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Specific Curriculum Outcomes  
for  
English Language Arts

# Curriculum Outcomes Framework

## Essential Graduation Learnings

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

- cross-curricular
- the foundation for all curriculum development
- found on pages 6–9 of the *Foundation for the Atlantic Canada English Language Arts Curriculum* and page 25 of the *English Language Arts Kindergarten Curriculum Guide 2014*

## General Curriculum Outcomes

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

- contribute to the attainment of the essential graduation learnings
- are connected to key-stage curriculum outcomes
- are found on page 14 of the *Foundation for the Atlantic Canada English Language Arts Curriculum* and page 26 of the *English Language Arts Kindergarten Curriculum Guide 2014*

## Key-Stage Curriculum Outcomes

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

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

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

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

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

## Specific Curriculum Outcomes

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

## Specific Curriculum Outcomes

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

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

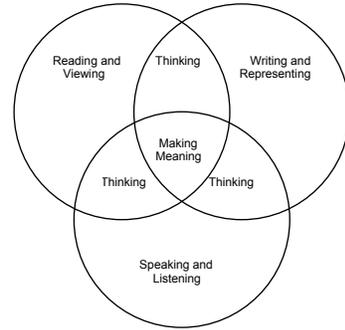
Outcomes	Suggestions for Teaching and Learning	Suggestions for Assessment	Resources
<p>This column contains the SCOs for each GCO.</p> <p>They are numbered according to the relevant GCO.</p> <p>Cross-Curricular Links to specific outcomes in other subject areas are indicated where applicable.</p>	<p>This column provides context and elaboration for the idea and concepts contained within the SCOs. This may include:</p> <ul style="list-style-type: none"> <li>• references to students' prior knowledge</li> <li>• the depth of treatment of a particular concept</li> <li>• what teachers need to know to scaffold and challenge students' learning</li> <li>• common misconceptions.</li> <li>• cautionary notes as applicable</li> <li>• specific sample tasks, activities and strategies that enable students to meet the expectations and goals of the SCOs</li> </ul>	<p>This column contains specific information about the assessment of the curriculum outcome in column one. It includes:</p> <ul style="list-style-type: none"> <li>• sample assessment tasks and activities</li> <li>• strategies that enable students to meet the expectations and goals of the SCOs</li> <li>• common misconceptions</li> <li>• cautionary notes as applicable</li> <li>• opportunities for differentiated learning and assessment</li> </ul>	<p>This column contains references to:</p> <ul style="list-style-type: none"> <li>• authorized resources</li> <li>• supplementary resources</li> <li>• suggested resources</li> <li>• links to resources in other curriculum areas as applicable</li> </ul>

# Overview of Speaking and Listening

## Focus

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

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



## Outcomes Framework

<p><b>GCO 1</b> Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.</p>	<p><b>GCO 2</b> Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.</p>	<p><b>GCO 3</b> Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.</p>
<p><b>KSCOs</b></p> <ul style="list-style-type: none"> <li>describe, share and discuss thoughts, feelings and experiences and consider others' ideas</li> <li>ask and respond to questions to clarify information and to explore possibilities or solutions to problems</li> <li>express and explain opinions and respond to the questions and reactions of others</li> <li>listen critically to others' ideas and opinions</li> </ul>	<p><b>KSCOs</b></p> <ul style="list-style-type: none"> <li>participate in conversation, small-group and whole-group discussion; understand when to speak, when to listen</li> <li>adapt volume, projection, facial expressions, gestures, and tone of voice to the speaking occasion</li> <li>give and follow instructions and respond to questions and directions</li> <li>engage in and respond to a variety of oral presentations and other texts</li> </ul>	<p><b>KSCOs</b></p> <ul style="list-style-type: none"> <li>use basic courtesies and conventions of conversation in group work and cooperative play</li> <li>identify some forms of oral language that are unfair to particular individuals and cultures and use vocabulary that shows respect for all people</li> <li>demonstrate a growing awareness that different kinds of language are appropriate to different situations</li> </ul>
<p><b>SCOs</b></p> <ol style="list-style-type: none"> <li>1.1 share personal experiences orally</li> <li>1.2 listen respectfully to experiences and feelings shared by others</li> <li>1.3 ask questions to seek more information</li> <li>1.4 respond to questions that seek clarification</li> <li>1.5 retell events and familiar stories in sequence</li> <li>1.6 explore aspects of language</li> <li>1.7 reflect upon a variety of oral texts</li> </ol>	<p><b>SCOs</b></p> <ol style="list-style-type: none"> <li>2.1 participate in conversations</li> <li>2.2 share information, ideas, and opinions orally</li> <li>2.3 respond personally to information, ideas, and opinions</li> <li>2.4 respond critically to information, ideas, and opinions</li> <li>2.5 give directions with more than one step</li> <li>2.6 follow directions with more than one step</li> </ol>	<p><b>SCOs</b></p> <ol style="list-style-type: none"> <li>3.1 demonstrate an awareness of social conventions</li> <li>3.2 demonstrate an awareness of how word choice affects the feelings of others</li> <li>3.3 develop an awareness of verbal and non-verbal cues</li> </ol>

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

<b>GCO 1: Students will be expected to speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings, and experiences.</b>	
<b>Kindergarten (2014)</b>	<b>Grade One (Interim Edition 2013)</b>
Students will be expected to:	Students will be expected to:
1.1 share personal experiences orally.	1.1 describe personal experiences orally.
1.2 listen respectfully to experiences and feelings shared by others.	
1.3 ask questions to seek more information.	1.3 use questioning to seek more information.
1.4 respond to questions that seek clarification.	
1.5 retell events and familiar stories in sequence.	1.5 retell events and familiar stories in sequence with emphasis on beginning, middle, and end.
1.6 explore aspects of language.	1.6 use aspects of oral language.
1.7 reflect upon a variety of oral texts.	1.7 listen to acquire information.
<b>GCO 2: Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.</b>	
2.1 participate in conversations	
2.2 share information, ideas, and opinions orally.	2.4 present orally.
2.3 respond personally to information, ideas, and opinions.	
2.4 respond critically to information, ideas, and opinions.	2.5 respond critically to information and ideas.
2.5 give directions with more than one step.	2.2 communicate directions with more than two steps.
2.6 follow directions with more than one step.	2.3 follow directions with more than two steps
<b>GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.</b>	
3.1 demonstrate an awareness of social conventions.	3.1 demonstrate social conventions with others.
3.2 demonstrate an awareness of how word choice affects the feelings of others.	3.2 understand how word choice affects the feelings of others.
3.3 develop an awareness of verbal and non-verbal cues.	3.3 consider the situation, audience, and purpose during communication.

