Give a Moose a Muffin* by Laura Numeroff
- *Panda Bear, Panda Bear, What Do You See?* by Bill Martin Jr. and Eric Carle

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

Focus for Learning

Word recognition strategies are also embedded in SCO 4.3 and they are taught using various groupings. When students use strategies to build and solve words, for example, they use word patterns to help create new words. They do this by generalizing visual-sound patterns and transferring these skills to reading and writing. When reading unknown words they may ask, *Is this word from a word family that I know?*, *What parts of this word do I know?*, etc. They also learn read ahead strategies to get clues to read unknown words and ask, *What word makes sense and begins with this letter?* The *Working with Words Guide* provides professional reading and activities to support the teaching and learning of word recognition strategies. These strategies are integral in the continual development of the cueing systems and are grouped into the following five categories:

Phonological and Phonemic Awareness
<ul style="list-style-type: none"> recognizes and generates rhymes identifies the syllables in words by clapping, chanting or singing segments onset (single consonants, consonant blends “br,” “sl,” “str,” digraphs “ch,” “ph,” “sh,” “th,” “wh”), and rime segments sentences into words and words into phonemes, blends, manipulates, and recognizes medial phonemes associates sounds to letter consonants associates sounds to most vowels within the context of words
Letter Knowledge
<ul style="list-style-type: none"> recalls all upper and lower case letters in a variety of contexts e.g., Present a cookie sheet of magnetic letters and ask the student to find a specific letter recognizes all upper and lower case letters in a variety of contexts e.g., Point to the letter “P” and ask the student to tell you the letter name
High-Frequency Words
<ul style="list-style-type: none"> recognizes commonly used words in language such as environmental print, words on charts, poems, and labels
Word Solving and Building
<ul style="list-style-type: none"> associates sounds with vowels, single consonants, and blends reads words with silent letters uses word patterns to solve unfamiliar words reads words with inflected endings and r-controlled vowels reads contractions, compound words, and some two or three syllable words
Language Predictability
<ul style="list-style-type: none"> predicts meaningful and grammatically appropriate words uses language strategies to support predictions knows when a word makes sense, looks right and sounds right uses context and picture cues

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

Sample Teaching and Assessment Strategies

Connection

Students may

- Complete a teacher-generated word search for curriculum-related vocabulary using a website such as *Starfall*®.
- Play “I Spy” using a classroom word wall. For example, “I spy a word that has 8 letters and it has a silent “E”.
- Use paint chip cards as a visual to build words. A word is selected and associated with a shade on the paint chip card. Synonyms are chosen and recorded on the other shades. For example, a paint card with four shades of yellow from lightest to darkest may include the following words in the space for each shade: *happy, glad, excited, and elated*.
- Create as many small words as possible such as *the* and *rat* from big words like *hibernate* or *weather* found in the text *Hibernation Station*.
- Work with words using individual whiteboards, wikki sticks, magnetic letters, letter stamps, letter stickers, apps such as *Magnetic Board, Art Of Glow, Photo Touch Sight Words, Rocket Speller*, etc.

Consolidation

Teachers may

- Assess before, during, and after reading activities during shared, guided, or independent reading. For example, texts may be revisited for a specific reason. Students may find evidence to support an opinion, confirm predictions, discuss author’s word choice, etc.
- Think aloud when encountering unknown words to model strategies. For example, say: I’ll check for little words that I already know inside the big words (e.g., -ant in giant), I’ll skip it and read on, I’ll look for picture clues, etc.
- Analyze reading record results to reflect on evidence of strategies used and to inform further instruction by checking if the reader:
 - repeats what is read as if to confirm the reading so far
 - notices when cues do not match
 - pauses as if he or she knows something does not match but seems to not know what to try
 - appeals for help frequently, or after several attempts
 - relies on only one cue, or integrates cues
 - checks one cue against another
 - reads with phrasing and fluency

Resources and Notes

Authorized

Appendices

- Appendix C2: Graphophonic Knowledge Chart
- Appendix C3: Word Recognition Strategies
- Appendix C5: Cueing Systems Chart

Literacy Place for the Early Years Grade 1 (TR)

- *Reading Guide 1*
 - pp. 7-20, 23, 41
- *Working with Words Guide*
 - pp. 6-16, 19-126, 146, 174

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-1/resource-links.html

- Apps: *Magnetic Board, Art Of Glow, Photo Touch Sight Words, Rocket Speller*, etc.
- *Starfall*®
- *Hibernation Station* by Michelle Meadows

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

4.4 demonstrate concepts of print

Focus for Learning

In Kindergarten, students were exposed to a variety of texts to develop their understanding of how books work. In grade one, students will continue building on these concepts of print as they develop into fluent readers. Exposure throughout the year to a variety of texts provides multiple opportunities to highlight book handling skills, directionality, spacing and concepts of letter and word.

Concepts about print include:

- book handling (identifies front and back of book/e-book, locates title, page turning/scrolling, orients the book appropriately, etc.);
- capitalization and punctuation (recognizes and understands the purpose of periods, question marks, exclamation points, commas, upper case and lower case letters);
- 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 have associated meaning);
- concept of sentence (combines a group of words together to make meaning);
- 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.); and
- spacing (recognizes the space between individual letters and words).

It is important to expose students to daily modelling of basic concepts about print. As students see teachers turn the page and participate in page turning, for example, they will see where a book begins, where it ends, and how it is read from front to back. In order for students to understand that the message is conveyed through both the pictures and the print, the adult who is reading should occasionally point to the words while reading aloud. Pointing to words while reading also supports the understanding that we read from left to right and top to bottom. While many parents read to their children at home, teachers are encouraged to share with parents the importance of reading to their child in close proximity so that they may develop the concepts of print through authentic read aloud experiences.

Sample Performance Indicator

Choose a sentence from a familiar text, write it on a sentence strip, and read the sentence aloud to a partner. Observe your partner to see if

- word spacing is evident on the sentence strip,
- the sentence is read from left to right,
- punctuation and capitalization is acknowledged and read in the sentence, and
- print is tracked with their finger.

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Model, role-play and explicitly discuss and describe concepts of print through authentic experiences with children's literature.
- Use prompts suggested in the chart for *Book Handling and Print Tracking* during read alouds, shared, guided and independent reading.
- Use a word wand to focus on the concept of word by highlighting a specific word in a morning message, shared reading text, digital text, etc. A word wand may be created from card stock with a cut out window and attached to a stick.

Students may

- Take a sentence from an independent reading text and represent the number of words in a sentence using block towers, counters, etc.

Connection

Students may

- Work in small groups and write the words of a sentence from a familiar poem or story on individual cards and use blank cards to represent the spaces between each word. Then, group members reconstruct the sentence by arranging themselves in order according to the word or space they are holding.
- Focus on left to right directionality and concept of word by using a pointer made from a popsicle stick and a googly eye. Students keep their "eyes on the words" by touching each word with the pointer while reading.
- Use a teacher prepared sheet divided into six or nine blocks. Students will search for words within the classroom that they know and record them in each block on the sheet during a "word hunt". Students will share words they recorded.

Consolidation

Teachers may

- Monitor development of concepts of print throughout the year using a checklist such as *Book Handling and Print Tracking*, *Behaviours to Notice and Support (by Level)*, and *Concepts of Print Checklist* from the Benchmark Assessment Kit.
- Observe and note reading behaviours of students as they use texts. A game may be played using a magnifying glass to find a letter, word, front/back of a book, space, etc.

Resources and Notes

Authorized

Literacy Place for the Early Years Grade 1 (TR)

- *Reading Guide 1*
 - pp. 10-15, 18-20, 140-150
- Benchmark Assessment System
 - *Concepts of Print Checklist*

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

Outcomes

Students will be expected to

- 5.1 formulate questions that lead to inquiry

Focus for Learning

In GCO 5, teachers use student-generated questions to guide inquiry-based learning. Grade one students use information from a variety of sources to seek answers to questions in this process. While specific curriculum outcomes 5.1 and 5.2 address these skills separately, opportunities to engage students in inquiry activities should be integrated within the context of all curriculum areas so students follow their natural curiosities and make connections to the world.

Students have varying levels of experiences with inquiry activities and benefit from collaborating with peers to discuss their thinking and personal interests to form an inquiry question. The activation of prior knowledge or schema, specific to a topic encourages students to think and ask questions. Effective questions are formed when students think before, during and after reading. In kindergarten, students ask questions about their curiosities that are related to their hands on experiences and explorations with texts. In grade one, students are encouraged to use their prior knowledge and experiences to form open-ended questions that are meaningful to them and include more than one right answer. Students are most interested in talking about questions that really matter to them. An inquiry question may ask, *Why does a frozen puck slide the fastest?* A true understanding of this inquiry question may be developed by:

- asking new questions
- seeking possible answers
- weighing options
- problem solving to determine the best solutions which may lead to a deeper level inquiry.

It is critical for teachers to model how to ask and answer who, what, where, when and why questions. Students may be supported in the development of their questions by using a Q-Matrix chart or through the use of the RAN Strategy (Reading and Analyzing Non-fiction). In the RAN chart, questions are based on wonderings and they are recorded in the fifth column for future inquiries.

RAN Strategy				
What I Think I Know	What I Know is True	New Facts	I Don't Think This Anymore	Wonderings

Sample Performance Indicator

Contribute wonderings that lead to a deeper level inquiry to a classroom *Wonder Wall*, Q-Matrix chart or a RAN chart.

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Introduce the concept of wondering by viewing *Ways to Wonder* and/or View a *Wonder of the Day* on the *Wonderopolis®* website.
- Form inquiry questions throughout the year in cross-curricular areas. For example, when animals or weather are explored in Science units, a live cam of one of the animals available on the San Diego Zoo® or Seaworld Websites or weather on provincial highways may be viewed to help generate ideas for questions.
- Create a classroom Wonder Wall or chart for inquiry possibilities.
- Create a curiosity or mystery box to encourage students to formulate questions about the hidden object.
- Use a read aloud such as *The Hockey Tree* as a springboard to formulate questions about designs and materials.

Connection

Teachers may

- Model how to write specific and relevant questions that guide research using a topic explored in the curriculum or one of high interest (e.g., teeth, hockey, a specific singer or planet, etc.).
- Model use of the RAN chart (Reading and Analyzing Non-fiction Strategy) to select questions that are suitable for further inquiry.
- Model the use of a graphic organizer, such as a brainstorming web, to guide students as they develop their own questions.

Students may

- Review/evaluate questions in the “wonderings” column of a class RAN chart (Reading and Analyzing Non-fiction Strategy) to select questions that are suitable for further inquiry.
- Evaluate questions submitted on the classroom “Wonder Wall” to determine suitability for inquiry.
- Use a template such as a *question generator* in *Webs of Wonder* to create who, what, when, where, why and how questions.

Consolidation

Teachers may

- Observe students generating specific questions independently about their research topic and note:
 - the types of questions asked
 - if questions are on topic
 - if questions lead to inquiry and further exploration
 - if prompts such as *I wonder why...? I wonder how...? Why do you think...?* and *I wonder if...?* are required.

Resources and Notes

Authorized

Appendices

- Appendix B2: Q-Matrix
- Appendix B8: RAN Chart

Literacy Place for the Early Years Grade 1 (TR)

- pp.188-196

Teaching and Learning Strategies

- www.k12pl.nl.ca/curr/k-6/ela/grade-2/teaching-and-learning-strategies.html
 - *Using the RAN Strategy* (video)
- www.k12pl.nl.ca/curr/k-6/ela/grade-3/teaching-and-learning-strategies/developing-inquiry-skills.html
 - *Developing Inquiry Skills* (video)

Supplementary

What Is the Inquiry Process? (poster)

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-1/resource-links.html

- *Wonderopolis®*
- *Ways to Wonder* (video)
- *Webs of Wonder*

Other curriculum resources

- *The Hockey Tree* by David Ward (Science 1)
- *Scientists Ask Questions* (Science 1)

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

Outcomes

Students will be expected to

- 5.2 use information from a variety of sources to seek answers to questions

Focus for Learning

In kindergarten, students explore and interact with a variety of texts to gather information from multiple sources. In grade one, students build on their early exploratory experiences to become more effective users of information. Specific curriculum outcome 4.2 may be integrated with this outcome to make the connection between text features and their use in locating information.

Developing an awareness of the authenticity and the relevance of the resources selected is challenging for grade one students. Teacher modelling and support in small groups will be required to foster independence in the self-selection of resources provided by the teacher. Students may consider visual appeal, illustrations, pictures, and the relation to the topic.

Teachers select information from the following categories:

- digital texts (e.g., the Internet, e-books, podcasts, television, videos, etc.)
- in person texts (e.g., guest speakers, community helpers, presenters, interviews, field trip presentations, etc.)
- paper texts (books, magazines, charts, posters, newspapers, etc.)

Modelling how to view resources and record information using any combination of the following is important: audio/video recordings, sticky notes/flags, coloured highlighters, graphic organizers, index cards/jot notes, and pictures/drawings/diagrams.

The RAN Strategy uses a graphic organizer which acknowledges not all background knowledge may be accurate and gives students opportunities to confirm what they think they know when it is found in a reliable source.

When students read texts and learn that the information is different than what they believed to be true, they acknowledge a misconception. The new information that is different from their prior knowledge is noted in column four in the RAN chart and further questions are then recorded for future inquiries.

Students will require repeated opportunities throughout the year to learn how to question and view information. Internet sites should be pre-selected and bookmarked to ensure age appropriateness and the relevance of the content. Determining the reliability of online information provides an authentic opportunity for students to critically view the messages presented.

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Model ways to seek answers to a “Wonder of the Day”, highlighting a variety of appropriate and relevant sources.
- Model how to take/use jot notes.
- Review features of texts to retrieve information.

Connection

Teachers may

- Group students in pairs to investigate topics and questions of interest using various teacher selected resources, such as the digital text, *Come Along with Me!* .
- Model how to design a text search using an index or table of contents and ask questions such as, *On what page would you find information about the seasons? What do you wear in winter?*
- Model how to choose relevant information from an online article using an interactive whiteboard.
- Model the importance of maintaining focus on a particular question by displaying it on a sticky note as a visual reminder.

Students may

- Find and record information using tools such as audio/video clips, coloured highlighters, graphic organizers, index cards, jot notes, pictures/drawings/diagrams, sticky notes/flags, etc.

Consolidation

Teachers may

- Assess students before, during and after they use information from a variety of sources and pose the following questions:
 - What features of text can you use to help locate information?
 - Where can you look to find this information?
 - Who can you ask to find out more about this topic?
 - What other sources can you use?
 - Did you collect enough information to answer your question?
 - Is there another resource that you would like to use?
 - What new information have you learned?

Students may

- Find relevant information from various sources, such as *Teaching Kids News*®, *Time for Kids*®, *News-O-Matic*®, and *National Geographic Kids*®, to answer questions provided by the teacher.
- Use reading strategies to understand information presented in texts. For example, the synthesizing strategy is used when information is gathered and recalled from more than one place.

Resources and Notes

Authorized

Literacy Place for the Early Years Grade 1 (TR)

- *Reading Guide 1*
 - pp. 7-9
- Graphic Organizers
 - pp. 188, 194-196
- *Changes Inquiry Unit Guide*
 - p. 77

Teaching and Learning Strategies

- www.k12pl.nl.ca/curr/k-6/ela/grade-2/teaching-and-learning-strategies.html
 - *Using the RAN Strategy* (video)

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-1/resource-links.html

- *Teaching Kids News*®
- *Time for Kids*®
- *News-O-Matic*®
- *National Geographic Kids*®

Other curriculum resources

- Religious Education CD-Rom: *Come Along with Me!* and poster packs (TR)

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

Outcomes

Students will be expected to

- 6.1 make connections from text-to-self, text-to-text, and text-to-world

Focus for Learning

Specific curriculum outcomes 6.1 and 6.2 are inter-connected and should be taught using an integrated approach. Personal connections made to texts should be relevant, meaningful, and actually support comprehension. Good readers use their schema or background knowledge and personal experiences to think about and make sense of texts. Reference the chart below to note the key points and prompts for each connection.