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

Outcomes	Suggestions for Teaching and Learning
<p>Students will be expected to:</p> <p>1.1 share personal experiences orally</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Cross-Curricular Links</b></p> <p>Links to English Language Arts Speaking and Listening Outcome 1.1</p> <p><b>Health</b> Unit 2 Outcome 3.2 examine personal interactions with others and how they make others feel</p> <p><b>Religious Education</b> Outcome 4.2 acknowledge and celebrate that they belong to various groups</p> <p><b>Art</b> Outcome 4.1.2 respectfully discuss their own and other's artwork, describing various reasons why the artwork was made</p> <p>Outcome 6.1.1 give reasons for their preferences in artwork, recognizing people can respond emotionally to what they see</p> <p>Outcome 8.1.1 explain reasons for creating an artwork</p> <p>Outcome 8.1.2 describe how they made an artwork</p> <p><b>Social Studies</b> Outcome K.1.1 identify characteristics about themselves that make them unique and special persons</p> <p>Outcome K.2.3 identify traditions, rituals and celebrations connected to their personal experiences</p> <p><b>Music</b> Organizer: Contexts Outcome 1 perform, listen to and create</p> <ul style="list-style-type: none"> <li>• songs and games</li> <li>• folk music</li> </ul> </div>	<p>Proficiency in oral language is critical to the success of literacy development. Through experiences with oral language, students develop the ability to identify and manipulate phonemes (phonemic awareness), build vocabulary, develop awareness of meaning (semantic knowledge), and develop awareness of language structures (syntactic knowledge), and thus develop the foundations for reading and writing.</p> <p>Through social interactions, kindergarten students connect to one another and share personal experiences. They use oral language to make these connections throughout the school day. Conversations about personal experiences may include groups they belong to, favourite celebrations, field trips, family events, video/board games or websites they enjoy. Consider inviting students to share journals, pictures, objects, photographs, or other media texts that are familiar to them to help initiate conversation. For example, personalized theme posters may be created using digital resources. Digital photographs may be imported in the image bank and displayed on theme posters to facilitate the sharing.</p> <p>During opening and closing routines, provide opportunities for students to take turns talking about and sharing experiences. Daily messages may become a starting point for discussion. Messages may be student or teacher generated. Build in time throughout the day for students to reflect on their daily classroom experiences. The song, <i>Who Remembers What We Did Today?</i> or a visual schedule may help lead the reflection.</p> <p>Invite students to share personal experiences with one another using props such as a microphone or puppet. As a starting point, display a graphic organizer to guide <i>who, what, when, where, how</i> and <i>why</i> questions to elicit information about personal experiences. Questions may include: <i>What is your favourite thing to do after school? How did you celebrate your birthday?, etc.</i> Student experiences may be recorded or shared orally.</p> <p>Make an "Idea Jar" by filling a container with ideas to generate discussions about personal experiences. Students choose an idea from the jar to talk about (eg. trips, family, pets, lost tooth, trying new food, etc.). If students are unable to recall a personal experience from the idea selected, they may wish to select another or use one of their own. Invite students to suggest ideas for the jar throughout the year.</p>

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### Suggestions for Assessment

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

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

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

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

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

### Resources

#### **Authorized Resources:**

*Nelson Literacy Kindergarten:*  
 Teacher's Resource/eSource  
 BLM: *Oral Language Checklist*  
 Digital Resources  
 Read Alouds  
 Shared Reading Cards  
 Graphic Organizers  
 Theme Posters  
 Poetry/Song Posters  
 Photo Cards  
 Audio CD

*Learn the Alphabet Puppet Set*

#### **Suggested Resource:**

*First Steps: Oral Language Resource Book*  
*Framework for Planning News*, pages 60-62

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

<p><b>Outcomes</b></p> <p>Students will be expected to:</p> <p>1.2 listen respectfully to experiences and feelings shared by others</p> <hr/> <p><b>Cross-Curricular Links</b></p> <p>Links to English Language Arts Speaking and Listening Outcome 1.2</p> <p><b>Health</b> Unit 2 Outcome 1.2 understand that each person experiences a variety of feelings</p> <p>Unit 3 Outcome 2.2 demonstrate respect for others</p> <p>Outcome 3.2 recognize that cooperating and respecting others contributes to the overall health of self and others</p> <p><b>Religious Education</b> Outcome 5.1 identify appropriate ways to express feelings</p> <p><b>Art</b> Outcome 4.1.2 respectfully discuss their own and other’s artwork, describing various reasons why the artwork was made</p> <p><b>Social Studies</b> Outcome K.2.3 demonstrate an understanding of the importance of showing respect for others’ traditions, rituals and celebrations</p> <p><b>Music</b> Organizer: Contexts Outcome 1 perform, listen to and create</p> <ul style="list-style-type: none"> <li>• songs and games</li> <li>• folk music</li> </ul>	<p><b>Suggestions for Teaching and Learning</b></p> <p>Listening is a skill that is taught. Teacher modelling is an effective way to teach students to listen for meaning in talk. It is important to model active listening when engaged in conversations with students. When students see that the teacher is interested in what they are saying by connecting to their message they will develop an understanding of the importance of listening. Kindergarten students will require many opportunities to practise listening to one another as they play and socially interact and engage in small and large groups. Suggestions for negotiating classroom rules for listening and speaking may be referenced in <i>First Steps: Oral Language Resource Book</i>.</p> <p>In a large group, discuss respectful listening behaviours that contribute to active listening in a variety of situations. Consider using the following resources as a means to initiate discussion:</p> <ul style="list-style-type: none"> <li>• children’s literature</li> <li>• photo cards</li> <li>• visuals depicting respectful listening behaviours</li> <li>• dramatization</li> <li>• use of puppets to role play</li> </ul> <p>Read a children’s literature selection about listening behaviours such as <i>Howard B. Wigglebottom Learns to Listen</i> by Howard Binkow. Following the class discussion, create a student-generated chart of respectful listening behaviours. Display the chart in the classroom and refer to it throughout the school year.</p> <p>Use songs, chants and/or poems to model respectful listening. Examples include:</p> <table border="0"> <tr> <td data-bbox="570 1304 1003 1556"> <p><i>Give Me 5</i> (Include actions while chanting)</p> <p>My eyes are looking (touch eyes) My ears are listening (touch ears) My lips are quiet (finger to lips) My hands are still (hands in lap) My heart is caring (touch your heart)</p> </td> <td data-bbox="1045 1304 1349 1608"> <p><i>Listening Time</i> (Sung to the tune of Pop Goes The Weasel)</p> <p>Let’s all sit down it’s listening time We’ll watch, be quiet and listen We’ll use our ears for listening time Ssshhh, it’s time to listen!</p> </td> </tr> </table> <p>Use a song such as <i>Sailing</i> to transition students to a different activity. Students learn to associate these listening cues to a change in their activity and they respond accordingly.</p> <p style="text-align: center;">Sailing, sailing, over the ocean, Sailing, sailing, over the sea Sailing, sailing, over the ocean Sail back home to me.</p>	<p><i>Give Me 5</i> (Include actions while chanting)</p> <p>My eyes are looking (touch eyes) My ears are listening (touch ears) My lips are quiet (finger to lips) My hands are still (hands in lap) My heart is caring (touch your heart)</p>	<p><i>Listening Time</i> (Sung to the tune of Pop Goes The Weasel)</p> <p>Let’s all sit down it’s listening time We’ll watch, be quiet and listen We’ll use our ears for listening time Ssshhh, it’s time to listen!</p>
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#### Suggestions for Assessment

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

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

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

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

#### Resources

##### **Authorized Resources:**

*Nelson Literacy Kindergarten: Getting Along Literacy Kit*

Teacher's Resource/eSource

BLM: *Oral Language Checklist*

Digital Resource

Shared Reading Cards

Theme Poster

Photo Cards

##### **Suggested Resource:**

*First Steps: Oral Language Resource Book*

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

##### **Suggested Children's Literature:**

*Howard B. Wigglebottom Learns to Listen* by Howard Binkow

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

## Outcomes

Students will be expected to:

- 1.3 ask questions to seek more information

### Cross-Curricular Links

Links to English Language Arts  
Speaking and Listening  
Outcome 1.3

#### Science

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

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

## Suggestions for Teaching and Learning

Kindergarten students are continuously trying to make sense of the world around them by asking simple questions about a topic and connecting the new information to what they already know. Do not assume that students understand the difference between questions and responses. This distinction may be reinforced during show and tell by showing a personal item such as a certificate, special gift, etc. Encourage students to find out information about the item by asking questions and taking on the role as questioners. Questioning strategies may be referenced in *First Steps: Oral Language Resource Book*.

Students are motivated to ask questions when they are curious. Provide a display table for unusual and/or interesting objects such as a seashell, feather, sponge, driftwood, pumpkin pieces, soil, rocks, etc. Include tools such as a magnifying glass, pan balance scale or tweezers to encourage students to explore these items further. Allow students time to explore and investigate items on the table. Interactions with the objects should promote questions between students.

Gather items in a mystery bag that are part of a topic or theme. Show each object to the class and discuss the attributes of each item. Secretly place one of the objects in the mystery bag. Play *Guess What?* and invite students to ask questions to determine what is in the bag. Encourage the students to ask questions based on the attributes discussed. It is important to remind students that they cannot guess the object; rather ask questions to describe characteristics of the object. Once several questions have been asked to determine the item in question, the students can guess what it is. The game can begin with the song:

#### **Look At This**

(Sung to the tune of *Row, Row, Row Your Boat*)

Look, look, look at this  
Right here in my hand.  
Can you tell me what it is?  
Yes I think I can!

Play a game such as Headbanz® by attaching a picture card of an object to a headband worn on a player's head or on their back so that it cannot be seen. The player wearing the picture card does not know the object on the card. To determine the object on the picture card, the child wearing the card must ask questions to others to find out what the object is. Model questions seeking answers with a yes/no format. Examples may include: "Is it an animal?" "Can I wear it?" or "Can I eat it?" Once the object is determined, another player takes a turn wearing the card. When students become familiar with this game they may play it in small groups to eliminate long periods of time between turn-taking.

Play an adapted version of the game, Twenty Questions. The game encourages students to ask questions to seek more information. Students ask questions regarding the identity of a specific alphabet puppet which is hidden in a bag. Only yes or no responses are provided by the teacher. This restriction encourages students to remember information gained from other responses and choose further questions which will eliminate as many of the twenty-six alphabet puppets as possible. Yes/no questions should be modelled.

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

#### Suggestions for Assessment

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

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

#### Resources

**Authorized Resources:**

*Nelson Literacy Kindergarten:  
My Community Literacy Kit*

Graphic Organizer: KWLM  
Chart (print and digital)

Teacher's Resource/eSource  
Digital Resource

**Suggested Resource:**

*First Steps: Oral Language  
Resource Book*

Teaching Strategies:  
Questioning pages 151-153

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

<p><b>Outcomes</b></p> <p>Students will be expected to:</p> <p>1.4 respond to questions that seek clarification.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Cross-Curricular Links</b></p> <p>Links to English Language Arts Speaking and Listening Outcome 1.4</p> <p><b>Art</b></p> <p>Outcome 6.1.2 respond to questions to identify main idea in others' artwork</p> <p>Outcome 8.1.1 explain reasons for creating an artwork</p> </div>	<p><b>Suggestions for Teaching and Learning</b></p> <p>A natural, conversational context is an effective means for young students to share their knowledge on a particular topic. In addition to questioning, a show and tell activity may also be used to encourage responses. Individual students may share personal items that may prompt students to ask questions that require responses.</p> <p>Using a puppet, the teacher presents problem-solving scenarios that students may experience such as playground disagreements or turn-taking situations in the classroom. The teacher's role is to model sample questions. Once the scenarios are given, encourage students to respond to questions posed by the puppet to seek more information about the problem to be solved. This activity may be modified for small groups. Pairs may take on roles of different community helpers such as doctor/patient, veterinarian/pet owner, or firefighter/news reporter. By creating a sign-up sheet with visuals of the roles, students may participate in the activity at different times by rotating through the different roles. Microphones, clipboards, note pads, costumes, etc. may be used.</p> <p>Provide students with a selection of photo cards and ask them to select one that interests them. Suggested questions about each card are listed under the category, "Let's Talk." This activity may also be altered to be used with partners posing the questions in a "think, pair, share" activity. The student in each pair takes a turn sharing their ideas and responding to questions posed.</p>
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*GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.*

### Suggestions for Assessment

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

Observe the responses given by students and note the following:

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

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

*Can you select one of the photos and tell what is happening?*

*What farm activity would you like to take part in and why did you choose this?*

### Resources

#### **Authorized Resources:**

*Nelson Literacy Kindergarten:*

Read Alouds

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

Teacher's Resource/eSource

Digital Resources

Shared Reading Cards

Poetry/Song Posters

Theme Posters

Photo Cards

Audio CD

*Boldprint Kids Anthology:*

10 Anthologies

20 Graphic Readers

*Project X Series*

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

### Outcomes

Students will be expected to:

- 1.5 retell events and familiar stories in sequence.

#### Cross-Curricular Links

Links to English Language Arts Speaking and Listening Outcome 1.5

#### Science

Outcome (202-2)  
place materials and objects in a sequence or in groups according to one or more attributes

#### Music

Organizer: Rhythm and Metre

Outcome 1  
perform, listen to and create

- beat
- rhythm
- stepping/skipping songs

### Suggestions for Teaching and Learning

Student talk may be stimulated and focused when the teacher models oral story-telling to the class and invites the children to participate in the re-telling. Think aloud strategies for re-telling events and familiar stories in sequence may be modelled. Oral stories stimulate images in the mind. The retelling of these stories draws on language skills which require students to sequence events, select language, empathize with the developing characters and evoke settings for whoever the audience may be. Stories spark a natural wonder and sense of curiosity which stimulates the learner's imagination and ultimately leads to a higher level of cognitive thinking.

After listening to a familiar read aloud selection, invite the students to sequentially re-tell the main events of the story. The main focus of the re-telling should be the beginning, middle and ending. Ask students to choose how they would like to retell the main events. Choices may include use of:

- puppets, costumes, or masks in the dramatic play area using the dialogue that they can remember from the story
- software to illustrate scenes from the story digitally and audio clips to record a re-telling of their representation
- art materials to paint, create or build a favourite scene from the story to be used as a visual aid during the oral retelling
- a felt story-board to sequence events in familiar chants, rhymes, etc.
- the graphic organizer, "Story Map," to emphasize beginning, middle, and end

Using a digital camera, take photographs of a classroom event. Invite students to re-tell the event using the photographs as a guide to sequence the story. Sequencing ideas may include: fairy tales, morning routines, bedtime routines, school day, etc.

Create clothesline stories with visuals from graphic stories included in the *Boldprint Anthologies* such as *Little Red Riding Hood*, *The Elves and the Shoemaker*, and *Goldilocks*. Pin the illustrations onto a clothes line in random order. Invite students to hang them in a sequential order.

Using sequenced illustrations such as the ones in the *Boldprint Graphic Readers* and *Project X*, ask students to retell the story. Some students, who experience difficulty retelling the events of a story from memory, may develop confidence in this skill by relying on illustrations provided in the text to support them while completing this task.