Connections	Key Points	Prompts
Text-to-self	<p>the reader thinks about what is described in the text and what is known from prior knowledge, personal experiences, experiences others have told them about, or events and information obtained from other texts</p> <p>encourage personal connections before, during, and after a text is shared</p>	<p><i>Can you remember a time when...?</i></p> <p><i>What do you know about this activity?</i></p> <p><i>Based on your own experiences, what do you think will happen next?</i></p> <p><i>Have you ever felt the same way as ...?</i></p> <p><i>What does this picture/video/story/website remind you of?</i></p>
Text-to-text	<p>refers to connections made between and among any other texts that may be read, viewed, or heard</p> <p>involving the content, genre, author, illustrator, illustrations, characters, setting, plot, tone, etc.</p>	<p><i>I read another book where...</i></p> <p><i>These illustrations/pictures are like/remind me of the ones in...</i></p> <p><i>This author always...</i></p> <p><i>This book is funny/sad like...</i></p> <p><i>This character was in...</i></p>
Text-to-world	<p>refers to a connection between the text and something which is occurring or has occurred in the community, world, or history</p> <p>relates what we read to local, national, or world news, current events, and historical events</p>	<p><i>How can you do your part?</i></p> <p><i>What did you learn?</i></p> <p><i>What do you already know about...?</i></p> <p><i>What does it remind you of in the real world?</i></p> <p><i>Where did you see/hear about something like this?</i></p>

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Display an anchor chart with the three different connections to texts: text-to-self (T-S), text-to-text (T-T), and text-to-world (T-W). Connections may be displayed individually to focus instruction on self, text or world.
- Model connections to texts that are experienced during read alouds, shared, guided, and independent reading.
- Model text-to-self connections to students by sharing connections between a text and their personal life, using a read aloud such as *Give Me Back My Dad* or a digital conversation card.

Connection

Teachers may

- Make a text-to-text connection to a familiar text such as *Hey Diddle Diddle* and the rewritten version in a play format which is also titled *Hey Diddle Diddle*. Recite the rhyme and read the play. Compare and contrast connections between the two text forms.
- Use a read aloud such as *10 Things I Can Do to Help My World* to make text-to-world connections. Prompt students to recall and connect their prior knowledge to what they learned. For example, turning off the tap while brushing their teeth is suggested in the text as one of the ways to help the world. Students may connect this practice to global issues such as water conservation.

Students may

- Read a text such as *How to be an Eco Class* and use three different coloured paper strips to represent the three text connections: T-S, T-T, and T-W. When a connection is made, record it on the appropriate coloured strip. Create a paper chain for each colour and attach it to one of three images: a head (T-S), a book (T-T), or a globe (T-W).
- Display and share connection codes: T-S, T-T, and T-W made during guided reading on sticky notes.
- Write a journal entry describing text-to-self (T-S), text-to-text (T-T), and text-to-world (T-W).

Consolidation

Students may

- Select and share three favourite texts to model each of the three different text connections: text-to-self (T-S), text-to-text (T-T), and text-to-world (T-W).
- Add extra links to the connection chains previously created.

Resources and Notes

Authorized

Appendices

- Appendix B11: Making Connections to Text

Literacy Place for the Early Years Grade 1 (TR)

- Shared Reading
 - *Hey Diddle Diddle* (print and digital)
 - *How to be an Eco Class* (digital)
- Read Aloud
 - *Give Me Back My Dad*
 - *10 Things I Can Do to Help My World*
- Digital Text
- *Grade 1 Oral Language Digital Conversation Cards* (36 digital and 12 print format)

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-1/resource-links.html

- *Oral Language Kit Teaching Guide, Grade 1*
- *Oral Language Kit Teaching Guide: Lessons for Digital Conversation Cards*, pp. 155-202

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

Outcomes

Students will be expected to

6.2 express opinions about a variety of texts

Focus for Learning

When students make personal connections to texts, they are in a better position to form and express opinions about the various texts they encounter. Exposure to a wide variety of text types and different authors and illustrators provide opportunities for students to express opinions. Student connections are strengthened when they consider the thoughts, feelings, and emotions evoked by texts. They will require help expressing opinions and disagreeing respectfully with the opinions of others. A positive classroom environment values and supports the opinions of all members. Sharing of opinions should be encouraged throughout daily activities and within the context of natural conversations. They will elicit opinions in the context of natural conversations. In GCO 2, there is an expectation for students to respond personally and critically to information, ideas, and opinions. In GCO 8, feelings and imaginative ideas are expressed through writing and representing.

Personal responses to texts may be explored further in each strand of English language arts. Oral responses may include discussions about texts, drama, readers' theatre, role-play, puppet plays, etc. Written responses and other representations may include drawings, graphic organizers, response journals, paintings, models, etc.

Students are more comfortable expressing opinions about familiar texts rather than unfamiliar texts. Use of prompts such as puppets, photo cards, digital conversation cards, and open-ended questions may encourage students to express their opinions on

- how each text makes them feel;
- what each text reminds them of;
- what they like best and least about each text;
- what they would like to see changed in the text;
- why they would or would not recommend the text to a friend;
- what they think about the text;
- how the beginning, middle, or end is different than expected;
- how their thinking changed or stayed the same after hearing the opinions of others;
- how the opinions expressed by others helped to form their own; and
- how to disagree with another opinion in a respectful way.

Sample Performance Indicator

Create an opinion card displaying a visual, statement, question, or word. Add the card to a class set of cards. Select a different card to express your opinion about the content displayed on the card. Possibilities to include on the cards: a photograph of a student with/without a helmet during a skating party, a statement or a question such as: *Grade one students need earlier bedtimes*, and *Should a grade one student have a limit on screen time?*

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Use the digital conversation card, *Girls Fallen Off Sled*, with a boy and a girl puppet to model how to express opinions politely and disagree respectfully in a variety of situations.
- Read aloud from texts that lend themselves to forming opinions such as *All Pigs are Beautiful* and *Hey, Little Ant*. Encourage students to share their opinions about the text by using open-ended questions.

Connection

Teachers may

- Stop at pre-determined words, sentences, pages, etc. during read-alouds, shared and/or guided reading sessions to encourage responses. Ask students to express their thoughts about how the text will develop, and how each new word, sentence, or page confirms, modifies, or alters their previous opinions.
- Organize concerts, field trips, or guest speaker presentations to form and express opinions about these types of texts. Opinions will naturally emerge in conversations when open-ended questions are used as prompts.

Students may

- Share a favourite and/or least favourite text such as a website, electronic or print text, song, video, etc. Encourage students to express opinions about: how each text makes them feel, how each text relates to their world, and what they like best and least about each one.
- Use puppets to portray a role in a story and express opinions.
- Express opinions with a shoulder partner in a timed talk about events/topics such as field trips, assemblies, guest speakers, etc.

Consolidation

Teachers may

- Form open-ended questions using the prompts suggested in column two to encourage students to express their opinions.
- Provide puppets to encourage student expression of opinions. For example, present a female mechanic puppet to students and ask them to share their opinions on whether or not she could be the snowplow driver in the poem, *Snowy Night*.

Students may

- Provide a written response or representation expressing their opinion about a self-selected or teacher-selected text.
- Express opinions about selections in self-selected book boxes.

Resources and Notes

Authorized

Literacy Place for the Early Years Grade 1 (TR)

- Evaluating Unit Guide
 - pp. 6-8, 21-24
- Read Aloud
 - *All Pigs are Beautiful*
 - *Hey Little Ant*
- Making Connections Unit Guide
 - pp. 9-13, 16-17, 24-27
- Puppet Collection

Active Learning Kit (Teacher Resource [TR])

- *Let's Join In!*
 - pp. 12-13
- Digital Conversation Card: Selection No. 9, *Girls Fallen Off Sled*
- Puppet Collection: Female Mechanic, Boy and Girl

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

Outcomes

Students will be expected to

- 7.1 demonstrate an understanding that all texts have intended messages

Focus for Learning

A message is what the reader takes away from a text. In GCO 7, there is an expectation that critical thinking skills be developed to fully understand intended messages. To develop critical thinking skills, a combination of reading approaches (read alouds, shared, independent and guided reading) should be used to expose students to a variety of messages found in different text types. These approaches lend themselves to explicit modelling. Young students will require multiple opportunities to understand the messaging in texts and develop critical thinking skills. A range of texts to consider are explained in detail in SCO 4.1.

Readers and viewers need to process literal information from texts before they can springboard from these facts and engage in thinking beyond the text. Texts are not neutral and it is important to “read between the words”. They are constructed by individuals who have particular points of view. Critical literacy involves questioning assumptions that readers often take for granted. Students need to learn how to deconstruct the texts in their lives and how to think, act, and be when interacting with the many texts in their world. The following questions referenced in the professional learning multimedia clip, *The Messages in Texts*, may be asked to help students understand the intended messages:

- What is the message?
- Who is sending the message?
- Who is the target audience?
- Why is the message being sent?
- What is being used to send the message (e.g., sound effects, music, catchy slogans, jingles, color, design, jokes, famous people)?

Sample Performance Indicator

View the comic strip *I’m Hungry* and discuss how advertising sends persuasive messages to audiences. Afterwards, complete an exit message for a classroom message board to persuade viewers to buy particular products.

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Present a commercial found on YouTube, such as *House Hippo*. Midway through, discuss why it could or couldn't exist. Continue playing the commercial to the end and have a final discussion. Use of a safe share mode eliminates advertising of inappropriate content when using YouTube or Vimeo sources.
- Collect items with logos (e.g., coffee cup, sweat shirt, pencil case, baseball hat) and ask what message is being sent and to whom.
- Brainstorm places where messages can be viewed (e.g., cereal boxes, shopping bags, school hallways, toy packages).

Students may

- Take a walk through the school looking for signs and record them on a checklist using a tally mark to represent each sign.

Connections

Teachers may

- Select an appropriate news story to highlight a different point of view. An example may include the letter written to *LEGO* by a seven year old girl. Ask: *Do you agree or disagree? Why? Are there such things as toys for boys and toys for girls?*

Students may

- View pre-selected commercials and advertisements to identify intended messages. An example that can be used to make a cross-curricular connection to health is Frosted Flakes "Goalie" on YouTube. Ask: *Who is this commercial designed for? Why? (age, gender, culture), Is there an advertising slogan/gimmick used?, Do you think that a food can transform you into a superhero?, Why or why wouldn't an adult/child purchase this product?*
- Identify the literal message in shorter texts such as the poetry selection, *My Cat* by Judith Viorst.
- Use a Venn diagram to compare and contrast how stereotypes are featured in two different texts such as a toy catalogue and *William's Doll* by Charlotte Zolotow.

Consolidation

Teachers may

- Show book covers and ask discussion questions for critical responses. For example, on the covers of *I Promise* and *The Paper Bag Princess*, the princesses are portrayed differently. Ask students: *What message is each book cover sending about each princess?, Which one looks like a real princess?, How do you know?, Would you like to be a princess? Why or Why not?*

Resources and Notes

Authorized

Literacy Place for the Early Years Grade 1 (TR)

- Inferring Strategy Unit
- Shared Reading Text
 - *I Promise*

Grade 1 Digital Oral Language Conversation Cards (Teacher Resource [TR])

- Comic strips 32 and 33
 - *I'm Hungry*

Active Learning Kit (TR)

- From *Bubblegum Books and Bugs*
 - *My Cat*

Teaching and Learning Strategies

- www.k12pl.nl.ca/curr/k-6/ela/grade-2/teaching-and-learning-strategies.html
 - *The Messages in Texts* (video)

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-1/resource-links.html

- Relevant news articles written for kids
- Frosted Flakes "Goalie" commercial on YouTube (video)
- *House Hippo*: A one minute message created by the Concerned Children's Advertisers (video)
- Letter to Lego from 7 year old girl asking, *Where are all the Lego girls?*
- *William's Doll*
- *The Paper Bag Princess*
- Safe share mode is the safest way to share and watch YouTube or Vimeo videos

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

Outcomes

Students will be expected to

- 7.2 examine texts for intended purposes and audiences.

Focus for Learning

Grade one students often believe what they see or hear to be the absolute truth and therefore passively receive the various messages they encounter daily. When students are taught to examine texts and think critically about them, they begin to consider who the text is intended for and its intended purpose.

Students need to use strategies to make sense of what they are reading so that they are better able to look beyond the literal information in the texts they encounter. SCO 4.3 describes the reading strategies to include when examining texts. Readers need to process literal information from texts before they can springboard from these facts to engage in beyond-the-text thinking.

Guiding questions must be modeled and asked to help students examine texts (posters, digital conversation cards, books, videos, etc.) and think beyond-the-text. These conversations may evolve by asking the following questions:

- *Who is represented here in this text and how?*
- *What has purposely been included in and omitted from this text?*

Student responses to these types of questions may extend conversations to include topics pertaining to stereotypes, prejudice, bias, race, social class, etc.

Students examine texts by using their own prior knowledge and experience to:

- convey their thinking
- determine an author's purpose and audience
- interpret what the author is saying
- think about the author's attempt to influence their thinking

Sample Performance Indicator

In pairs, examine a range of texts using selections in your book boxes. The intended purpose and audience for each text should be determined through discussions with your partner.

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Examine advertisements and ask discussion questions about the purpose of the text and the intended audience. For example, the following questions may be asked about the conversation cards for scooter advertisements:
 - *Which scooter would you prefer? Why?*
 - *Which scooter will travel faster? How do you know?*
 - *Why are there two different visuals for the same scooter?*
 - *Why is the same slogan used in different coloured font?*
- Generate a discussion about why some books such as *The Cat in the Hat* develop into movies, video games, colouring books, toys, games, etc. Key questions for students to consider may include:
 - *What audience would be attracted to each product?*
 - *How are movies and books marketed differently?*
 - *Where are these products advertised?*
 - *For whom has this product been made?*
 - *Why do producers create products such as toys, t-shirts, games, food, etc. to support the release of popular films?*

Connection

Teachers may

- Examine a popular children's website. Engage in a conversation with students to identify the audience and the different purposes for visiting the site. Suggest the different ways the website attracts their attention by discussing the following questions:
 - *For whom do you think this website was designed?*
 - *Do you think the website encourages you to dress, eat, shop or behave in a certain way?*
 - *What features were used on the website that attracted you?*
 - *Does the information on the website motivate you to visit again? Why or why not?*

Consolidation

Teachers may

- Display illustrations, images or pictures from flyers, etc., and ask students to discuss the purpose of the text and the intended audience. Questions to prompt responses may include:
 - *Why was this text created?*
 - *Who is this text created for?*
 - *Does the advertisement catch your attention? How? or Why?*
 - *Would you buy an advertised item? Why or why not?*

Resources and Notes

Authorized

Literacy Place for the Early Years, Grade 1 (TR)

- I Can Make A Difference Inquiry Unit
- Read Aloud
 - *10 Things I Can Do to Help My World*

Grade 1 Digital Oral Language Conversation Cards (TR)

- *Scooter Advertisements, Cards 16-17*

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-1/resource-links.html

- Popular children's website
- *The Cat in the Hat*

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

Outcomes

Students will be expected to

- 7.3 explore alternative perspectives to texts

Focus for Learning

By exploring alternative perspectives, students learn to recognize that the way they think it is, or the way they sometimes see it, isn't necessarily the way it should be. In grade one, recognizing a point of view beyond their own requires modelling and experiences using different examples within texts. The intent of this outcome is to explore more than one point of view. A single text provides only one point of view; that of the text creator. It is important for students to explore a variety of perspectives through texts as they read, listen, and view.

Explore alternative perspectives by posing thought-provoking questions. Read-Alouds offer many opportunities to provide alternative perspectives. Consider the following examples:

- After reading *Mrs. Chicken and the Hungry Crocodile*, consider asking, *How would you feel if you were the crocodile and you were tricked by Mrs. Chicken?*
- Act out the story *Hey, Little Ant* from the two perspectives of the boy and the ant.
- Tell a story from the perspective of a character whose voice is not heard. The fish in *Give Me Back My Dad* may be a possibility.

Sample Performance Indicator

Revisit the objects in the read aloud, *10 Things I Can Do to Help My World* and create a visual from the perspective of one of the following: illuminated light bulb, running tap, recyclable item in the trash, unfed bird, wasted paper, unattended television, dog not walked, packaged seed or empty compost.

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Introduce different character perspectives using the read aloud *Hey, Little Ant*. Explore the following questions in the discussion:
 - *Did your perspective of the ant change after you read the book? How?*
 - *Have you ever been treated differently because of your size or age?*
 - *How are the characters' needs and wants the same/different?*
- Discuss possible endings that could be included in the read aloud, *Hey, Little Ant*.

Students may

- Discuss locally relevant questions to take a stand on and discuss differing points of view. Questions may include: *Do you think personal electronics should be allowed in the classroom?*, *Do you think that there should be a school uniform?* or *Should outdoor play be a choice?*

Connection

Teachers may

- Read a text from different perspectives such as the boy and his tooth in the text, *Sweet Tooth*. Discuss how the perspectives of the boy and his sweet tooth change when he makes healthful food choices rather than sugary food choices.
- View and compare the illustrations in *Two Bad Ants* and *Hey, Little Ant!* to make predictions about the different perspectives presented.

Students may

- Share the book and movie version, or movie trailer of *Ant Bully*. Represent the change in perspectives of the boy as a giant bully and as a shrunken ant. A template of a mirror may be used to illustrate the different perspectives on each side.
- Dramatize the actions of a character in a familiar story such as *The Little Red Hen*. How would this change if it was told from the dog's perspective? What if the hen was lazy? Dramatize/perform these changes for an audience.
- Take on the perspective of the red hen and design a help wanted poster or the perspective of the cat wanting freshly made bread.

Consolidation

Teachers may

- Use a shared writing approach to create a letter from the tooth fairy to the boy's sweet tooth in the text, *Sweet Tooth*.

Resources and Notes

Authorized

Literacy Place for the Early Years, Grade 1 (TR)

- Read Alouds
 - *Hey, Little Ant*
 - *10 Things I Can Do to Help My World*
 - *Mrs. Chicken and the Hungry Crocodile*

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-1/resource-links.html

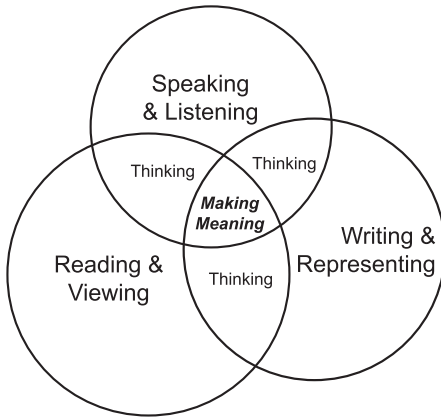
- *The Little Red Hen*
- *Sweet Tooth*
- *Two Bad Ants*
- *Ant Bully* Book and Movie
- *Ant Bully* Trailer (video)

Section Three: Specific Curriculum Outcomes

Writing and Representing

Writing and Representing

Focus



Writing and representing allows students to express themselves and communicate ideas by creating a variety of media and diverse texts. Representing language graphically to communicate a message is a complex cognitive process. It involves multiple, simultaneous processes, including but not limited to:

- activating and connecting to prior knowledge, ideas and experiences
- generating and composing imagined ideas
- recreating and consolidating information from a variety of sources

In writing and representing, students must decode, understand, evaluate and create a variety of forms and reflect on the creation process.

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.

- 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

- 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.

- 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

- 9.1 use various text types and forms in writing and representations
- 9.2 understand that texts are created for a purpose and an audience
- 9.3 create text types and forms for specific 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.

- 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

- 10.1 use a variety of strategies to write and represent effectively

SCO Continuum

A continuum provides valuable information about the expectations for students for the previous, current, and following grade.

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.

Kindergarten	Grade 1	Grade 2
8.1 express feelings and imaginative ideas through writing and representing	8.1 express feelings and imaginative ideas through writing and representing	29.0 express feelings and imaginative ideas through writing and representing
8.2 reflect on learning through writing and representing	8.2 reflect on learning through writing and representing	30.0 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.

Kindergarten	Grade 1	Grade 2
9.1 explore various forms of text in writing and representations	9.1 use various text types and forms in writing and representations	31.0 use various text types and forms in writing and representations
9.2 understand that texts are created for a purpose and an audience	9.2 understand that texts are created for a purpose and an audience	32.0 understand that texts are created for a purpose and an audience
9.3 create a variety of texts for different purposes and audiences	9.3 create text types and forms for specific purposes and audiences	33.0 create text types and forms for specific purposes and audiences
		34.0 seek feedback in the creation and further development of texts

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

Kindergarten	Grade 1	Grade 2
10.1 explore writing and representing processes	10.1 use a variety of strategies to write and represent effectively	35.0 use the traits of writing to communicate ideas effectively in the processes of writing and representing
10.2 explore traits of writing to communicate ideas effectively		

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.

Outcomes

Students will be expected to

- 8.1 express feelings and imaginative ideas through writing and representing [GCO 8]

Focus for Learning

In grade one, it is critical that students have a wide range of language experiences to draw upon prior to the expectation to create and represent a variety of text types outlined in SCO 9.1. This exposure provides opportunities for students to experience authentic writing while supporting and encouraging students to use their imaginations as they explore and take risks. Opportunities to use imagination in writing and representing should be integrated throughout each of the following instructional approaches:

Modelled writing offers the most support to young writers. Students observe while the teacher talks aloud and demonstrates writing. This is sometimes referred to as a *Think-Aloud Approach*. Teachers highlight effective writing strategies and make connections between reading and writing.

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. Individual students are encouraged 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 for all areas of the curriculum.

Guided writing offers scaffolded support to small groups of students with a common area of focus such as proper use of capitalization. Teachers model a writing concept in a mini-lesson and then support students as they practise the strategy in the group setting or independently.

Independent writing encourages students to apply new writing skills and strategies. Time should be allocated daily for students to write independently with minimal teacher support. When self-selecting topics, students use their imaginations to compose and construct texts at their own level.

Learners express themselves creatively and demonstrate in many ways that messages have been read, understood, heard, or viewed. It is important to represent information using a variety of forms rather than relying solely on written texts. Various writing and other forms of representation encourage students to use their imaginations and may include:

- drawing/painting
- audio/video clip
- foldable
- reflection notebook/journal
- model
- collage
- comic
- media production
- text innovation
- photograph/animation
- dramatizing/dancing
- table, chart, maps diagram
- log

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.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Share YouTube videos such as *Seasons Song* and *Sesame Street: Five Words to Say More Often with Grover and Kid President*. These videos can be used as an alternative way of representing topics related to science and health.
- Use children's literature selections such as *The Best Pet* and *Birthday Party Pandamonium* as springboards to encourage imaginative representations.
- Model text innovations by substituting key words or parts of speech to create new texts. A line of a rhyming poem or a patterned sentence from a structured text may be used from selections such as *Thaddeus Crumpet*, *Bug*, or *Is This a Moose?*
- Brainstorm and display a list of writing topics and add visuals to use as writing prompts.

Students may

- Substitute the lyrics of a familiar song, jingle, etc. to express emotions and ideas on a topic (e.g., Change the lyrics in the *Twelve Days of Christmas* to the *Twelve Days of Winter/ Spring, Summer, or Fall*.)

Connection

Teachers may

- Model how a story element may be substituted in a narrative. For example, Goldilocks visits the playground instead of the forest.
- Create a class newspaper story based on *Sailor: The Hangashore Dog*. A newspaper clipping generator website can be used to create an authentic form.
- Create a digital text using *LittleBirdTales*®, or *Storyjumper*™.

Students may

- Roleplay/write a story from a different character's perspective or create an alternate ending through texts explored in outcome 7.3.
- Use a foldable divided into three sections from *Foldable Basics* to write or represent the beginning, middle and end of an imaginative story.

Consolidation

Teachers may

- Assess writing samples and other representations collected in portfolios throughout the year using the *Writing Development Checklist: Grade One*.

Students may

- Use graphic organizers prior to writing to record imaginative ideas in a specific story structure.

Resources and Notes

Authorized

Literacy Place for the Early Years Grade 1 (Teacher Resource [TR])

- Writing Guide
 - pp. 16-26, 183-192
- Active Learning Kit
 - *School Days Magazine: Bug*, p. 2
- Read Alouds
 - *Sailor: The Hangashore Dog*
 - *The Best Pet*
 - *Birthday Party Pandamonium*
 - *Thaddeus Crumpet*
- Shared Reading Text
 - *Is This a Moose?*

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-1/resource-links.html

- *Storyjumper*™
- *LittleBirdTales*®
- Newspaper clipping generator
- *Seasons Song*
- *Sesame Street: Five Words to Say More Often with Grover and Kid President*

Other curriculum resources

- Health & Wellness Resource (Health 1)
 - *Foldable Basics*

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.

Outcomes

Students will be expected to

- 8.2 reflect on learning through writing and representing [GCO 8]

Focus for Learning

Students reflect on what and how they learn by thinking about what they do and connecting it to what they already know. Students bring varied writing and representing experiences to the classroom. The set of experiences each child brings to the learning environment is the starting point for their writing development. Writing and representing behaviours displayed by students are diverse and they look differently at various times of the year as writing develops.

The three-phase model, *What? So What? Now What?* promotes reflection in learners and can be used as a journaling activity for students to become reflective learners who think about what they do.

Phases	The “What” Phase	The “So What” Phase	The “Now What” Phase
Purpose	<i>presenting the facts of what was experienced or observed</i>	<i>analyzing the event, presentation, or activity to find meaning</i>	<i>taking lessons learned and looking at how understanding has changed as a result of the new learning</i>
Guiding Questions	<i>What happened?</i> <i>What did you do?</i> <i>What problem did you solve?</i> <i>What were the results of the event?</i> <i>What were the speaker’s main points?</i>	<i>What did you learn?</i> <i>What does this new learning mean to you?</i> <i>How is your new learning different than what you expected?</i> <i>How can you relate this new information to your life?</i>	<i>How can you use your new learnings to make a difference in the future?</i> <i>What can you do to help this situation?</i> <i>What would you like to learn more about?</i> <i>What information can you share to help make a difference?</i>

Students experience the most success communicating their knowledge when their representations and written attempts are based on authentic learning experiences. Cross-curricular connections provide further opportunities for students to reflect and think about their thoughts, feelings and experiences as they engage in literacy activities. Refer to the bulleted list included in SCO 8.1 for examples of representations and SCO 9.1 for a chart on text types and forms.

Sample Performance Indicator

Select a writing sample and reflect on something that was done well and something that needs to improve. Record your reflections using a template such as *Self-Assessment: Personal Account*.

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.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Provide time for students to think and reflect prior to writing about and representing their learning.
- Conduct discussion sessions to reflect on why school activities such as recycling, Earth Day, anti-bullying campaigns, safety practices, and positive behaviors are important to create safe and caring schools. Ask reflection prompts such as: *How can I do my part?*, *What am I doing really well?*, and *How can I improve?*
- Model reflections on a learning process in a curriculum area from start to finish. Examples of entry and exit cards may be shared.
- Present a learning bag on a topic of study such as healthy living. The bag should include related objects such as: alarm clock, skipping rope, water bottle, sunscreen, fruit, etc. The objects are used as writing prompts on a topic.
- Model how to provide constructive feedback to peers.

Students may

- Using a journal, reflect on a read aloud such as *The Emperor's Egg* and demonstrate how they know the text type and genre.
- Share and provide feedback to a partner using the cooperative learning strategy *Think-Pair-Share*.

Connection

Students may

- Reflect on new learnings by making a collection of objects that represent information learned from a particular topic of study. Collections may include living and non-living things, 3-D shapes, colours, textures, etc..

Consolidation

Teachers may

- Read *Ten Things I Can Do to Help My World* as a springboard for a text innovation using a different title and the following sentence stems: *I remember...*, *I try...*, *I learned...*, *I will...*, etc.
- Model the process of self-assessment. Include prompts such as: *Is this my favorite piece of writing? Why or why not?*, *Do I like this form of writing? Why or why not?*, *What have I learned about my writing?*
- Evaluate student reflections communicated through reflection journals, portfolios, blogs, exit cards, sticky notes, foldables, etc.

Students may

- Write a journal entry using a list of things learned about a topic in a day, a week, a month, etc. Topics may include: Hanukkah, senses, seasons, safety, feelings, communication, patterns, etc.

Resources and Notes

Authorized

Appendices

- Appendix B4: Reflective Prompts

Literacy Place for the Early Years Grade 1 (TR)

- *Writing Guide*
 - pp. 115-116, 171
- *Analyzing Strategy Unit*
 - pp. 23-26
- *I Can Make a Difference Unit*
 - p. 9
- Read Alouds:
 - *The Emperor's Egg*
 - *Ten Things I Can Do to Help My World*

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 use various text types and forms in writing and representations

Focus for Learning

Text types are connected throughout the reading and viewing, and writing and representing strands of the English language arts curriculum. When students read, write, draw, and discuss the different types of texts throughout the year, the use of language and text features should be evident in their writing. Examples of mentor texts in grade one that make reading and writing connections to the text types are listed in the table below:

Text Type	Examples	Features
Procedural	<i>Making Ice Cream</i>	<ul style="list-style-type: none"> the importance of sequential steps
Retell	<i>Camping At The Lake</i>	<ul style="list-style-type: none"> retelling of events, past experiences, or accounts of someone's life
Narrative	<i>I Promise</i>	<ul style="list-style-type: none"> shared stories, lessons, entertainment, or comments on life
Persuasive	<i>The Best Pet, All Pigs Are Beautiful</i>	<ul style="list-style-type: none"> discussions of more than one side of an issue inspiring behaviours or actions in the reader
Description	<i>The Emperors Egg, Is this a Moose?</i>	<ul style="list-style-type: none"> information and descriptions
Explanation	<i>Whose Teeth Are These?, Birthday Party Pandamonium</i>	<ul style="list-style-type: none"> explanations of how something comes to be and/or why it is a certain way; how it works

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Use mentor texts when introducing specific text types.
- Create anchor charts for each text type highlighting specific purposes and features.
- Highlight the features of e-shared reading texts using the digital tools included.
- Model how to use a template or graphic organizer to plan writing for specific text types.

Students may

- Use text type organizers to plan writing: *Procedural, Retell, Narrative, Explanatory, Descriptive, and Persuasive*. For example, the *Story Boxes* template may be used to retell a story or personal experience.
- Use templates of particular writing forms when creating texts. For example, a postcard template may be used to write about an event, place, or retell an experience. A letter template may be used to write a letter.

Connection

Teachers may

- Share a collection of books from various text types and identify the text type based on the features.
- Provide opportunities for students to self-select topics, text types, and forms in writing and representations.

Students may

- Select an appropriate text type when writing and representing in cross-curricular activities. For example, procedural writing may be used in a math journal about patterning, a diagram may be drawn in science to explain the seasonal cycles of weather, temperature, etc.
- Use an interactive website from *LearnAlberta*® to view the features and/or create different text types in the following forms: posters, newspapers, and comics.

Resources and Notes

Authorized

Appendices

- Appendix C7: Literary Genres

Literacy Place for the Early Years Grade 1 (TR)

- Writing Guide
 - pp. 27-116, 123-129, 193
- Guided Reading Selections

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-1/resource-links.html

- Literacy Place Shared eReading titles
- *LearnAlberta*® website

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 *use various text types and forms in writing and representations*

Focus for Learning

Students require opportunities to interact with various text types and forms to develop confidence and writing skills that represent their thoughts and ideas. Each text type provides opportunities for students to generate their own writing collaboratively and independently.

There is no specific order to present the text types. However, it is important to provide explicit instructional approaches using modelled, shared, guided, and independent writing. Detailed information on each text type and the examples of forms within the text types can be found in the writing guide. The page references are indicated in the two charts that follow.

Text Type Anchor Chart				
Text Type	Purpose	Writing Guide	Examples of Forms (print and digital texts)	
Description	provides information about a topic	pp. 43-59	<ul style="list-style-type: none"> • poster/flyer • account • report • speech • letter • comparison 	<ul style="list-style-type: none"> • question and answer text • article • poem • amazing fact
Explanation	informs the reader how an object/ process works, how it was developed, and/or its relationship to the world	pp. 60-73	<ul style="list-style-type: none"> • question and answer • report • foldable • magazine • diary • speech • definition 	<ul style="list-style-type: none"> • pamphlet/ brochure • newspaper • poster/ visual • email/text message • poem • journal
Narration	tells a story, entertains, instructs, or comments on life	pp. 74-86	<ul style="list-style-type: none"> • graphic novel • comic • diary • journal entry • letter • play 	<ul style="list-style-type: none"> • poem, chant, song, rhyme • short story • email/text 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.

Sample Teaching and Assessment Strategies

Consolidation

Teachers may

- Use a mentor text, such as *School Days*, to model how some books are published using a variety of text forms within one text.
- Invite students to find texts from the classroom, library, or home that include a variety of text types.
- Review features of each text type.
- Brainstorm a topic for a class book that includes various text types.
- Organize six small groups for student writing in each of the text types.
- Provide text organizers, anchor charts, etc. as visual prompts for each writing group specific to the text type selected.
- Provide opportunities to create print and digital text types.

Students may

- Use visual aids such as an anchor chart or a mentor text to guide independent writing.
- Create submissions to student created classroom books that include samples of the six text types.