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

### Suggestions for Assessment

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

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

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

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

### Resources

#### **Authorized Resources:**

*Nelson Literacy Kindergarten:*

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

*Boldprint Kids Anthology:*

10 Anthologies  
20 Graphic Readers

*Project X:*

*Ducks* by Alex Lane

*My Cat Stripes* by Jon Stuart

*Pickles' New Home* by Jon Stuart

*Learn the Alphabet Puppet Set*

*English Language Arts  
Kindergarten Curriculum Guide  
2013:*

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

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

<p>Outcomes</p> <p>Students will be expected to:</p> <p>1.6 explore aspects of language</p> <p><b>Cross-Curricular Links</b></p> <p>Links to English Language Arts Speaking and Listening Outcome 1.6</p> <p><b>Math</b> Strand: Patterns and Relations (Patterns) Outcome KPR1 demonstrate an understanding of repeating patterns by identifying, reproducing, extending and creating patterns using manipulatives, sounds and actions</p> <p><b>Music</b> Organizer: Rhythm and Meter Outcome 1 perform, listen to and create</p> <ul style="list-style-type: none"> <li>• beat</li> <li>• rhythm</li> <li>• stepping/skipping songs</li> </ul> <p>Organizer: Expression Outcome 1 perform, listen to and create</p> <ul style="list-style-type: none"> <li>• louder and softer</li> <li>• faster and slower</li> <li>• sounds from various sources</li> </ul> <p>Organizer: Contexts Outcome 1 perform, listen to and create</p> <ul style="list-style-type: none"> <li>• songs and games</li> <li>• folk music</li> </ul> <p><b>Art</b> Outcome 6.1.3 talk about their own and others' artwork, using descriptive language that includes the elements and principles of design</p>	<p>Suggestions for Teaching and Learning</p> <p>Include daily opportunities for participation in a variety of oral language activities that include sounds, rhymes, rhythms, language structures, repetition and storytelling. A traditional song such as <i>Down by the Bay</i> or a chant such as <i>Willaby Wallaby</i> may be used to transition students from individual learning areas to a large group area, movement to different areas of the school, or to prepare students for dismissal. Ask students to listen for rhyming words and repetitive phrases. Invite them to create other verses using the same predictable pattern and rhyming scheme. Record on chart paper or digitally to share during another reading/singing of the song.</p> <p style="text-align: center;"><b>Willaby Wallaby</b></p> <p>(Substitute the initial letter of each student's name with a "W" in the space on the third line and the student's actual name in the space on the fourth line.)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><i>Willaby Wallaby Wolly</i></td> <td style="width: 50%;"><i>Willaby Wallaby Wolly</i></td> </tr> <tr> <td><i>An elephant sat on Molly</i></td> <td><i>An elephant sat on Molly</i></td> </tr> <tr> <td><i>Willaby Wallaby _____</i></td> <td><i>Willaby Wallaby <u>Wony</u></i></td> </tr> <tr> <td><i>An elephant sat on _____</i></td> <td><i>An elephant sat on <u>Tony</u></i></td> </tr> </table> <p>At the beginning of the year, introduce oral stories, songs, chants and rhymes that students will revisit throughout the year. These oral experiences allow them time to play with sounds in words. <i>If You're Happy and You Know It</i> may be sung along with the audio CD and a clapping rhyme such as <i>A Sailor Went To Sea</i> may be included in daily routines. <i>The Key to the Kingdom</i> can be used as a greeting to start the day or a way to transition children to a large group activity or as a closing activity to end the day. Encourage children to share an oral retelling with a family member at home. These stories promote listening skills, sequencing, rhyme, rhythm, and repetition. It is important to tell these stories to students from memory rather than reading from a chart since they are oral retellings rather than shared readings. As students become more familiar with the story they will join in the retelling.</p> <p>Provide students opportunities to retell stories and familiar rhymes in different play areas of the classroom by:</p> <ul style="list-style-type: none"> <li>• using puppets to retell a story from the point of view of the character</li> <li>• illustrating/painting or using found materials to create the scenes of a story in sequence</li> <li>• building sets using boxes and wooden blocks</li> <li>• wearing costumes to dramatize and reenact stories or rhymes such as <i>Jack Be Nimble</i>, <i>Little Miss Muffett</i>, and <i>Hey Diddle Diddle</i>.</li> </ul>	<i>Willaby Wallaby Wolly</i>	<i>Willaby Wallaby Wolly</i>	<i>An elephant sat on Molly</i>	<i>An elephant sat on Molly</i>	<i>Willaby Wallaby _____</i>	<i>Willaby Wallaby <u>Wony</u></i>	<i>An elephant sat on _____</i>	<i>An elephant sat on <u>Tony</u></i>
<i>Willaby Wallaby Wolly</i>	<i>Willaby Wallaby Wolly</i>								
<i>An elephant sat on Molly</i>	<i>An elephant sat on Molly</i>								
<i>Willaby Wallaby _____</i>	<i>Willaby Wallaby <u>Wony</u></i>								
<i>An elephant sat on _____</i>	<i>An elephant sat on <u>Tony</u></i>								

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

### Suggestions for Assessment

Observe students during oral language activities and note how they:

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

### Resources

#### **Authorized Resources:**

*Nelson Literacy Kindergarten:*

Audio, Tracks # 1- 8:

*If You're Happy and You Know It*

*So Much the Same*

*Working Together*

*Oh Where, Oh Where Has My Little Dog Gone?*

*The More We Get Together*

*Sticky Glue*

*Oats, Peas, Beans, and Barley Grow*

*On Top of Spaghetti*

Poetry/Song Posters:

*Sticky Glue*

*If All The World Were Paper*

*The Grand Old Duke of York*

*Move It!*

*Five Little Tadpoles*

*Oats, Peas, Beans, and Barley Grow*

*The Bad-Mood Bug*

*Working Together*

*Everybody Says*

*So Much the Same*

*Homes*

*Old Mother Hubbard*

*English Language Arts Kindergarten Curriculum Guide 2013:*

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

Professional Learning Site:

[www.k12pl.nl.ca](http://www.k12pl.nl.ca):

Oral Storytelling segments from K-6 English Language Arts

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

<p><b>Outcomes</b></p> <p>Students will be expected to:</p> <p>1.7 reflect upon a variety of oral texts.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Cross-Curricular Links</b></p> <p>Links to English Language Arts Speaking and Listening Outcome 1.7</p> <p><b>Religious Education</b> Outcome 3.2 develop an awareness of various stories of celebration</p> <p><b>Music</b> Organizer: Contexts Outcome 1 perform, listen to and create</p> <ul style="list-style-type: none"> <li>• songs and games</li> <li>• folk music</li> </ul> </div>	<p><b>Suggestions for Teaching and Learning</b></p> <p>Students require time to reflect on and share their ideas about the messages presented in oral texts. Through reflection, students learn how to interpret texts critically and think about texts for a specific purpose. Opportunities should be provided for students to hear the ideas of others and reflect on their own thinking in this context.</p> <p>Oral texts to consider may include:</p> <ul style="list-style-type: none"> <li>• podcasts</li> <li>• music with and without lyrics</li> <li>• audio recordings</li> <li>• sound clips</li> <li>• weather and school announcements</li> <li>• children’s literature such as poetry, stories, rhymes and chants,</li> <li>• advertisements</li> <li>• news broadcasts</li> <li>• audio books</li> </ul> <p>The varied interests of students in the class may be explored by allowing them time to reflect on the messages presented in the oral texts. For example, students may listen to a farmer presenting step by step instructions on how to plant seeds prior to planting their own seeds in the spring. They may listen to a poem or song selection about the significance of wearing a poppy before a Remembrance Day Ceremony. Each listening activity requires the listener to reflect on the text for a specific purpose.</p>
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*GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.*

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Suggestions for Assessment

Conference with individual students and note students' responses and interactions with texts and how they reflect on the texts they hear in order to share their thoughts, ideas, feelings and experiences.

Within large and small groups, invite students to share their reflections on a particular text being used by asking them to show a "thumbs up" or "thumbs down" response. Encourage them to talk about the reasons for their response to a particular text.

Resources

**Authorized Resources:**

*Nelson Literacy Kindergarten:*

Read Alouds

Teacher's Resource/eSource

Audio CD

Digital resources

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

<p><b>Outcomes</b></p> <p>Students will be expected to:</p> <p>2.1 participate in conversations.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Cross-Curricular Links</b></p> <p>Links to English Language Arts Speaking and Listening Outcome 2.1</p> <p><b>Science</b> Outcome (100-1) develop vocabulary and use language to bring meaning to what is seen and thought</p> <p><b>Art</b> Outcome 2.1.2 choose, display, and talk about work from their portfolio</p> <p>Outcome 4.1.2 respectfully discuss their own and other’s artwork, describing various reasons why the artwork was made</p> <p>Outcome 6.1.3 talk about their own and others' artwork, using descriptive language that includes the elements and principles of design</p> <p><b>Math</b> Strand: Shape and Space (Measurement) Outcome KSS3 build and describe 3-D objects</p> </div>	<p><b>Suggestions for Teaching and Learning</b></p> <p>Create a classroom environment that encourages interaction and talk amongst students as they converse with partners, small groups or in large groups. Interactive learning areas throughout the classroom will promote conversation between students. For example, positioning structures such as art easels beside each other will encourage conversation between students while interacting and sharing in a similar activity. Conversations may occur when students:</p> <ul style="list-style-type: none"> <li>• exchange personal information (...things you usually do when you get home from school)</li> <li>• share likes and dislikes (...your favorite TV show or toy)</li> <li>• recount experiences (...what you did on your birthday)</li> <li>• express opinions (...what makes you happy/sad)</li> <li>• share strengths (...things you are good at)</li> <li>• describe and explain (...your backyard/bedroom/a game)</li> <li>• swap stories and jokes (...tell a funny story/joke)</li> <li>• share an imaginative story (...if we won a class trip to space)</li> </ul> <p>Provide time for child-initiated play in the classroom. Through play, children learn to represent their real and imagined worlds using language. Students may engage in conversations through dramatic play and assume roles such as: doctor, chef, father, mother, teacher, pilot, builder, etc. Props and costumes may be used.</p>
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*GCO 2: Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.*

#### Suggestions for Assessment

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

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

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

#### Resources

**Authorized Resources:**

*Nelson Literacy Kindergarten:*

Teacher's Resource/eSource:

BLM: *Oral Language Checklist*

Digital Resources

Shared Reading Cards

Theme Posters

Photo Cards

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

### Outcomes

Students will be expected to:

- 2.2 share information, ideas, and opinions orally.

#### Cross-Curricular Links

Links to English Language Arts  
Speaking and Listening  
Outcome 2.2

#### **Art**

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

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

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

#### **Physical Education**

Games-Manipulative  
Skills: Projecting and  
Receiving Small Objects  
Outcome  
discuss fair play principles  
in relation to individual  
differences in performance

#### **Math**

Strand: Shape and Space  
(Measurement)  
Outcome KSS3  
build and describe 3-D  
objects

Strand: Exploring Number  
Outcome KN4  
represent and describe  
numbers 2 to 10, in two  
parts, concretely and  
pictorially

### Suggestions for Teaching and Learning

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

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

#### Suggestions for Assessment

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

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

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

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

#### Resources

**Authorized Resources:**

*Nelson Literacy Kindergarten:*

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

Digital Resources for Shared Reading Cards:

*Things I Like*

*Look What I Can Do!*

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

Outcomes	Suggestions for Teaching and Learning
<p>Students will be expected to:</p> <p>2.3 respond personally to information, ideas and opinions.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Cross-Curricular Links</b></p> <p>Links to English Language Arts Speaking and Listening Outcome 2.3</p> <p><b>Science</b> Outcome (202-1) use personal observations when asked to describe characteristics of materials and objects studied</p> <p>Outcome (203-4) respond to the ideas of others in constructing their own understanding</p> <p><b>Social Studies</b> Outcome K.1.1 identify characteristics about themselves that make them unique and special persons</p> <p>Outcome K.1.2 give examples of themselves as consumers satisfying needs and wants</p> <p>Outcome K.2.3 identify traditions, rituals and celebrations connected to their personal experiences</p> <p><b>Art</b> Outcome 5.1.1 examine artwork from past and present cultures that have been created for different purposes and related to their own work</p> <p>Outcome 6.1.3 talk about their own and others' artwork, using descriptive language that includes the elements and principles of design</p> </div>	<p>To develop oral proficiency and build confidence, it is important to engage students in oral language opportunities. Opportunities for students to respond personally arise naturally from daily learning experiences. These experiences provide opportune times for students to talk about themselves as learners and conversation is central to both communication and learning. Students will rely on the support of the teacher to help them deepen their responses and extend their ability to share their responses. It is during shared learning experiences that students may see how their learning relates to the ideas and opinions expressed by others. Students need to value personal responses and recognize that it is a good way to learn from one another. The personal responses provided by individuals may be in agreement or disagreement with statements made by the speaker. They may also ask for clarification or expand on an idea. These types of responses help students understand the perspectives of others and encourage them to rethink their own responses.</p> <p>Through talk, encourage students to examine their own thinking and to make connections to the thinking of others. It allows students to consider different ideas and issues while building relationships that support new awareness and emerging understandings. Think, pair, share activities provide opportunities for students to take turns sharing their views in pairs and sharing their own perspectives on an issue. To encourage student participation in a class discussion, a talking circle strategy may be used whereby an oral summary of the most interesting points made by each student is created at the end of the conversation. Starting statements/questions for language responses may include:</p> <p style="padding-left: 40px;"><i>How do you know that?</i></p> <p style="padding-left: 40px;"><i>I also noticed...</i></p> <p style="padding-left: 40px;"><i>Why do you think that?</i></p> <p style="padding-left: 40px;"><i>I agree/disagree because...</i></p> <p style="padding-left: 40px;"><i>I didn't understand...</i></p>

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

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#### Suggestions for Assessment

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

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

#### Resources

**Authorized Resources:**

*Nelson Literacy Kindergarten:*

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

Digital Resources

Shared Reading Cards

Theme Posters

Photo Cards

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

### Outcomes

Students will be expected to:

- 2.4 respond critically to information, ideas and opinions

#### Cross-Curricular Links

Links to English Language Arts Speaking and Listening Outcome 2.4

#### Science

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

#### Art

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

#### Health

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

#### Social Studies

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

### Suggestions for Teaching and Learning

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

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

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

*Who wrote/designed it?*

*Why did they write/create it?*

*How did the text make you feel? Why?*

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

*Who do you think would like/dislike this text?*

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

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

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

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

*How did the text show that the story is sad?*

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

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

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

*Did the Gingerbread Man deserve to be caught?*

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

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

*Why are stepmothers sometimes portrayed as mean individuals?*

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

### Suggestions for Assessment

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

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

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

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

*Can you suggest a different name?*

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

*Why are prizes included in some cereals?*

*Who is this box of cereal designed for? Why?*

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

### Resources

#### **Authorized Resources:**

*Nelson Literacy Kindergarten:*

Read Alouds

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

Teacher's Resource/eSource

Digital Resources

Shared Reading Cards

Poetry/Song Posters

Theme Posters

Photo Cards

Audio CD

*Boldprint Kids Anthology:*

*What's Your Name?*

*"A" is for Apple*

*Where's the Bear?*

*All Together*

*Vroom! Vroom!*

*"Brrr!"*

*Splish! Splash!*

*How Much?*

*Moo! Baa! Oink!*

*Me Too!*

*Project X Series*

#### **Suggested Website:**

Cereal images retrieved from  
[www.google.ca](http://www.google.ca) (images)