Resources and Notes

Authorized

Appendices

- Appendix A: Authorized Resources

Literacy Place for the Early Years Grade 1 (TR)

- Active Learning Kit
 - *School Days* (large format magazine)
- Writing Guide
 - pp. 27-116

Teaching and Learning Strategies

- www.k12pl.nl.ca/curr/k-6/ela/grade-3/teaching-and-learning-strategies/integrating-curriculum-outcomes.html
 - *Integrating Curriculum Outcomes* (video)

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 *use various text types and forms in writing and representations*

Focus for Learning

A continuation of the previous table summarizing the text types, resource references, and examples of forms follows:

Text Type Anchor Chart				
Text Type	Purpose	Writing Guide	Examples of Forms (print and digital texts)	
Persuasion	persuades others to change their thinking, beliefs, and/or take action to promote change	pp. 87-100	<ul style="list-style-type: none"> signs and posters movie trailer book jacket advertisement 	<ul style="list-style-type: none"> interview postcards letter poem review brochure
Procedure	describes how to do something	pp. 101-113	<ul style="list-style-type: none"> recipe map rules fire evacuation procedure lists(grocery, to-do, etc.) directions schedule 	<ul style="list-style-type: none"> architectural designs/ plans game instructions invitation diagrams graphic organizer science experiment
Retell	recounts experiences and events in the lives of specific people or characters in fiction or informational texts	pp. 114-127	<ul style="list-style-type: none"> anecdote biography/ autobiography diary/journal timeline website/blog magazine/ newspaper article 	<ul style="list-style-type: none"> personal account photo story storyboard digital book poem interview letter

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

Sample Teaching and Assessment Strategies

Extension

Students may

- Choose a topic and design a layout for a magazine including all text types and a variety of forms.
- Create writings from each text type about a topic of interest to include in a magazine.

Resources and Notes

Authorized

Literacy Place for the Early Years Grade 1 (TR)

- Writing Guide
 - pp. 27-116

Suggested

Other curriculum resources

- *Postcards from Barnaby* (Social Studies 1)

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

Focus for Learning

To get a true understanding of an author's purpose, students need frequent opportunities to explore various texts and analyze how writers choose text forms to suit their purpose for writing. This exploration will help them determine the different purposes authors have for writing texts. Authors may write to entertain people and make them laugh. They may also write to persuade or convince their readers to believe in something. Sometimes authors write to inform or teach the audience about a particular topic.

Teaching students to understand and determine the audience and purpose for specific texts should include a critical component. Students need to be aware that many authors have a target audience and a purpose for creating texts. The message being sent should be viewed critically to understand the intended audience and the purpose of the writing.

Students develop an understanding of audience and purpose in writings when they make the connection between the different purposes associated to each text type and form. Examples of text types and forms are included in SCO 9.1. Consistent exposure to multiple forms of text types support a true understanding. It is important to include forms where the purpose and audience are familiar. Some familiar forms may include

- "To Do" list,
- letter to Santa/Tooth Fairy/Easter bunny,
- invitation,
- flyer,
- calendar/ school newsletter,
- brochure/pamphlet about a community event to post in the town,
- blog about a classroom event, and
- comic strip.

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Brainstorm with students the different purposes an author may have for writing: to entertain, inform, persuade, instruct, etc.
- Introduce the term audience by matching a collection of texts that have been written for various intended audiences. Discuss possible audiences for each selection. For example, a chemistry book may be suggested for a high school student.
- Discuss good fit books and how books are appropriate for different audiences and purposes. For example, a toddler book for a baby, a *Chickadee* magazine for a grade one student, a textbook for a high school student, a manual for a parent, etc.
- Discuss text types and forms used for different purposes in cross-curricular areas. For example, science resources often include simple, step-by-step procedures to perform experiments.

Students may

- Sort a teacher assembled collection of texts into categories based on purpose and audience. Include texts of interest for parents (adults), younger siblings (baby), primary students (self), older siblings (teens), and grandparents (older adults).

Connection

Teachers may

- Prepare a mystery letter for the class without identifying the writer or the recipient. Encourage the class to be detectives to determine who the writer could be, why they are writing, and to whom they are writing. Invite students to generate questions in order to determine the purpose and audience.

Students may

- Sort through a collection of texts such as real letters, notes, emails, magazines, postcards, newspaper articles, and invitations to determine if the purpose is to entertain, inform or persuade.

Consolidation

Teachers may

- Show a digital advertisement or comic strip such as *Scooter*, *I'm Hungry*, or *As Seen on TV*. Prompt discussion with the following questions: What is this? What colours and shapes do you see? Why do you like or dislike it? Would your parents like it? Would you buy this? Who else would want it?

Students may

- Choose an advertisement out of a flyer or magazine to suit a specific audience or purpose.

Resources and Notes

Authorized

Literacy Place for the Early Years Grade 1 (TR)

- *Writing Guide*
 - p. 11
- Oral Language Conversation Digital Cards
 - *Scooter Advertisements* Nos. 15-16
 - *Comic Strips: I'm Hungry* Nos. 32-33
 - *As Seen on TV* Nos. 24-25

Teaching and Learning Strategies

- www.k12pl.nl.ca/curr/k-6/ela/gradeK.html
 - *K-Blog part 1*
 - *K-Blog part 2*

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-1/resource-links.html

- Kidblog®
- Edublog®
- Glogster™
- Photostory 3 (free download for Windows)

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 text types and forms for specific purposes and audiences

Focus for Learning

As students develop an understanding of the various text forms, why they are written, and whom they are written for, they will require daily opportunities to apply this knowledge in the creation of their own texts. Whether engaged in collaborative or individual writing, students need opportunities to express themselves for an authentic purpose and a real audience. They rely on rich language experiences to draw upon in the creation of their own texts.

Through the instructional approaches to writing: *modelled, shared, guided, and independent*, students develop confidence and take risks in choosing and creating the language form which matches the purpose and audience for their own writing. There is no set order for teaching the text types. They are integrated throughout the prescribed curriculum in subject areas and should be revisited throughout the year. Encourage students to use the text types which most effectively express their learning. A writing activity in social studies, for example, may include letter writing to a town council for supplies to remove litter from a community area or a procedural text may be created in science, teaching classmates how to make an object from materials.

The use of mentor texts to teach the various forms of writing strengthens both receptive and expressive language. Students develop an understanding of audience and purpose when they rely on associations they make between forms and purposes and write for a specific audience that they know. Examples of text types and forms are included in SCO 9.1.

Sample Performance Indicator

Select a topic of interest in a cross-curricular area and share the information using an appropriate text type and form. For example, you may write a procedural text about a design challenge on a topic of interest in science.

Explain:

- the message in the text,
- who you wrote the text for,
- why you wrote the text, and
- why you chose the text type and form.

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Give examples of different purposes for writing and ask what form of writing best supports the purpose. Possibilities may include: Retell: *I want to tell my friend about a movie I watched.* Persuasive: *I want to convince my family to get a pet.* Procedure: *I want to design a leprechaun trap.*
- Brainstorm in a large group session the specific audiences and purposes to write for and post the list of possible writing prompts for students who need them.
- Collect a variety of texts to use as mentor texts to help students generate their own writing using the selected text types.

Students may

- Share their chosen mentor text and explain the similar text type and form that they will use as well as the topic and audience for whom they will address.

Connection

Teachers may

- Provide opportunities for students to write independently for a specific purpose and an intended audience.
- Designate a writing area to encourage independent writing so that students may access writing tools and materials easily throughout the school day.
- Provide opportunities for students to generate text types and forms in cross-curricular areas. For example, a procedural text may be created for a science design challenge or a recipe.

Students may

- Share their writing for a specific text type to an intended audience through role play. For example, a persuasive letter may be read to students who are role-playing family members.

Consolidation

Students may

- Edit and publish their individual text type writing in a class book.
- Work in small groups to design a chapter cover for each text type included in a class book.

Extension

Students may

- Self-select a writing sample for each text type for their own writing portfolio.

Resources and Notes

Literacy Place for the Early Years Grade 1 (TR)

- *Writing Guide*
 - *Types of Writing* pp. 34-116, 183-192

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

Outcomes

Students will be expected to

- 10.1 use a variety of strategies to write and represent effectively

Focus for Learning

The writing process approach encourages instruction in writing that is based on thinking, collaboration, and feedback. Effective writing instruction connects the six traits of writing: *ideas, organization, voice, word choice, sentence fluency, and conventions* to the stages of writing: *pre-writing, drafting, revising and editing, and publishing and sharing*.

The different stages of writing and the traits support each other. While the stages are often presented sequentially, they are flexible and recursive. The traits are embedded within the stages of writing and are not taught in isolation. Although students will write daily, each piece of writing will not necessarily go through the complete writing process and certain traits are predominant to specific stages. The ideas trait, for example, is predominant in the prewriting, drafting, and revising stages and conventions is the predominant trait in the editing stage. The revising stage will likely include: ideas, organization, voice, word choice, and sentence fluency.

In grade one, varying levels of support are used within the writing process to help students develop their writing. Students focus mainly on the pre-writing and drafting stages in grade one. The traits are applied to support their understanding of the stages as they are introduced in their writing development. For example, some students will not hesitate to begin writing immediately, and combine the pre-writing and drafting stages. Others may require more explicit teaching of the traits for ideas and require an extended amount of time in the prewriting stage. Mini-lessons target the specific needs of individuals or groups of students, depending on the stage of their writing development.

Writing experiences in all stages can inform instruction. On-the-spot conferences, anecdotal reports, formal teacher-student writing conferences, drafts, student checklists, and published work provide many opportunities to document student growth and identify developmental readiness for further strategies.

Sample Performance Indicator

Write a poem, chant, or song about a curriculum related topic, such as the needs and characteristics of living things. Engage in the stages of the writing process and connect the traits of writing.

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Use mentor texts such as *Mr. Zinger's Hat* by Cary Fagan to demonstrate the importance of developing ideas to create texts.
- Discuss the following prewriting questions: *What do I want to write about? What does the reader need to know? and What is the purpose of my writing?*
- Model examples of the traits that are evident in the authorized resources and children's literature selections referenced in the appendix. For example, to develop sentence fluency, students need to hear the rhythm and flow of writing in texts. This auditory component can be emphasized by reading texts aloud with expression. Poetry selections, choral readings, chants, rhymes, and songs have a poetic flow and demonstrate sentence fluency.
- Read aloud from texts such as *Hey, Little Ant* and *Birthday Party Pandamonium* to demonstrate the impact of word choice and voice in writing.
- Model the use of prewriting tools such as graphic organizers and jot notes to record ideas and use them to write sentences in the drafting stage.
- Use modelled and shared writing samples such as the *Coco Writes* and *Student Samples* in *Write Traits®* to demonstrate edits and revisions as well as comparing and contrasting particular traits.
- Model how revising and editing checklists guide the stages of writing.
- Skype with an author and discuss the preparations required for publishing and sharing a text.
- Brainstorm possible presentation formats and review ideas for publishing. Examples may include class book, mini-book, poster, letter, digital texts created using *Photostory*, *Story Jumper™*, etc.

Connection

Teachers may

- Conduct mini-lessons in all stages of the writing process that focus on trait development during modelled, shared, or guided reading. For example, the importance of including details in writing may be the focus of a lesson that emphasizes creating detail through the senses (seeing, hearing, tasting, feeling, and smelling).
- Create individual mini offices for independent writing using double-sided writing folders. Include individual word wall lists, descriptive words, writing prompts, alpha chart, word families, etc.

Continued

Resources and Notes

Authorized

Appendices

- Appendix A: Authorized Resources
- Appendix E1: Key Points for the Traits of Writing
- Appendix E2: Literature to Illustrate the Traits of Writing

Literacy Place for the Early Years Grade 1 (TR)

Making Connections Strategy Unit (TR)

- Writing Guide
 - pp. 47, 61, 75, 89, 102, 115, 128-182
- *Write Traits® Kindergarten: Bringing the Traits to Kinderwriters, Coco Writes Big Book (TR)*
 - pp. 151-155
- *Write Traits® Grade 1 Teacher's Guide (TR)*
 - pp. 20-201
- *Write Traits® Kindergarten Teacher's Guide (TR)*

Read Alouds

- *Hey, Little Ant*

Shared Reading

- *Birthday Party Pandamonium*

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-1/resource-links.html

- *Photostory 3* (free download for Windows)
- *Story Jumper™*
- *Mr. Zinger's Hat*

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

Outcomes

*Students will be expected to
10.1 use a variety of strategies
to write and represent
effectively*

Focus for Learning

The Writing Process		
Stages	Tasks	Possible Mini-lessons
Prewriting	<ul style="list-style-type: none"> thinking, discussing, and selecting a topic collecting information and organizing ideas selecting a specific purpose and an audience 	<ul style="list-style-type: none"> brainstorming writing ideas jotting down ideas on idea cards or sticky notes sorting and sequencing ideas making a list choose a topic using provided sources for research using a graphic organizer choosing an audience selecting an appropriate text type and form making connections to writing using prior knowledge and/or personal experiences
Drafting	<ul style="list-style-type: none"> connecting pre-writing ideas, sketches and words into sentences 	<ul style="list-style-type: none"> changing pre-writing ideas, sketches and words into sentences sounding out and spelling words skipping lines for later revisions and edits accessing writing aids such as word walls sequencing ideas developing a beginning, middle, and ending lessons on all traits of writing are applicable throughout this stage
Revising and Editing	<ul style="list-style-type: none"> revising writing by adding to or changing the content as drafts are written revisiting drafts with a critical eye putting the piece of writing in its final form 	<ul style="list-style-type: none"> explicit instruction in the revising process further developing the traits of writing how to share your writing for feedback adding, deleting, grouping and/or rearranging ideas questioning the suitability of the form combining and stretching sentences changing word choices using a revising/editing checklist such as The 6-Star Checklist page 88 Write Traits Kindergarten(sentence structure, inclusion of details, capitalization, punctuation, spelling, and spacing)
Publishing	<ul style="list-style-type: none"> choosing a text for publishing and sharing with a real audience 	<ul style="list-style-type: none"> designing the features and layout of the text type (e.g., table of contents, map or other illustrations, index/picture glossary) presenting a text visually or orally

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

Sample Teaching and Assessment Strategies

Connection

Students may

- Generate ideas for writing about personal experiences and prior knowledge.
- Participate in a shared writing experience to draft a writing sample using a completed organizer.
- Use a revising/editing checklist such as *The 6 -Star Checklist* from Write Traits® to focus on the traits of writing.
- Evaluate student sample papers using a student rubric, both included in the *Write Traits® Teacher's Guide*.
- Select a piece of writing for sharing and publishing.

Consolidation

Teachers may

- Create a publishing checklist to determine if the following may be included in the publishing stage: a table of contents, dedication page, a map or other illustrations, an index/picture glossary, About the Author page, etc.
- Share published writing samples from former students.

Students may

- Use a publishing checklist to complete their writing sample.
- Share their writing with peers, or in a local/school newspaper, letter, class website, etc.

Extension

Teachers may

- Provide opportunities for students to share their writing digitally on a class blog.

Students may

- Use different publishing formats during mini-lessons. For example, book binding, digital programs such as *Storyjumper™*, and *Student Treasures™*.