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

Outcomes	Suggestions for Teaching and Learning
<p>Students will be expected to:</p> <p>2.5 give directions with more than one step.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Cross-Curricular Links</b>  Links to English Language Arts  Speaking and Listening  Outcome 2.5</p> <p><b>Science</b>  Outcome (200-5)  identify materials and suggest a plan for how they will be used</p> <p><b>Social Studies</b>  Outcome K.3.2  give verbal directions using relative terms for different locations give directions in relative terms</p> <p><b>Physical Education</b>  Games- Non-Locomotor Skills  Outcome  create a variety and combination of non-locomotor skills using a range of body joints and positions</p> </div>	<p>Provide time for children to interact and use language to perform a task by playing barrier games. Two students place a barrier between them to hide their work. Each student takes on the role of speaker or listener and after each activity is completed they may switch roles. Through this type of play, speakers learn the importance of giving explicit and complete information and listeners learn the importance of monitoring information and using questions to gain further information. The speaker communicates how to recreate models, pictures or images that are based on their example. Once instructions are given and the recreations are completed the barrier is removed to verify the accuracy of the directions followed. Barrier games will require teacher modelling and multiple opportunities to practise with support, before independent play will occur.</p> <p>Provide students with opportunities to take on leadership roles. For example, they may:</p> <ul style="list-style-type: none"> <li>• “play teacher” at a dramatic play center or in an area that students consider to be the teacher's place to teach.</li> <li>• bring a game to school that they can teach others to play.</li> <li>• take turns leading a movement activity and providing instructions to classmates such as, “Hop two times and then touch your toes.”</li> </ul>

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

#### Suggestions for Assessment

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

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

#### Resources

**Authorized Resources:**

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

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

**Suggested Resource:**

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

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

Outcomes	Suggestions for Teaching and Learning
<p>Students will be expected to:</p> <p>2.6 follow directions with more than one step.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Cross-Curricular Links</b>  Links to English Language Arts  Speaking and Listening  Outcome 2.6</p> <p><b>Health</b>  Unit 1  Outcome 2.1  use personal hygiene practices that contribute to a healthy body</p> <p>Unit 4  Outcome 2.1  practise appropriate recycling</p> <p>Outcome 2.2  apply methods of obtaining assistance from reliable sources in an emergency situation</p> <p>Outcome 2.3  demonstrate safe practices in play environments</p> <p>Outcome 2.4  practise appropriate fire safety procedures</p> <p><b>Science</b>  Outcome (201-1)  follow a simple procedure where instructions are given one step at a time</p> <p><b>Physical Education</b>  Rhythmic Activities  Outcomes  follow directions for the safety of self, others and surrounding environment</p> <p><b>Math</b>  Strand: Patterns and Relations  Outcome KPR1  Demonstrate an understanding of repeating patterns (two or three elements) using manipulatives, sounds and actions</p> </div>	<p>As students develop a comfort level they may work with a partner or a small group and follow oral directions such as those found in:</p> <ul style="list-style-type: none"> <li>• action songs</li> <li>• barrier games</li> <li>• scavenger hunts</li> <li>• table setting in the dramatic play centre</li> <li>• patterns with two or three elements created using manipulatives</li> <li>• parts of structures built with specified materials</li> <li>• art created with found items</li> <li>• recipes</li> <li>• obstacle courses</li> </ul> <p>Listen and follow the directions in songs such as the “<i>Hokey Pokey</i>”, “<i>If You’re Happy and You Know It</i>”, “<i>Circle Time</i>” and various other selections from movement based DVDs and CDs.</p> <p>Play a listening game that asks students to follow multi-step directions. Start the game by using one direction. For example, say “Touch your heart.” Add a second direction and eventually build up to three steps. For example, say “Touch your heart then your hips and your nose.”</p> <p>Go on a classroom hunt and complete multiple steps such as:</p> <p>Step 1: Find a specific object in the classroom. For example, find something that starts with the letter “s” sound.</p> <p>Step 2: Draw a picture of the item on a piece of paper.</p> <p>Step 3: Share it with the class by posting it on the classroom bulletin board.</p> <p>Ideas for barrier games can be easily created by students using colored counters and markers, magnetic letters and numbers, blank paper and found materials such as those in <i>Beautiful Stuff</i>. For example, a child may create a visual on a defined space such as a cookie sheet using found materials. A scene may be created with clouds, a tree and the earth. The student may ask his partner on the opposite side of the barrier to create the visual by following the following verbal directions:</p> <p><i>First</i>, use three cotton balls to make clouds on top.</p> <p><i>Second</i>, put a green tree made of 2 green feathers below the clouds.</p> <p><i>Third</i>, use five small brown rocks to make the earth on the bottom of the picture.</p>

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

#### Suggestions for Assessment

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

#### Resources

**Authorized Resources:**

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

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

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

**Suggested Resource:**

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

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

<p><b>Outcomes</b></p> <p>Students will be expected to:</p> <p>3.1 demonstrate an awareness of social conventions.</p> <p><b>Cross-Curricular Links</b></p> <p>Links to English Language Arts Speaking and Listening Outcome 3.1</p> <p><b>Health</b> Unit 2 Outcome 1.3 understand that one's interaction/play affects one's feelings and those of others</p> <p>Unit 3 Outcome 1.2 understand that friends share appropriately and play cooperatively</p> <p>Outcome 2.1 demonstrate cooperative sharing and playing</p> <p>Outcome 2.2 demonstrate respect for others</p> <p>Outcome 3.2 recognize that cooperating and respecting others contributes to the overall health of self and others</p> <p><b>Physical Education</b> Outcomes demonstrate the ability to cooperate and work with others while respecting individual differences</p> <p>demonstrate respect for the personal space of others</p> <p>demonstrate an understanding of the effectiveness of group cooperation</p> <p><b>Social Studies</b> Outcome K.1.4 develop an awareness of rules and why they are made</p>	<p><b>Suggestions for Teaching and Learning</b></p> <p>Model, role play and explicitly discuss and describe:</p> <ul style="list-style-type: none"> <li>• behaviours conducive to group work and play</li> <li>• social conventions such as sharing materials, turn taking in conversation, asking to join an activity or use materials</li> <li>• respecting and considering differing points of view</li> <li>• use of language to gain the attention of others</li> <li>• how to ask for help</li> <li>• conflict resolution through problem solving situations</li> </ul> <p>Use a sharing stick to focus attention on taking turns. Rotate the stick amongst students throughout the day as they interact in various learning areas. During large group discussions, the student holding the stick may become the speaker while others are the listeners. The use of the stick emphasizes the importance of one person speaking at a time.</p> <p>Assign specific roles to students as they engage in small group activities. For example, roles in the reading area may include: page turner, reader, pointer, and questioner. Highlight the importance of each group member's responsibility in carrying out their role. After the activity, invite students to reflect on and share their contributions to the group.</p> <p>Use choice boards to provide opportunities for students to practise moving between different learning areas. Model a variety of social conventions that may be used to accept a new student in an activity already in progress.</p> <p>Create an incentive program to acknowledge students who display cooperative behaviours. To encourage others to adopt these positive behaviours, a sharing session may occur to highlight cooperative students. Schools may offer similar incentives as a school-wide initiative.</p> <p>Discuss the lyrics in songs such as <i>Heigh Ho-Manners</i> and <i>Manners-Getting Along With Others</i>. Talk about the importance of getting along with others and demonstrating manners.</p>
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*GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.*