Resources and Notes

Authorized

Appendices

- Appendix E3: *The Writing Process*
- Appendix E5: Scoring Guide - Writing

Literacy Place for the Early Years Grade 1 (TR)

- *Writing Guide*
 - pp. 9-15, 47, 61, 75, 89, 102, 115 128-194
- *Write Traits® Kindergarten Teacher's Guide (TR)*
 - pp. 85
- *Write Traits® Grade One Teacher's Guide (TR)*
 - pp. 114-200

Suggested

Resource Links: www.k12pl.nl.ca/curr/k-6/ela/grade-1/resource-links.html

- *Storyjumper™* (Publishing Tool)
- *Student Treasures™*
- *6+1 Traits of Writing - The Complete Guide for the Primary Grades*

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Appendix A: Authorized Resource List

The following resources are authorized to support the teaching and learning of prescribed outcomes outlined in the English Language Arts 1 Curriculum Guide:

- Scholastic *Literacy Place for the Early Years*: 10 Strategy Units and 2 Inquiry Units including a minimum of 1 Read Aloud, 1 shared reading text and 1 teacher guide per unit
 - Predicting Strategy Unit
 - Sequencing Strategy Unit
 - Synthesizing Strategy Unit
 - Self Monitoring Strategy Unit
 - I Can Make a Difference Inquiry
 - Analyzing Strategy Unit
 - Evaluating Strategy Unit
 - Inferring Strategy Unit
 - Making Connections Strategy Unit
 - Changes Inquiry Unit
- 12 Read Alouds:
 - *Whose Teeth are These?* (Predicting Strategy)
 - *Sailor: the Hangashore Newfoundland Dog* (Sequencing Strategy)
 - *Pipaluk and the Whales* (Synthesizing Strategy)
 - *Mrs. Chicken and the Hungry Crocodile* (Self Monitoring Strategy)
 - *Give Me Back My Dad* (Self Monitoring Strategy)
 - *10 Things I Can Do to Help My World* (I Can Make a Difference Inquiry)
 - *The Emperor's Egg* (Analyzing Strategy)
 - *All Pigs are Beautiful* (Evaluating Strategy)
 - *Muncha! Muncha! Muncha!* (Inferring Strategy)
 - *100th Day Worries* (Inferring Strategy)
 - *Hey, Little Ant* (Making Connections Strategy)
 - *Rain* (Changes Inquiry)
- Shared Reading Texts for Strategy Units and Inquiry Unit: all titles available digitally through Literacy Place Shared eReading
 - *Birthday Party Pandamonium* (big book in Predicting Strategy Unit)
 - *Making Ice Cream* (big book in Sequencing Strategy Unit)
 - *The Bug Hotel* (big book in Synthesizing Strategy Unit)
 - *Helping Grandma* (6 little books in Self Monitoring Strategy Unit)
 - *Art for the Birds* (digital book in I Can Make a Difference Inquiry Unit)
 - *How to be an Eco Class* (digital book in I Can Make a Difference Inquiry Unit)
 - *I Promise* (big book from Inferring Strategy Unit)
 - *The Best Pet* (big book and 6 little books in Evaluating Strategy Unit)
 - *Is This a Moose?* (big book and 6 little books in Analyzing Strategy Unit))
 - *Hey Diddle Diddle* (big book and 6 little books in Making Connections Strategy Unit)
 - *Daytime, Nighttime* (digital book in Changes Inquiry Unit)
 - *What Do You Do in the Cold?* (digital book in Changes Inquiry Unit)

- Active Learning Kit components to be integrated throughout units:
 - Conversation Cards (36 on CD; 12 on large format cards)
 - Puppets (20 puppets, matching characters from the Read Aloud or Shared Reading Texts)
 - Let's Join In! poems and songs (digital book and 6 little books)
 - School Days larger-format magazine (big book and 6 little books)
 - Bubblegum, Books, and Bugs, poems and songs (big book and 6 little books)
 - *Grade 1 Song and Music CD*
- Guided Reading Kit
 - 52 Guided Reading Titles from Levels A to I including 6 copies of each title
 - 52 Lesson Plan Cards

• Making Things	Level A	• We Are Different	Level D
• My Picture	Level A	• Here Comes the Parade	Level E
• Salad	Level A	• I See	Level E
• What Can Dogs Do?	Level A	• Make It Move	Level E
• Is It Alive?	Level B	• Same and Different	Level E
• The Ants Go Home	Level B	• School Bus Rules	Level E
• What Colour Is This Fish?	Level B	• The Accident	Level E
• What Can Float?	Level B	• To The Rescue!	Level E
• A Hot Day	Level C	• Winter Animals are Sleeping	Level E
• Big and Small	Level C	• Buses, Cars, and Trucks	Level F
• Hair	Level C	• Go Home, Daisy	Level F
• Home Run	Level C	• Going Swimming	Level F
• I Play Soccer	Level C	• How To Draw a Sitting Cat	Level F
• Up and Down	Level C	• Let's Make Cards	Level F
• What I Wear	Level C	• Paint a Mouse Face	Level F
• My Collage	Level C	• What's for Breakfast	Level F
• Spring Is Here	Level C	• Who Did Jake's Chores	Level F
• What Do I Need?	Level C	• Mmm, Lemon!	Level G
• I Can Draw	Level D	• Some Stroms!	Level G
• My Show	Level D	• The Birthday Surprise	Level G
• On Saturdays	Level D	• A Pod for Baby Orca	Level H
• Snowflakes	Level D	• Plant a Seed	Level H
• Trucks in Action	Level D	• True or False:...	Level H
• What Can Walk ...	Level D	• Come Home Bailey	Level I
• What Do You See?	Level D	• Giant at the Gate	Level I
• Lost Cat	Level D	• The Trouble with Geese	Level I

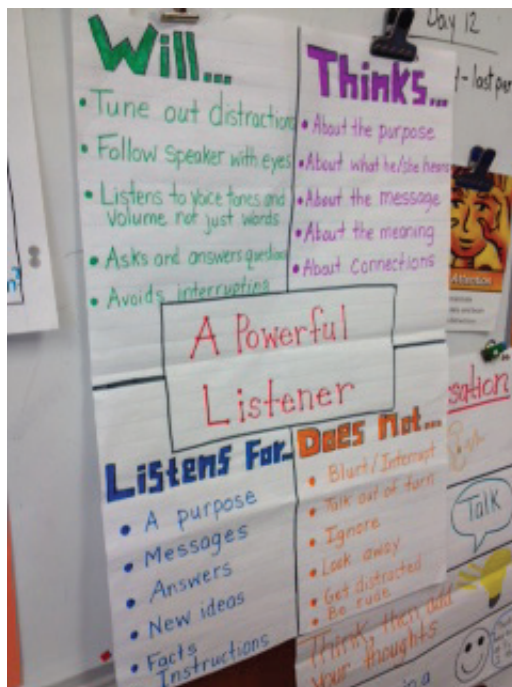
- Independent Readers

(37 Titles from Project X, Levels A to I)

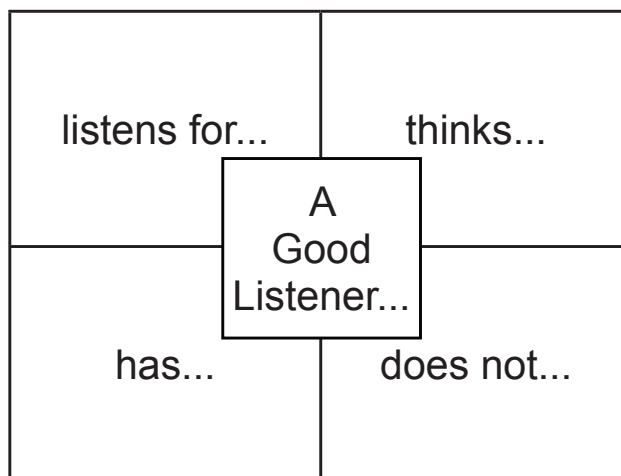
- | | | | |
|-----------------------------|---------|----------------------------------|---------|
| • Animals of All Sizes | Level G | • Making Things that Fly | Level H |
| • The Birthday Cake | Level D | • Max the Detective | Level I |
| • Bug Hunt | Level H | • My Cat Stripes | Level C |
| • Buzz Off! | Level I | • Pet Play | Level E |
| • A Dog's Day | Level C | • Pickles' New Home | Level C |
| • Ducks | Level B | • The Playground | Level E |
| • Flying High | Level H | • The Race | Level H |
| • The Gingerbread Micro-Man | Level D | • Robo-Rex | Level E |
| • Go Away, Molly! | Level I | • Run, Kat, Run! | Level G |
| • Go to Bed | Level B | • Snow Spoons | Level F |
| • Hamster on the Run | Level A | • The Noisy Day | Level G |
| • A Home for Ted | Level A | • The Rainy Day | Level F |
| • In a Spin | Level H | • The Silver Box | Level K |
| • In the Home | Level A | • Turn It Off! | Level I |
| • In the Trash | Level I | • What's For Lunch? | Level D |
| • Jet's Drum Set | Level G | • What's That Noise? | Level G |
| • Jet's Family | Level B | • What's the Weather Like Today? | Level F |
| • Leo and the Baby | Level G | • When Animals Invade | Level I |
| • Leo's Bug Adventure | Level H | | |
- Professional Support:
- Teacher Support Website for Literacy Place for the Early Years:
www.scholastic.ca/education/lpeynl Password: Lpey1nL2
 - 1 copy of each of the following:
 - K-3 Planning Guide
 - Reading Guide 1
 - Writing Guide 1
 - Working with Words Guide 1

Appendix B: Anchor Charts

Appendix B1: A Good Listener



Sample Anchor Chart



Template for Anchor Chart

Appendix B2: Q-Matrix Chart

	is	did	can	would	will	might	should
Who							
What		LEVEL 1			LEVEL 3		
Where							
When							
How		LEVEL 2			LEVEL 4		
Why							

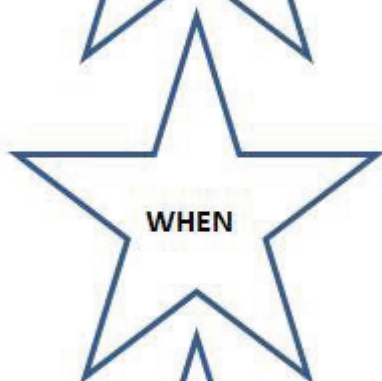
Appendix B3: The 5Ws



What happened first?
What happened next?
What finally happened?



Who was there?
Who joined you?
Who left?



When did it happen?
When did you arrive?
When did you leave?
When would you like to go again?
Where did it happen?



Where did you go?
Where would you like to go next?



Why did you like it?
Why didn't you like it?
Why do you /don't you do that?

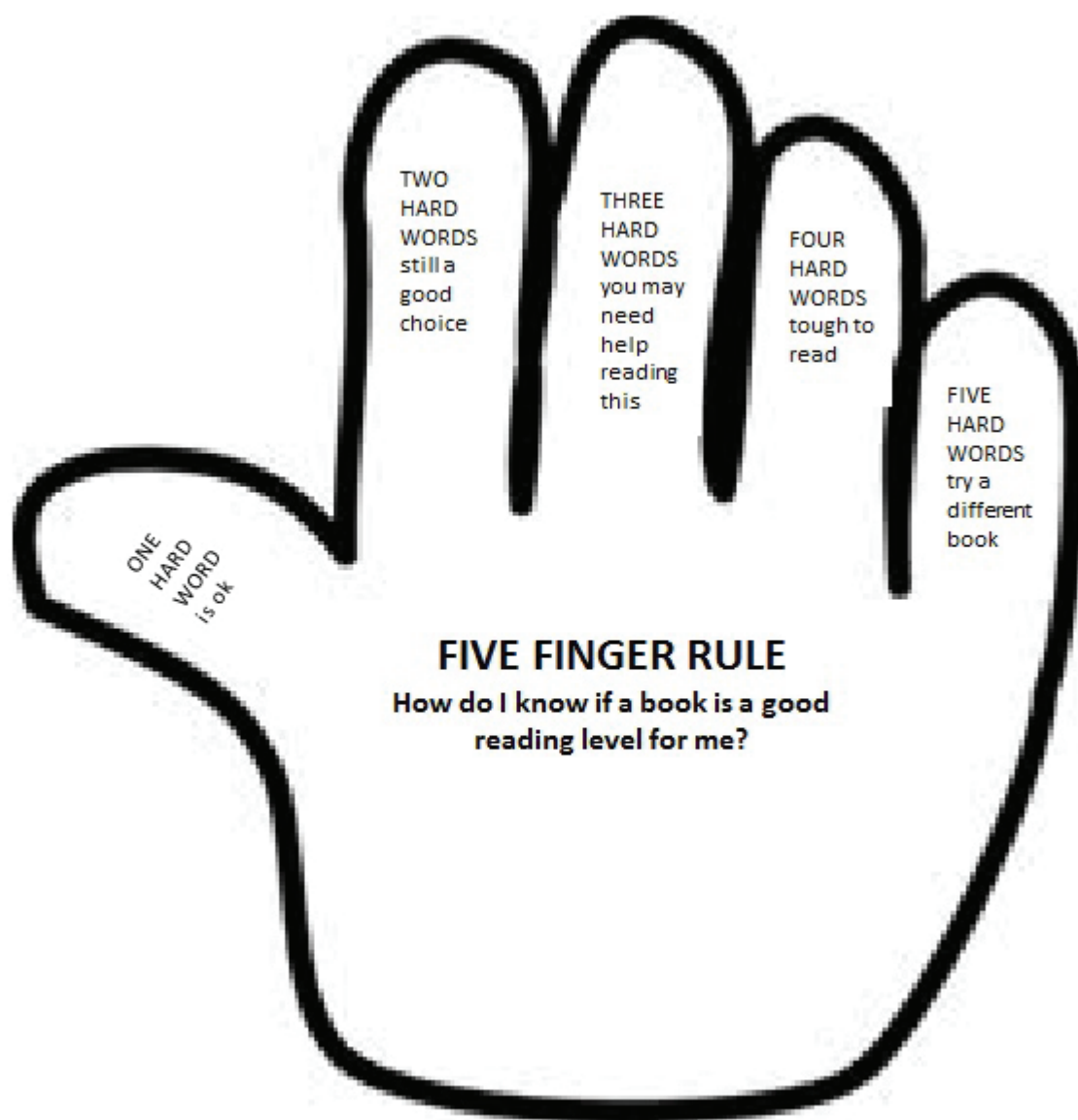
Appendix B4: Reflective Prompts

Conversation Prompts for Reflection
- So far, I've learned...
- This made me think of...
- That didn't make sense.
- I think ____ will happen next.
- I listened to that part again because...
- I was confused by...
- I think the most important part was...
- That is interesting because...
- I wonder why...
- I realized I was right about...
- I used to think... but now...
- I changed my mind because ...
- I learned that...
- I didn't know...until I heard that ...
- When I listened, I learned more about ...





Appendix B5: Conversation Prompts

Conversation Prompts
- I wonder if...
- This makes me think of...
- I don't understand how...
- The author used ... to ...
- I agree/disagree with ... because ...
- (The character) is really (sad/happy/angry, etc.) because...
- I am puzzled about...
- This reminds me of...
- I predict that...
- I just discovered that

Appendix B6: Five Finger Rule



Appendix B7: Text Features

Text Features		
Text Guide	What it Looks Like	What it Tells Us to Do
Ellipses	...	Slow down like you're waiting for something, or fade out
Dashes	- - -	Cut your sentences short, or slow down like you are waiting for something
Onomatopoeia	SMASH	Make the sound
Broken Speech Bubble		Whisper
Tiny Speech Bubble		Use a small voice
Wiggly Speech Bubble		Use a scared voice
Jagged Speech Bubble		Yell or use a robot voice

Appendix B8: RAN Chart

R.A.N Chart – Reading and Analyzing Non-fiction

What I Think I Know	What I Know Is True	New Facts	I Don't Think This Anymore	Wonderings

from Tony Stead, Reading for the Love of It Conference, 2012
Used with Permission from Tony Stead, 2015

Appendix B9: Survey of Interests

Appendix J: Survey of Interests					
Name: _____			Grade: _____		
Put an X next to your favorite topics.					
Animals		Insects		Space	
Dinosaurs		Sports		Reptiles	
The Sea		The Ocean		Countries	
Experiments		Making Things		Famous People	
Adventure Stories		Science Fiction		Mysteries	
Weather		Plants		Scary Stories	
Birds		Sports Biographies		Music	
Creepy Crawlies		Legends		Fables	
Games and Puzzles		Fairy Tales		Food	
What other topics do you like to read about? 					

Appendix B10: Features of Informational Text

Features of Informational Text

Print Features

- Bold print
- Colored print
- Italics
- Titles
- Headings
- Labels
- Captions
- Bullets
- Font
- Subheading



Organizational Aids

- Table of contents
- Introductions
- Index
- Glossary
- Preface
- Appendix
- Pronunciation Guide



Illustrations

- ❖ Colored drawings
- ❖ Colored photos
- ❖ Labeled drawings
- ❖ Black and white drawings
- ❖ Black and white photos
- ❖ Acrylic, watercolor, oil paintings

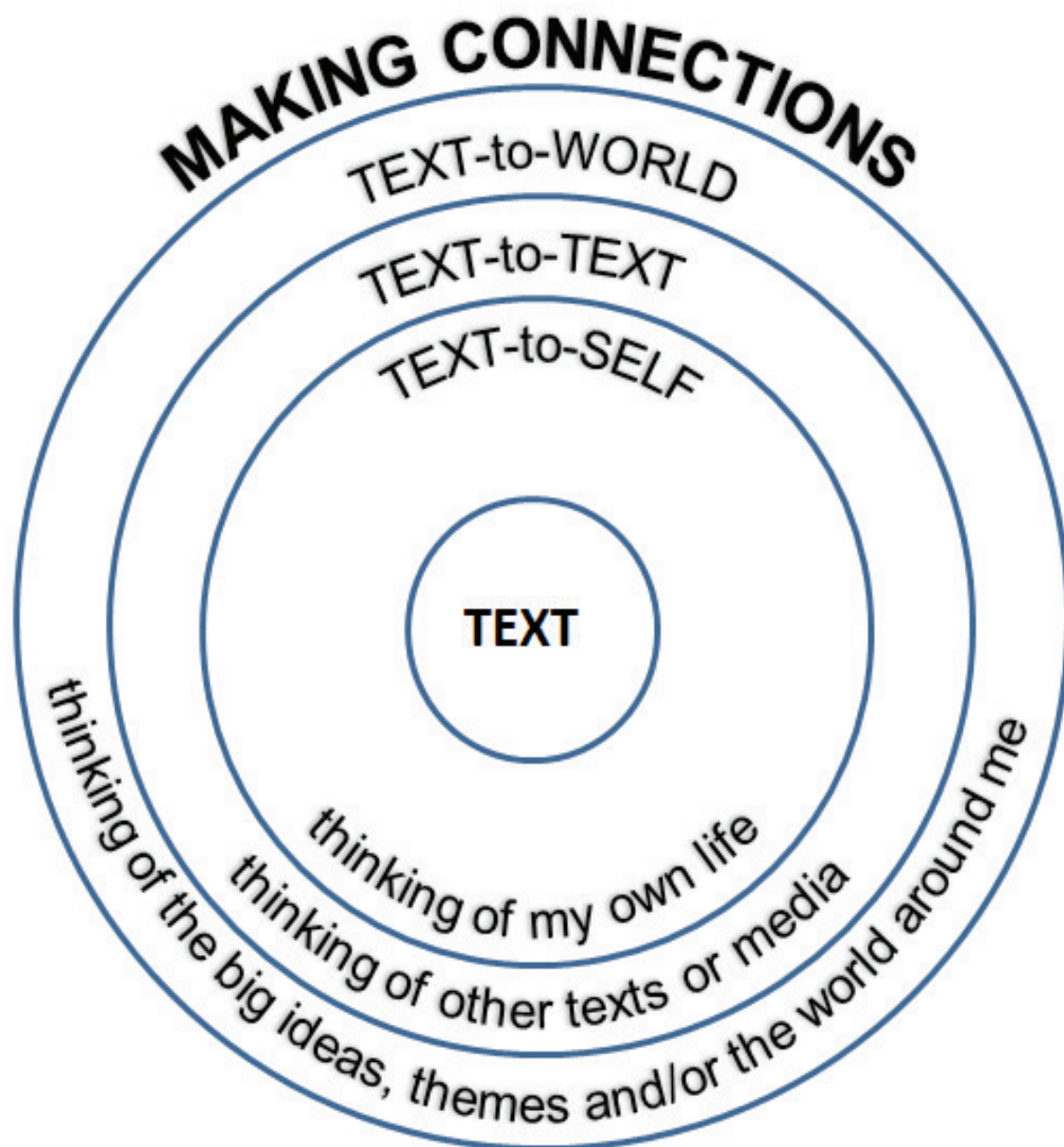


Graphic Aids

- Fact boxes
- Diagrams
- Size Comparisons
- Magnifications
- Cross-sections
- Tables
- Graphs
- Charts
- Timelines
- Maps
- Sketches
- Figures
- Overlays
- Photographs



Appendix B11: Making Connections to Texts



Appendix C: Charts

Appendix C1: Informational Text Features

Informational Text Features

Informational text features help the reader more easily navigate the text and often provide additional information to help students comprehend the content.

Print Features <i>Guide readers through the organizational structure</i>	
Feature	Helps the Reader...
Table of Contents	Identify key topics in the book and the order they are presented in
Index	See everything in the text listed alphabetically, with page numbers
Glossary	Define words contained in the text
Preface	Set a purpose for reading, get an overview of the content
Pronunciation Guide	Say the words
Appendix	By offering additional information
Illustrations <i>Extend the meaning of the text</i>	
Feature	Helps the Reader...
Photos	Understand exactly what something looks like
Drawings	Understand what something could or might have looked like
Magnification	See details in something small
Organizational Aids <i>Help readers find key information</i>	
Feature	Helps the Reader...
Bold Print	By signaling the word is important and/or found in the glossary
Colored Print	Understand the word is important
Italics	Understand the word is important
Bullets	Emphasize key points/concepts
Titles	Locate different categories in the text
Headings	Identify topics throughout the book as they skim and scan
Subheadings	Navigate through sections of text
Captions	Understand a picture or photograph
Labels	Identify a picture or photograph and/or its parts
Sidebars	Gather additional or explanatory information.
Graphic Aids <i>Represent information in a distinct way</i>	
Feature	Helps the Reader...
Diagrams	Understand a more detailed or simplified view of information.
Flow Diagram	Understand a complex sequence of movements or actions
Sketches	Visualize an important concept
Comparisons	Understand the size of one thing by comparing it to the size of something familiar
Graphs	Understand relativity between elements
Figures	Combine text information with graphical aids
Maps	Understand where things are in the world
Charts/Tables	Summarize/Compare information
Cross-Sections	Understand something by looking at it from the inside
Overlays	Understand additional information
Time-lines	Understand the sequence of time

Revised 2012

Document created by Laurie Larsen

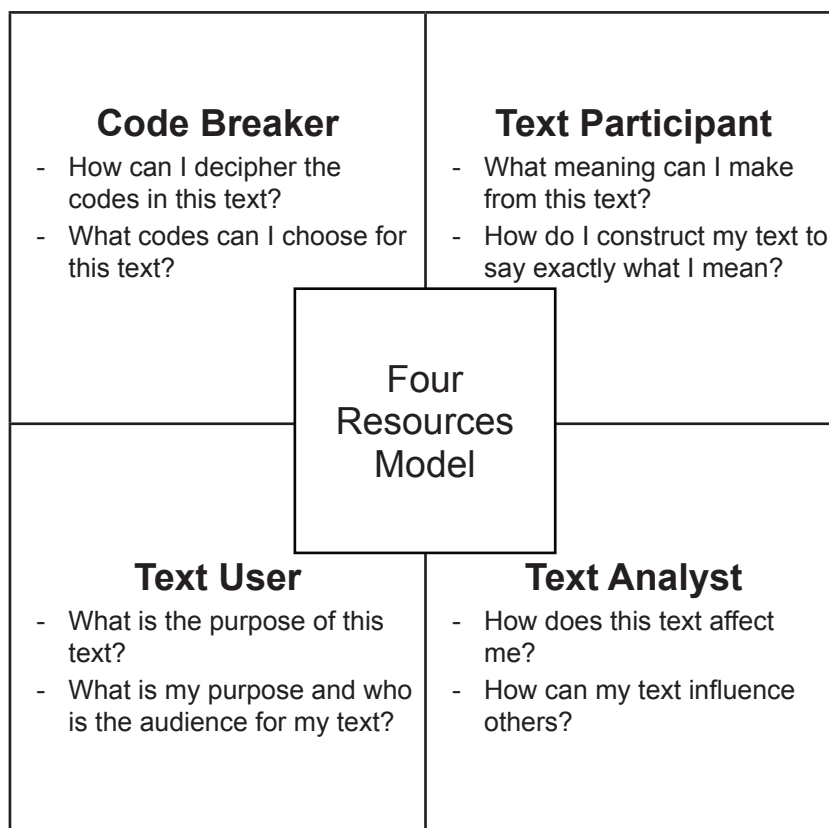
Appendix C2: Graphophonics Knowledge Chart

The following chart may be useful to guide students as they develop knowledge about the graphophonic system and learn to apply this knowledge when reading and writing. Graphophonics knowledge is learned best in reading and writing contexts as students engage in authentic reading and writing language experiences. It is not the intent to teach these sound-letter relationships in isolation, or use of the chart as a checklist.

Graphophonic Knowledge	Example
Initial Consonants	/s/ sing, /h/ hen, /j/ giant, /kw/ queen
Consonants in Final Positions	/s/ bus, /t/ sit, /ks/ fox
Initial Consonant Digraphs	/sh/ she, /wh/ when, /ch/ chair
Initial Consonant Blends	r, s, and l blends (cry, spot, play)
Final Consonant Blends	/nt/ plant, /sk/ ask, /lt/ melt, /ft/soft
Three Letter “s” Blends	scr- scream, squ-squash,
Consonants in Medial Positions	/g/ wagon, /k/ breakfast, /n/ ranch
Consonant Digraphs in Medial and Final Positions	/th/ mother, math, /ck/ chicken, truck
Long Vowels	/a/ came, /i/ sky, /u/ new
Short Vowels	/e/ pet, /o/ saw,
R-Influenced Vowels	/er/ her, girl, /ar/ hair, care
Vowel Diphthongs	/oi/ boil, boy /ou/ cow, house
Silent Letter Patterns	climb, through, walk, listen
Double Consonants	/d/ puddle, /f/ sniff,
Other Letter Combinations	/f/ phone, dolphin, cough, laugh

[illegible]

Appendix C4: Four Resources Model



Appendix C5: Cueing Systems Chart

Cueing System	Definition	Strategies
Pragmatic	Pragmatic cues deal with the social and cultural aspects of language use such as background experiences with things, people, texts, and oral language. It is important to expose children to a variety of genres and forms, with a focus on features such as italic and bold texts, to highlight cultural differences, key words, etc.	<ul style="list-style-type: none"> - identify the text feature(s) presented in the text and its purpose
Semantic	Semantic cues refer to the meaning which has become associated with language through prior knowledge and experience. Semantic cues are used when students use their background knowledge, the meaning contained in illustrations, and words and their relationships. For example, students may reread a sentence containing an unfamiliar word to help clarify its meaning.	<ul style="list-style-type: none"> - clarify and extend meaning by responding in a variety of ways - emphasize and model the use of semantic cues as they are reading aloud - use predictions before, during, and after reading
Syntactic	Syntactic cues refer to the structure of language or how language works. Readers who use information such as sentence structure, word order, function words, and word endings are making use of syntactic cues. A student who discovers that language does not sound right and self-corrects the miscue is applying a syntactic cue.	<ul style="list-style-type: none"> - self-correct a miscue to determine if the language sounds right - use the read ahead strategy to predict a word based on sentence structure
Graphophonic	<p>Graphophonics is the study of the relationship between the symbols and sounds of a language and includes letter or sound relationships and patterns. While this knowledge of the phonological system is necessary to learn to read and write, reading instruction cannot rely solely on phonics.</p> <p>Use phonics to spell more difficult words (e.g., words ending in “ing”; words with more than one syllable); use long and short vowel patterns; use “es” to form plural of certain words; understand that the same sound may be represented by different spellings (e.g., find, phone).</p>	<ul style="list-style-type: none"> - use phonics to decode individual words; segment all sounds of a word (including sound clusters such as “sk,” “ch,” “sh”) into individual sounds - delete beginning or ending sounds and tell the remaining word; decode individual words and sounds heard in multi-syllabic words - recognize features of words including possessives, double vowels, multi-syllabic words - recognize long vowel sounds, contractions, “y” as a vowel sound, consonant clusters, consonant digraphs, double vowels

Appendix C6: Literary Genres

The following chart lists selected types of literary genres, both fiction and non-fiction, with a description for each.

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 moral lesson which often features animals given human qualities such as verbal communication
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
Humour	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

Literary Genres	
Genre	Description
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
Mythology	Legend or traditional narrative, often based in part on historical events, that reveals human behaviour 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 C7: Specific Areas of Text Inquiry

Specific Areas of Text Inquiry in English Language Arts	
<i>Purpose of the Text</i>	<ul style="list-style-type: none"> - <i>Why has this text been created?</i> - To plan, inform, explain, entertain, express attitude/emotion, compare and contrast, persuade, describe experience imaginatively, and formulate hypotheses
<i>Genre of the Text</i>	<ul style="list-style-type: none"> - <i>How does the choice of genre serve the author's purpose?</i> - Magazines, graphic novels, newspapers, online blogs, novels, novellas, poetry, plays, short stories, myths, essays, biographies, fables, legends, comics, documentaries, and films
<i>Form of the Text</i>	<ul style="list-style-type: none"> - <i>How is the text organized, arranged and presented?</i> - 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
<i>Structure of the Text</i>	<ul style="list-style-type: none"> - <i>What is the pattern or organization of the information?</i> - 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
<i>Features of the Text</i>	<ul style="list-style-type: none"> - <i>What characteristics of a text give support to its meaning?</i> - 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 D: Oral Language

Appendix D1: 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 it 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!

Story Rhymes

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 E: Writing

Appendix E1: Key Points for the Traits of Writing

The Traits of Writing	
Ideas	<ul style="list-style-type: none"> - choosing a main idea - sticking with a topic - selecting interesting details - making the message clear - focusing on strong ideas that move from general to specific - ordering, grouping, deleting, and adding ideas
Organization	<ul style="list-style-type: none"> - writing an interesting lead - use of connecting and sequencing words to connect thoughts and ideas - focusing on the importance of order and sequence - staying on topic - ending with a good conclusion - use of graphic organizers
Sentence Fluency	<ul style="list-style-type: none"> - making sentences interesting by beginning them in different ways - writing complete sentences - experimenting with sentences to vary the lengths - joining sentences to make ideas flow by using transitional words
Voice	<ul style="list-style-type: none"> - using expressive sentences, words, and phrases - connecting the writing to the author's voice - using imaginative thoughts and creativity - connecting the writing to a specific audience
Word Choice	<ul style="list-style-type: none"> - varying word choices to include descriptive words - changing words to avoid repetition - choosing words that make ideas clear - using action, sensory, linking (<i>and, but and so</i>) and sequencing words (<i>first, then, next, later, after that, finally, the end, etc.</i>)
Conventions	<ul style="list-style-type: none"> - spacing words - correcting misspelled words - punctuating sentence endings - starting sentences using capitals

Appendix E2: Literature to Illustrate the Traits of Writing

Literature to Illustrate the Ideas Trait

- *Corduroy* by Don Freeman
- *Whoever You Are* by Mem Fox
- *A Bedtime Story* by Mem Fox
- *Miss Nelson is Back* by Harry G. Allard
- *Animals in Winter* by Henrietta Bancroft
- *Everybody Needs a Rock* by Byrd Baylor
- *Arthur Writes a Story* by Marc Brown
- *The Important Book* by Margaret Wise Brown
- *Take Time to Relax* by Nancy Carlson
- *My Cat Jack* by Patricia Casey
- *Miss Rumphius* by Barbara Cooney
- *Home Place* by Crescent Dragonwagon
- *If You Walk Down This Road* by Kate Duke
- *Li'l Sis and Uncle Willie* by Gwen Everett
- *On The Day You Were Born* by Debra Frasier
- *Sophie and Lou* by Petra Mathers
- *A Prairie Alphabet* by Yvette Moore
- *The Flag We Love* by Pan Munoz Ryan
- *The Kissing Hand* by Andrey Penn
- *The Seashore Book* by Charlotte Zolotow
- *Valentine's Day* by Gail Gibbons
- *I Love Guinea Pigs* by Dick King-Smith
- *A Bold Carnivore* by Consie Powell
- *Motel of the Mysteries* by David Macaulay
- *The Honey Makers* by Gail Gibbons
- *Leopold's Dream* by Francisco Melendez
- *A Northern Alphabet* by Ted Harrison
- *The Gift of Christmas* by Philemon Sturges
- *Red Dancing Shoes* by Denise Lewis Patrick
- *I'm in Charge of Celebrations* by Byrd Baylor
- *The Magic School Bus (series)* by Joanna Cole
- *Animal, Vegetable, or Mineral?* by Tana Hoban
- *All The Places To Love* by Patricia MacLachlan
- *The Teacher from the Black Lagoon* by Mike Thaler
- *Here is the Southwestern Desert* by Madeleine Dunphy
- *Yeh-Shen: A Cinderella Story from China* by Ai-Ling Louie
- *Dear Rebecca, Winter is Here* by Jean Craighead George
- *In the Snow: Who's Been Here?* by Lindsay Barrett George
- *Panther Dream: A Story of the African Rainforest* by Bob and Wendy Weir
- *Water* by Frank Asch
- *Secret Place* by Eve Bunting
- *Rebel* by John Schoenherr
- *Homeplace* by Anne Shelby
- *Say Something* by Mary Stolz
- *People* by Philip Yenawine
- *Bears at Work* by Gage Taylor
- *Ragtime Tumpie* by Alan Schroeder
- *Jumanji* by Chris Van Allsburg
- *Only a Pigeon* by Jane Kurtz
- *Fables* by Arnold Lobel
- *Pirates* by Gail Gibbons
- *Lightning* by Stephen P. Kramer
- *Over Back* by Beverly Major
- *Roxaboxen* by Alice McLerran
- *Alison's Zinnia* by Anita Lobel
- *Ish* by Peter H. Reynolds
- *Worksong* by Gary Paulsen
- *The Perfect Pet* by Margie Palatini
- *Nurse Lugton's Curtain* by Virginia Woolf
- *And So They Build* by Bert Kitchen
- *O is for Orca* by Andrea Helman
- *The Polar Express* by Chris Van Allsburg
- *Dear Mr. Blueberry* by Simon James
- *It's Okay to Be Different* by Todd Parr
- *Little Blue and Little Yellow* by Leo Lionni
- *Read for Me, Mama* by Vashanti Rahaman
- *Benito's Dream Bottle* by Naomi Shihab Nye
- *Rain Forest Nature Search* by Dr. Paul Sterry
- *If Days Were Dinosaurs* by David M. Schwartz
- *Wilfrid Gordon McDonald Partridge* by Mem Fox
- *Mrs. Merriwether's Musical Cat* by Carol Purdy
- *In the Children's Garden* by Carole Lexa Schaefer
- *Errata: A Book of Historical Errors* by A. J. Wood
- *Three Stories You Can Read to Your Cat* by Sara Swan Miller
- *I Spy Extreme Challenger! A Book of Picture Riddles* by Jean Marzollo
- *Tree of Life: The World of the African Baobab* by Barbara Bash
- *What They Don't Teach You About History* by Tim Wood and Ian Dicks
- *A Short Walk Around the Pyramids & Through the World of Art* by Philip M. Isaacson

Literature to Illustrate the Organization Trait

- *It was a Dark and Stormy Night* by Janet Ahlberg
- *Comet's Nine Lives* by Jan Brett
- *Sunflower House* by Eve Bunting
- *The Snowman* by Raymond Briggs
- *On Christmas Eve* by Margaret Wise Brown
- *Where's that Bus?* by Eileen Browne
- *Trouble on the T-Ball Team* by Eve Bunting
- *The Little House: Her Story* by Virginia Lee Burton
- *Don't Wake Up Mama!* by Eileen Christelow
- *The Dog Who Cried Woof* by Nancy Coffel
- *The Dumb Bunnies Go to the Zoo* by Sue Denim
- *The Legend of the Blue Bonnet* by Tomie DePaola
- *Under the Sea From A to Z* by Anne Doubilet
- *Aunt Isabel Makes Trouble* by Kate Duke
- *Aunt Isabel Tells a Good One* by Kate Duke
- *The Favershams* by Roy Gerrard
- *A Very Important Day* by Maggie Rugg Herold
- *Dear Mr. Blueberry* by Simon James
- *The Baker's Dozen* by Heather Forest
- *How to Think Like a Scientist* by Stephen Kramer
- *Black and White* by David Macaulay
- *Coming to America* by Betsy Maestro
- *The Bookshop Dog* by Cynthia Rylan
- *The Amazing Felix* by Emily Arnold McCully
- *Waterman's Child* by Barbara Mitchell
- *Five Little Ducks* by Pamela Paparone
- *A Promise is a Promise* by Robert Munsch
- *Edward and the Pirates* by David McPhail
- *This Way Home* by Lisa Westberg Peters
- *The Sunday Outing* by Gloria Jean Pinkney
- *Boomer Goes to School* by Constance W. McGeorge
- *Waiting for the Evening Star* by Rosemary Wells
- *Click, Clack, Moo: Cows That Type* by Doreen Cronin
- *The Old Woman Who Named Things* by Cynthia Rylant
- *The Amazing Christmas Extravaganza* by David Shannon
- *The Great Gracie Chase: Stop That Dog!* by Cynthia Rylant
- *The Grey Lady and the Strawberry Snatcher* by Molly Bang
- *It Could Always b Worse* by Margot Zemach
- *Tuesday* by David Wiesner
- *Santa Calls* by William Joyce
- *Bear Snores On* by Karma Wilson
- *Tulips* by Jay O'Callahan
- *Chestnut Cove* by Tim Egan
- *Rotten Ralph* by Jack Gantos
- *Red-Eyed Tree Frog* by Joy Cowley
- *Smart Dog* by Ralph Leemis
- *Swimmer* by Shelley Gill
- *The Wagon* by Tony Johnston
- *Maisie* by Alice Schertle
- *Author* by Helen Lester
- *The Paperboy* by Dav Pilkey
- *Sky Tree* by Thomas Locker
- *Listen Buddy* by Helen Lester
- *Owl Babies* by Martin Waddell
- *A Color of His Own* by Leo Lionn
- *Scaredy Squirrel* by Melanie Watt
- *The Red Book* by Barbara Lehman
- *Hog-Eye* by Susan Meddaugh
- *Cyrano the Bear* by Nicole Rubel
- *Bunny Cakes* by Rosemary Wells
- *The Money Tree* by Sarah Stewart
- *Down the Road* by Alice Schertle
- *Mouse Around* by Pat Schories
- *Old Henry* by Joan W. Blos
- *The Toll-Bridge Troll* by Patricia Rae Wolff
- *June 29, 1999* by David Wiesner
- *The Rain Came Down* by David Shannon
- *I Wanna Iguana* by Karen Kaufman Orloff
- *A Chair for my Mother* by Vera B. Williams
- *No Dear, Not Here* by Jean Davies Okimoto
- *The Mysteries of Harris Burdick* by Chris Van Allsburg
- *Meanwhile Back at the Ranch* by Trinka Hakes Noble
- *Aunt Chip and the Great Triple Creek Dam Affair* by Patricia Polacco
- *Blumpoe the Grumpoe Meets Arnold the Cat* by Jean Davies Okimoto
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst
- *Christina Katerina and Fats and the Great Neighborhood War* by Patricia L. Gauch\

Literature to Illustrate the Sentence Fluency Trait

- *Worksong* by Gary Paulsen
- *Slugs* by David Greenberg
- *My Backpack* by Eve Bunting
- *Whales Passing* by Eve Bunting
- *The Great Migration* by Jacob Lawrence
- *Chicka Chicka Boom Boom* by Bill Martin
- *Cinderella Chant* by Orin Cochrane
- *The Seashore Book* by Charlotte Zolotow
- *Dogteam* by Gary Paulsen
- *Time for Bed* by Mem Fox
- *The Web Files* by Margie Palatini
- *Catwings* by Ursula K. Le Guin
- *The Whales* by Cynthia Rylant
- *Mississippi Mud* by Ann Turner
- *Growltiger's Last Stand* by T. S. Eliot
- *Flower Garden* by Eve Bunting
- *Bat Loves The Night* by Nicola Davies
- *The Condor's Egg* by Jonathan London
- *The Cozy Book* by Mary Ann Hoberman
- *I Live in Music* by Ntozake Shange
- *The Sign of the Seahorse* by Graeme Base
- *Consider the Lemming* by Jeanne Steig
- *A Chair for My Mother* by Vera B. Williams
- *Amber on the Mountain* by Tony Johnston
- *Rum-A-Tum-Tum* by Angela Shelf Medearis
- *The Important Book* by Margaret Wise Brown
- *I Love You As Much* by Laura Krauss Melmed
- *A Visit to William Blake's Inn* by Nancy Willard
- *Possum Come A-Knockin'* by Nancy Van Laan
- *Scary Poems for Rotten Kids* by Sean O'Huigin
- *The Seven Silly Eaters* by Mary Ann Hoberman
- *If I Were In Charge of the World* by Judith Viorst
- *The Night Before Christmas* by Clement C. Moore
- *Celebrate America: In Poetry and Art* by Nora Panzer
- *Joyful Noise: Poems for Two Voices* by Paul Fleischman
- *Stopping by Woods on a Snowy Evening* by Robert Frost
- *My Painted House, My Friendly Chicken and Me* by Maya Angelou

Literature to Illustrate the Voice Trait

- *The Paper Bag Princess* by Robert N. Munsch
- *Loop the Loop* by Barbara Dugan
- *Dear Oklahoma City Get Well Soon* by Jim Ross
- *Our New Puppy* by Isabelle Harper
- *Guess How Much I Love You* by Sam McBratney
- *The Gift of the Sacred Dog* by Paul Goble
- *The Best School Year Ever* by Barbara Robinson
- *Oliver All Alone* by Christine Harris
- *The Teacher From the Black Lagoon* by Mike Thaler
- *Brother Eagle, Sister Sky* by Chief Seattle
- *A Snow Story* by Melvin J. Leavitt
- *Alexander, Who's Not Going to Move* by Judith Viorst
- *Peef the Christmas Bear* by Tom Hegg
- *Caves* by Stephen Kramer
- *The Ledgerbook of Thomas Blue Eagle* by Gay Matthaei
- *Littlejim's Gift* by Gloria Houston
- *I am the Dog, I am the Cat* by Donald Hall
- *Benjamin Brody's Backyard Bag* by Phyllis Vos Wezeman
- *Mick Harte Was Here* by Barbara Park
- *Mrs. Katz and Tush and Pink* by Patricia Polacco
- *Toby* by Margaret Wild
- *Koko's Kitten* by Dr. Francine Patterson
- *We Are All in the Dumps with Jack and Guy* by Maurice Sendak
- *The Christmas Miracle of Jonathan Toomey* by Susan Wojciechowski
- *I Dream of Peace: Images of War* by Children of Former Yugoslavia by UNICEF
- *Christmas in the Big House, Christmas in the Quarters* by Patricia C. McKissack
- *The Cat Next Door* by Betty Ren Wright
- *The Morning Chair* by Barbara M. Joosse
- *Way Home* by Libby Hathorn
- *The Language of Doves* by Rosemary Wells
- *Reach for the Moon* by Samantha Abeel
- *More Than Anything Else* by Marie Bradby
- *Life Doesn't Frighten Me* by Maya Angelou
- *Seeing Eye Willie* by Dale Gottlieb
- *I Don't Want to Go to Camp, Fly Away Home, Dandelions, Smoky Night, Train to Somewhere, The Wall, A Day's Work, and The Wednesday Surprise* by Eve Bunting
- *The Christmas House* by Ann Turner
- *In My Pocket* by Dorrit M. Sim
- *Emma's Rug* by Allen Say
- *Wish You Were Here* by Martina Selway
- *The Relatives Came* by Cynthia Rylant
- *Ish* by Peter H. Reynolds
- *Calvin's Christmas Wish* by Calvin Miles
- *Tar Beach* by Faith Ringgold
- *This Land is My Land* by George Littlechild
- *The Winter Fox* by Jennifer Brutschy
- *The Children of Topaz* by Michael O. Tunnell
- *Stellaluna* by Janell Cannon
- *Soul Looks Back in Wonder* by Tom Feelings
- *A Visit to Grandma's* by Nancy Carlson
- *What You Know First and All the Places to Love* by Patricia MacLachlan
- *Sadako* by Eleanor Coerr
- *Earthquack!* by Margie Palatini
- *The Watsons Go to Birmingham* by Christopher Paul Curtis
- *The Story of Ruby Bridges* by Robert Coles
- *Thanksgiving Treat* by Catherine Stock
- *The Private Notebook of Katie Roberts, Age 11* by Amy Hest
- *The Twits* by Roald Dahl
- *Leo the Magnificat* by Ann M. Martin
- *The Jolly Postman or Other People's Letters* by Janet & Allan Ahlberg
- *Diary of a Worm* by Doreen Cronin
- *Hey World, Here I am!* by Jean Little

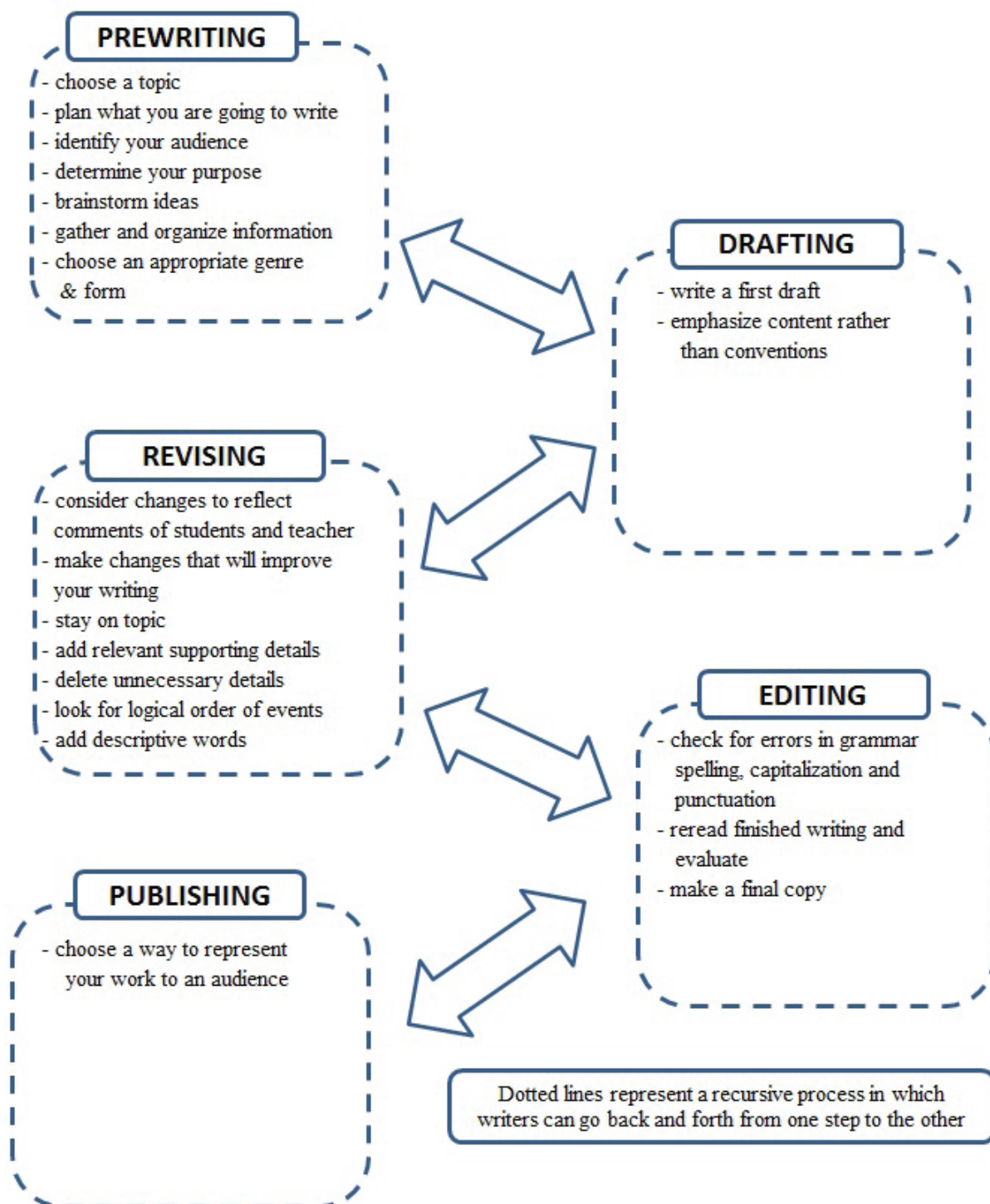
Literature to Illustrate the Word Choice Trait

- *Sports Pages* by Arnold Adoff
- *Snowballs* by Lois Ehlert
- *Rabbits & Raindrops* by Jim Arnosky
- *Water* by Frank Asch
- *Hen Lake* by Mary Jane Auch
- *Tough Boris* by Mem Fox
- *Shhh!* by Julie Syke
- *Max's Words* by Kate Banks
- *My Cat Jack* by Patricia Casey
- *Possum Magic* by Mem Fox
- *Kipper's Snowy Day* by Mick Inkpen
- *The Dog Who Cried Woof* by Nancy Coffelt
- *Spring is Here* by Taro Gom
- *That's Good! That's Bad!* by Margery Cuyler
- *Dogzilla* by Dav Pilkey
- *The Lotus Seed* by Sherry Garland
- *Muddigush* by Kimberly Knutson
- *The Summer Sands* by Sherry Garland
- *Chrysanthemum* by Kevin Henkes
- *The Accidental Zucchini* by Max Grover
- *Kat Kong* by Dav Pilkey
- *Kites Sail High* by Ruth Heller
- *Little Wild Parrot* by Tony Johnston
- *Fancy Nancy* by Jane O'Connor
- *Many Luscious Lollipops* by Ruth Heller
- *Today is Monday* by Eric Carle
- *The Cozy Book* by Mary Ann Hoberman
- *Earth* by Ken Robbins
- *The Hallo-Wiener* by Dav Pilkey
- *Piggie Pie!* by Margie Palatini
- *Yo! Yes?* by Chris Raschka
- *Brave Irene* by William Steig
- *The Whales* by Cynthia Rylant
- *Shrek!* by William Steig
- *Away From Home* by Anita Lobel
- *Storm on the Desert* by Carolyn Lesser
- *Snow Riders* by Constance W. McGeorge
- *Jazz: My Music, My People* by Morgan Monceaux
- *Grandfather's Christmas Camp* by Marc McCutcheon
- *Ashanti to Zulu: African Traditions* by Margaret Musgrove
- *A Job For Wittilda* by Caralyn & Mark Buehner
- *My Grandma Lives in Gooligulch* by Graeme Base
- *Some Smug Slug* by Pamela Duncan Edwards
- *Where Once There Was a Wood* by Denise Fleming
- *Goldilocks and the Three Hares* by Heidi Petach
- *Four Famished Foxes and Fosdyke* by Pamela Duncan Edwards
- *Things That Are Most in the World* by Judi Barrett
- *Three Kind Mice* by Vivian Sathre
- *A Color of His Own* by Leo Lionni
- *Mouse Chase* by Vivian Sathre
- *Amos and Boris* by William Steig
- *An Island Grows* by Lola M. Schaefer
- *Henny-Penny* by Jane Wattenberg
- *Halloween Mice* by Bethany Roberts
- *No, David!* by David Shannon
- *The Moonglow Roll-O-Rama* by Dav Pilkey
- *Caleb and Kate* by William Steig
- *Lilly's Purple Plastic Purse* by Kevin Henkes
- *Some Sleep Standing Up* by Susan Stockdale
- *Solomon: The Rusty Nail* by William Steig
- *Fighting Words* by Eve Merriam
- *The Old Woman Who Named Things* by Cynthia Rylant






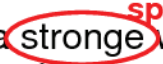








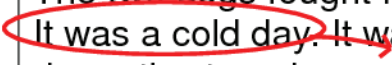

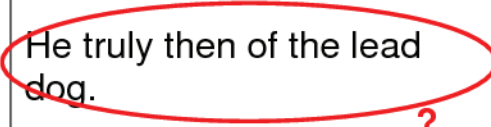


Literature to Illustrate the Conventions Trait

- *Come Away From the Water* by John Burningham
- *Aunt Isabel Tells a Good One* by Kate Duke
- *Where Are You Going? To See My Friend!* by Eric Carle
- *The Great Fuzz Frenzy* by Janet Stevens and Susan Stevens Crummel
- *Ten in the Bed* by Penny Dale
- *Write Up a Storm with the Polk Street School* by Patricia Reilly Giff
- *Is Your Momma A Llama?* by Deborah Guarino
- *Behind the Mask* by Ruth Heller
- *When I Am Old With You* by Angela Johnson
- *You Are the Editor* by Eric Johnson
- *A Book Takes Root* by Michael Kehoe
- *If You Were a Writer* by Joan Lowery Nixon
- *Beatrice Don't Want To* by Laura Numeroff
- *If You Give A Mouse A Cookie* by Laura Numeroff
- *Punctuation Takes A Vacation* by Robin Pulver
- *Fumblerules: A Lighthearted Guide to Grammar and Good Usage* by William Safire
- *From Pictures to Words* by Janet Stevens
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst
- *Don't Let the Pigeon Drive the Bus* by Mo Willems
- *The Napping House* by Don and Audrey Wood

Appendix E3: The Writing Process

THE WRITING PROCESS

Appendix E4: Revision Marks

Symbol	Meaning	Example
	Insert here.	Jack London wrote <i>Call of Wild</i> . ^{the} 
	Capitalize a letter.	 buck is the hard-working dog in the novel.
	Correct spelling.	This dog had a  stronge will to live. ^{sp}
	Make a capital letter lowercase.	He would not be defeated by his life of Toil .
	Indent.	If Buck were not so strong, he would have died.  One summer, Buck...
	Insert a period.	Dave, the wheeler dog, nipped and snarled at Buck- 
	Delete (take out something).	Spitz  he was Buck's main threat.
	Move.	The two dogs fought hard.  It was a cold day. It was a dramatic struggle.
	Unclear.	 He truly then of the lead dog. [?]
	Switch words or letters	Buck's strength and courage had him  served well.

Appendix E5: Scoring Guide - Writing

IDEAS* When marking IDEAS, the scorer should consider how effectively the writer <ul style="list-style-type: none"> - establishes the relationship between events, actions, and the context (focus) - uses specific details (content) 	ORGANIZATION* When marking ORGANIZATION, the scorer should consider how effectively the writer <ul style="list-style-type: none"> - creates an opening - orders and arranges events and/or details within - brings closure to the writing 	SENTENCE STRUCTURE When marking SENTENCE STRUCTURE, the scorer should consider how effectively the writer <ul style="list-style-type: none"> - controls sentence structure - uses different sentence patterns and lengths * The length and complexity of responses must be considered.
EXCELLENT <ul style="list-style-type: none"> - events, actions, and/or ideas are creative and consistent with the context established by the writer - details are precise and very effective 	EXCELLENT <ul style="list-style-type: none"> - the beginning is purposeful and effectively establishes events, characters, and/or setting, and provides direction for the writing - connection between events and/or details are developed and effectively maintained - the ending effectively ties events and/or actions together 	EXCELLENT <ul style="list-style-type: none"> - sentence structure is effectively controlled - sentence type and length are varied and effective
PROFICIENT <ul style="list-style-type: none"> - events, actions, and/or ideas are purposeful and are appropriate for the context established by the writer - details are specific and effective 	PROFICIENT <ul style="list-style-type: none"> - the beginning clearly establishes events, characters, and/or setting, and provides direction for the writing - connections between events and/or details are clear and maintained - the ending clearly provides an appropriate finish for events and/or actions 	PROFICIENT <ul style="list-style-type: none"> - sentence structure is controlled - sentence type and length are usually varied and effective
SATISFACTORY <ul style="list-style-type: none"> - events, actions, and/or ideas are general but appropriate for the context established by the writer - details are general and may be predictable, but are appropriate 	SATISFACTORY <ul style="list-style-type: none"> - the beginning directly presents information about events, characters, and/or setting - connections between events and/or details are mechanical - the ending is predictable and/or may be contrived but is connected to events and/or actions 	SATISFACTORY <ul style="list-style-type: none"> - sentence structure is predictable and demonstrates a general control - sentence may vary in type and length
DEVELOPING <ul style="list-style-type: none"> - events, actions, and/or ideas are vague and may not be appropriate for the context established by the writer - details are few and/or may be repetitive 	DEVELOPING <ul style="list-style-type: none"> - the beginning presents information about events, characters, and/or setting but lacks direction - connections between events and/or details are unclear or inconsistent - the ending is vague and connection to events and/or details may be unclear 	DEVELOPING <ul style="list-style-type: none"> - sentence structure is lacking control and this impedes meaning - there is little variation in sentence type and/or length
BEGINNING <ul style="list-style-type: none"> - events, actions, and/or ideas are undeveloped and/or inappropriate - details are scant 	BEGINNING <ul style="list-style-type: none"> - the beginning provides little information and/or is ineffective - connections between events and/or details are missing - the ending, if present, is unconnected to the events and/or actions 	BEGINNING <ul style="list-style-type: none"> - sentence structure is difficult to recognize and meaning is unclear - there is no variation in sentence type and/or length

<u>VOICE</u> When marking VOICE, the scorer should consider how effectively the writer <ul style="list-style-type: none"> - communicates in a manner that shows the writer's conviction and brings the subject to life 	<u>VOCABULARY</u> When marking VOCABULARY, the scorer should consider the extent to which the writer uses <ul style="list-style-type: none"> - appropriate words and effective expressions to enhance the writing 	<u>CONVENTIONS</u> When marking CONVENTIONS, the scorer should consider the extent to which the writer <ul style="list-style-type: none"> - uses punctuation and capitalization - controls spelling - uses language structures (grammar)
EXCELLENT <ul style="list-style-type: none"> - writing is expressive, engaging, and captures the reader's interest 	EXCELLENT <ul style="list-style-type: none"> - words and expressions are effective and precise which are used to create vivid images 	EXCELLENT <ul style="list-style-type: none"> - punctuation and capitalization are essentially correct - most words, familiar and unfamiliar, are spelled correctly - grammatical errors that are present do not affect the clarity or effectiveness of communication
PROFICIENT <ul style="list-style-type: none"> - writing is sincere and holds the reader's interest 	PROFICIENT <ul style="list-style-type: none"> - words and expressions are well-chosen and deliberate 	PROFICIENT <ul style="list-style-type: none"> - punctuation and capitalization is mostly correct - familiar words are spelled correctly; unfamiliar words may be spelled phonetically - grammatical errors are present but rarely affect the clarity of communication
SATISFACTORY <ul style="list-style-type: none"> - writing is functional and draws the reader's interest 	SATISFACTORY <ul style="list-style-type: none"> - words and expressions are common or ordinary 	SATISFACTORY <ul style="list-style-type: none"> - punctuation and capitalization are usually correct - many familiar words are spelled correctly; unfamiliar words are generally spelled phonetically - grammatical errors are present and may affect the clarity of communication
DEVELOPING <ul style="list-style-type: none"> - writing is ambiguous and does not draw the reader's interest 	DEVELOPING <ul style="list-style-type: none"> - words and expressions indicate a lack of vocabulary and are simplistic and/or ineffective 	DEVELOPING <ul style="list-style-type: none"> - punctuation and capitalization, when present, are inconsistent - many familiar words are misspelled and/or spelled phonetically - grammatical errors interfere with the clarity of communication
BEGINNING <ul style="list-style-type: none"> - writing is ineffective and the reader's interest cannot be initiated 	BEGINNING <ul style="list-style-type: none"> - words and expressions are inappropriate and/or misused 	BEGINNING <ul style="list-style-type: none"> - little evidence of correct punctuation and capitalization - words may be difficult to discern and are generally spelled phonetically - communication is not clear

Note: This scoring guide is used in the primary provincial assessments to score grade three student writing. In addition to this chart, a pdf version is also available on the provincial website at: <http://www.ed.gov.nl.ca/edu/k12/evaluation/crts/primary/index.html#english>.

*ideas and organization are double weighted when marked on the provincial assessment scoring panel

Appendix F: Glossary

Contexts are broad organizers for balancing an English language arts program by ensuring different perspectives and ways of knowing are included at each grade level. All instructional units should be related to one or more of the five contexts identified in the English language arts curriculum. The five contexts are (i) personal and philosophical, (ii) social, cultural, and historical, (iii) imaginative and literary, (iv) communicative, and (v) environmental and technological. These contexts also allow for interdisciplinary integration.

Convention is an accepted practice or agreed-upon rule in representational, spoken, or written language.

Cueing Systems are sets of cues or clues built into the structure or patterns of communication texts.

Genre is an identifiable category used to classify texts, usually by form, technique, or content (e.g., novel).

Grade-appropriate Texts are oral, visual, multimedia (including electronic), and print texts designated as being appropriate for shared, guided, and independent viewing, listening, and reading at a specific grade level. These texts are intended to reflect curriculum outcomes at different levels of difficulty, in different genres, and from different cultural and social perspectives.

Graphic Organizer is a visual means by which the relationships between and among ideas are portrayed (e.g., a Venn diagram).

Graphophonic Cues and Conventions refer to the sounds of speech (phonology) and how these sounds are organized in patterns, pronounced, and graphically represented (spelled).

Inquiry involves children in some type of exploration, investigation, or experimentation regarding a specific topic, problem, or issue for play, learning, and action. Inquiry is a way of opening up spaces for children's interests and involving them in as many different aspects of a topic, problem, or issue as children can find.

Interactive Writing is when the teacher and students create the text and share the pen to do the writing and talk about the conventions.

Language Literacy, in a contemporary view, is broader and more demanding than the traditional definitions that were limited to the ability to read and write. Literacy now includes the capacity to accomplish a wide range of viewing, listening, reading, representing, speaking, writing, and other language tasks associated with everyday life. It is multimodal in that meaning can be represented and communicated through multiple channels—linguistic (including print), visual, audio, and multimedia (including digital media).

Listening is attending to and getting meaning from what is heard using cognitive processing including associating ideas, organizing, imagining, and appreciating what is heard—the receptive form of oral language.

Metacognition is the ability to think about and reflect on one's own thinking and learning processes.

Modelled Reading is when the teacher or other fluent reader reads aloud to the students.

Modelled Writing is when the teacher demonstrates in front of students, creating the text and thinking aloud about the writing strategies and skills being used.

Multimedia Texts are texts that use a combination of two or more media (i.e., audio, images, video, animation, graphic, print text, digital applications). Multimedia texts can encompass interactive texts and complex interactive simulations.

Multimodal means that something can be represented and communicated through multiple channels—linguistic (including print), visual, audio, and multimedia (including digital media).

New Literacies refers to new forms of literacy made possible by digital technology developments including such practices as blogging, photo sharing, digital storytelling, etc.

Onsets are part of the single-syllable word that precedes the vowel.

Other Cues and Conventions associated with effective communication include printing, font choices, graphics, illustrations, layout, and additional enhancements such as colour, sound, and movement.

Outcome is a statement of what students are expected to know and be able to do by the end of a course in a particular area of study at a particular grade level.

Phoneme is the smallest unit of sound in the language.

Phonemic Awareness is to consciously attend to the sounds in the language.

Portfolio Assessment is a compilation of evidence collected over time of a student's learning. It demonstrates the student's efforts, progress, and achievement. A portfolio can be cumulative, working/developmental, or showcase in nature.

Pragmatic Cues and Conventions refer to the style of language that is used in a given context and take into consideration the communication purpose, situation, and audience. The pragmatic cueing system is often considered to be the social aspect of language.

Questions for Deeper Understanding are questions that are thought provoking, probe a matter of considerable importance, and require movement beyond present understanding and studying. They often lead to other questions posed by students.

Reading is an interactive-constructive process in which readers comprehend, interpret, and respond to print text using the cues and conventions of that text.

Representing is conveying information or expressing oneself using verbal or written means as well as non-verbal means such as drawings, models, graphics, photography, dramatization, video, or physical performance.

Rimes are part of the single syllable word that includes the vowel and all succeeding consonants.

Rubrics offer criteria that describe student performance at various levels of proficiency. They provide guidelines for judging quality and make expectations explicit. Holistic (yield a single score or rating) and analytic (yield feedback on specific dimensions or features) rubrics can be used to judge the degree, understanding, or proficiency revealed through students' products or presentations.

Semantic, Lexical, and Morphological Cues and Conventions refer to the meaning and structure of words.

Shared Reading is reading aloud by the teacher while the students follow along using individual copies, a class chart, or a big book.

Shared Writing/Language Experience is when the teacher and students create the text together; the teacher does the actual writing, and the students assist with spelling.

Speaking is the act of communicating through oral language. It is the act of transmitting and exchanging information, ideas, and experiences using oral language in formal and informal situations. Speech is the expressive form of oral language.

Strand is one of the core elements of an integrated English language arts program. The six language strands identified in this curriculum are viewing, listening, reading, representing, speaking, and writing.

Strategy is a systematic plan for solving a problem or executing a task.

Syntactical Cues and Conventions refer to the structure (word order) and parts of sentences, and the rules that govern the sentences (e.g., subject-verb agreement).

Text is any form of communication, whether visual, oral, written, or multimedia (including digital media), that constitutes a coherent, identifiable unit or artefact (e.g., poem, poster, conversation, model) with a definable communicative function. It refers to visual communications such as illustrations, video, and computer displays; oral communications, including conversations, speeches, dramatizations; and printed communications in their varied forms.

Textual Cues and Conventions refer to the type or kind of text and the features that are associated with its organization.

Theme is an overarching idea, question, or topic that is developed in a unit and provides a focus and frame for the unit. The theme acts as a unifying concept through which all the content, skills, strategies, materials, and actions for both teachers and students can be organized.

Unit (an instructional unit) is a focused and organized block of time that helps students through a variety of experiences, lessons, and texts. It is planned to help students achieve a set of curriculum outcomes. A multi-genre thematic or topical unit is built around a theme or topic and includes a range of visual, oral, print, and multimedia (including electronic) texts. A multi-genre inquiry unit is built around important questions or issues that students want to learn more about through research. A genre unit is focused on a specific genre of text (e.g., narrative) and an author unit is focused on the work of a particular author or illustrator.

Viewing is attending to and getting meaning from visual representation including pictures, signs, videos, charts, drawings, diagrams, sculptures, mime, tableaux, drama/dance, and other performances.

Writing is a recursive process of recording language graphically by hand or other means to explore and communicate ideas, information, and experiences. The writing process consists of many aspects including planning, drafting, revising, and publishing.

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