### Suggestions for Assessment

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

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

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

### Resources

#### **Authorized Resources:**

*Nelson Literacy Kindergarten: Getting Along Literacy Kit:*

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

Theme Poster: *Getting Along*

Shared Reading Cards:

*Classroom Rules*

*What Can We Do To Get Along?*

*My Box of Crayons*

*I'm Sorry*

*Writing To Say Thank You*

*Being Kind*

*Getting Along*

*Changing*

*Cooperation*

Photo Cards

Song Poster: *Working Together*

Audio CD: *Working Together*

Digital Resource: *Getting Along*

Read Alouds:

*Sophie Peterman Tells the Truth*

*Otis*

*Leonardo the Terrible Monster*

*One*

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

Outcomes	Suggestions for Teaching and Learning
<p>Students will be expected to:</p> <p>3.2 demonstrate an awareness of how word choice affects the feelings of others.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Cross-Curricular Link</b></p> <p>Links to English Language Arts Speaking and Listening Outcome 3.2</p> <p><b>Health</b> Unit 2 Outcome 3.2 examine personal interactions with others and how they make others feel</p> <p>Unit 3 Outcome 2.2 demonstrate respect for others</p> <p><b>Religion</b> Outcome 5.1 identify appropriate ways to express feelings</p> </div>	<p>Prior to making the connection between word choice and feelings, students should engage in a discussion about the various feelings that they experience. Encourage students to describe how they express feelings such as happy, sad, angry, surprised, excited, lonely, frustrated, etc. Invite students to choose a feeling to role play and invite others to guess the feeling through actions such as smiling, singing, crying, stomping feet, etc.</p> <p>Using a read aloud such as <i>One</i> by Kathryn Otoshi, discuss the feelings expressed in the text by asking questions such as:</p> <p style="padding-left: 40px;"><i>What words were used by Red to make Blue feel bad about himself?</i></p> <p style="padding-left: 40px;"><i>How did Yellow's words make Blue feel about himself?</i></p> <p style="padding-left: 40px;"><i>Can you think of a time when someone's words made you feel like Blue?</i></p> <p style="padding-left: 40px;"><i>Have you ever used words like Red to make someone feel sad?</i></p> <p style="padding-left: 40px;"><i>What words make you feel sad, happy, lonely, angry, excited, etc.?</i></p> <p>Sing the song, <i>When You're Happy and You Know It</i>. Once students are familiar with the tune, create text innovations to vary the lyrics. For example:</p> <p>When they say <u>WOW!</u> and you hear it, you feel <u>GREAT!</u>  When they say <u>WOW!</u> and you hear it, you feel <u>GREAT!</u>  When they say <u>WOW!</u> and you hear it, and you really, really hear it,  When they say <u>WOW!</u> and you hear it, you feel <u>GREAT!</u></p> <p>When they <u>call you names</u> and you hear it, you feel <u>sad.</u>  When they <u>call you names</u> and you hear it, you feel <u>sad.</u>  When they <u>call you names</u> and you hear it, and you really really hear it,  When they <u>call you names</u> and you hear it, you feel <u>sad.</u></p> <p>During a shared reading session, read a selection such as <i>The Ugly Duckling</i>. Discuss the feelings experienced by the duckling and the actions and words of the other ducklings that made him feel the way that he did prior to becoming a swan.</p>

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

#### Suggestions for Assessment

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

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

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

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

#### Resources

##### **Authorized Resources:**

*Nelson Literacy Kindergarten:  
Getting Along Literacy Kit*

Shared Reading Card: *When I'm Mad*

Digital Resource

Teacher's Resource/eSource

Photo Cards

Read Aloud: *One* by Kathryn Otoshi

*Boldprint Kids Anthology:*

*Me Too*

*The Ugly Duckling*, pages 14-21

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

<p><b>Outcomes</b></p> <p>Students will be expected to:</p> <p>3.3 develop an awareness of verbal and non-verbal cues.</p> <hr/> <p><b>Cross-Curricular Links</b></p> <p>Links to English Language Arts Speaking and Listening Outcome 3.3</p> <p><b>Music</b> Organizer: Melody/Pitch Outcome 1 perform, listen to and create</p> <ul style="list-style-type: none"> <li>• higher and lower</li> <li>• the singing voice</li> </ul> <p>Organizer: Expression Outcome 1 perform, listen to and create</p> <ul style="list-style-type: none"> <li>• louder and softer</li> <li>• faster and slower</li> <li>• sounds from various sources</li> </ul> <p><b>Physical Education</b> Games-Space, Directions, and Body Awareness Outcome demonstrate respect for the personal space of others</p> <p><b>Health</b> Unit 2 Outcome 2.2 differentiate the feelings that each person experiences</p>	<p><b>Suggestions for Teaching and Learning</b></p> <p>Verbal and non-verbal cues should include tone, volume, pace, intonation and gestures. Various contexts requiring different language cues may be explored by sharing visuals depicting settings such as an arena, library, classroom, gym, playground, church, concert, assembly, bowling alley, family celebrations, etc. Discuss possible conversations for each situation.</p> <p>After reading a book such as <i>Willow's Whispers</i>, discuss how voice volumes differ amongst individuals. Discuss reasons why a maximum volume for a classroom voice is discouraged. Discuss instances when a louder voice may be appropriate to use during the school day. Use a visual such as a 0 - 4 scale to show an increase in voice level.</p> <p style="text-align: center;">0 is no voice 1 is a whisper 2 is a regular speaking voice 3 is an outside voice 4 is an emergency</p> <p>Invite students to model different facial expressions, gestures and body language associated with different feelings. The student who guesses the feeling takes the next turn. Include eyebrow raising, eye movement, open mouth, lowered chin, shrugging shoulders, smile, frown, arms crossed, and head nodding in both vertical and horizontal directions, etc. You may provide a bag of photo cards depicting various facial expressions for children to select. Once students become familiar with this activity they may play it with a partner.</p> <p>Listen to audio clips of advertisements, television programs and pod casts to hear different tones in voices. Discuss how similar messages may be interpreted differently when the tone of the speaker changes.</p> <p>Using photo cards, pair students to view the scenarios depicted and role play the conversations that may be occurring based on the situations and the gestures portrayed.</p>
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*GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.*

### Suggestions for Assessment

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

*What do you see on this poster?*

*What do the photographs make you think of?*

*How can you tell how another person is feeling?*

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

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

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

### Resources

#### **Authorized Resources:**

*Nelson Literacy Kindergarten:*

*Getting Along* and *Look at Me*

Shared Reading Cards:

*Best Friends*

*When I'm Mad*

Digital Resources

Teacher's Resource/eSource

BLM: *Oral Language Checklist*

Digital Resources

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

Photo Cards

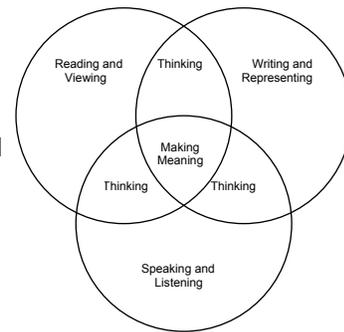
Theme Poster: *Getting Along*

# Overview of Reading and Viewing

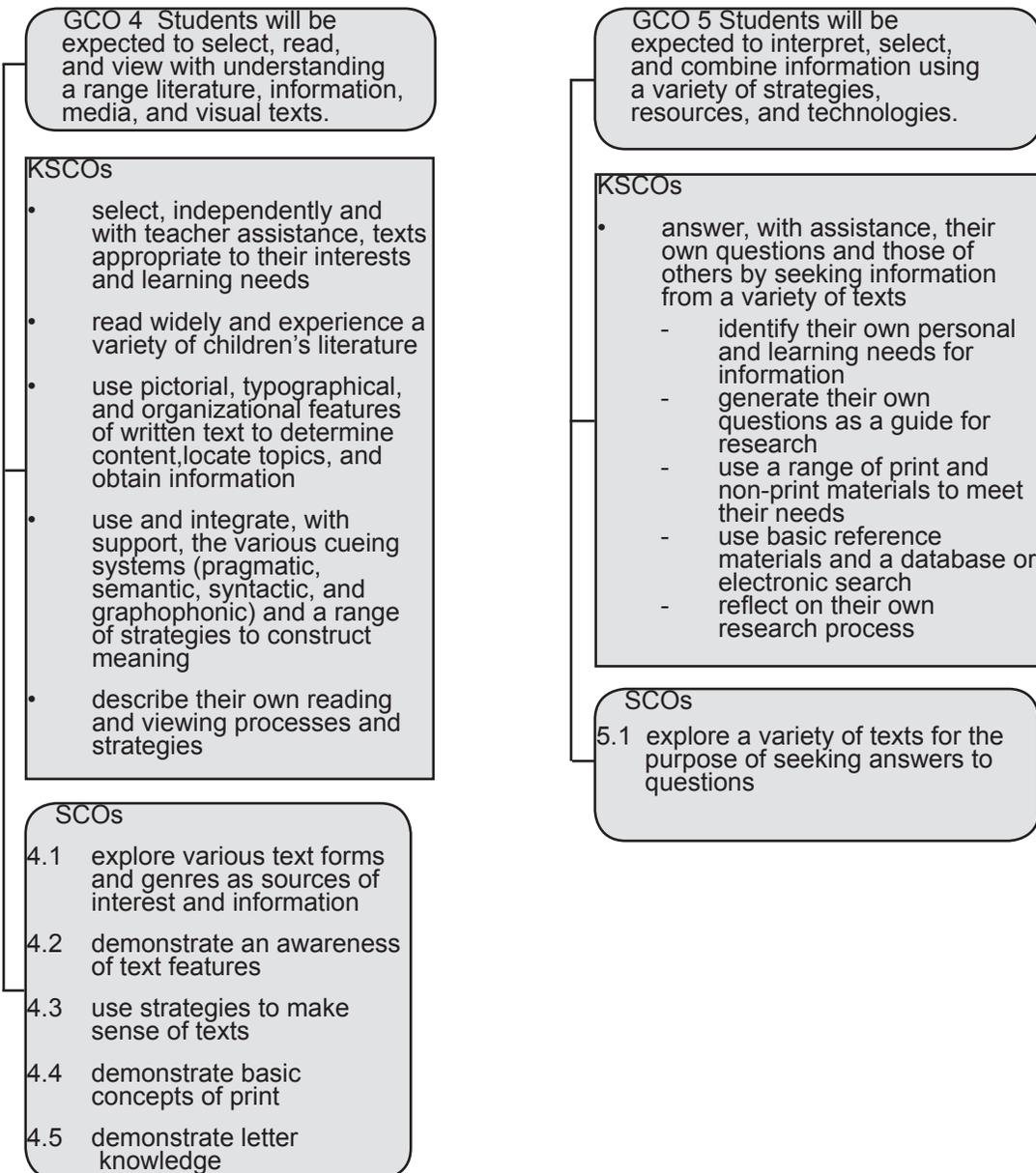
## Focus

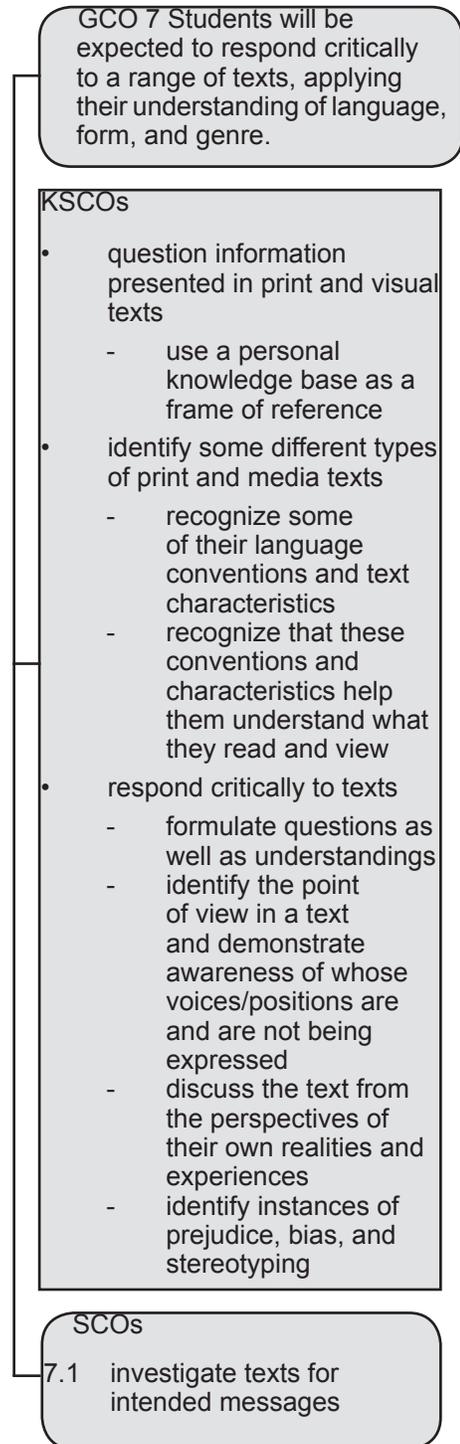
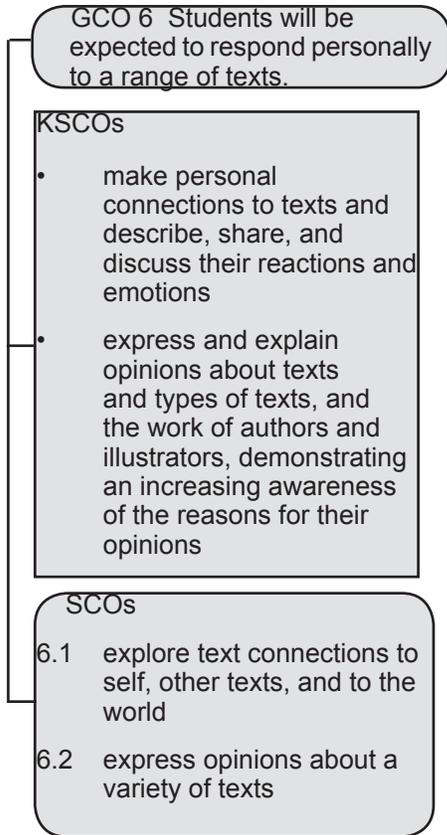
The six strands of language arts necessitate an integrated approach in developing learning activities for students. When focusing on a particular strand, it is important to recognize the interconnections of the strands and build on students' strengths; emphasizing the cognitive strategies that students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

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



## Outcomes Framework







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

<b>GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.</b>	
<b>Kindergarten (2014)</b>	<b>Grade One (Interim Edition 2013)</b>
Students will be expected to:	Students will be expected to:
4.1 explore various text forms and genres as sources of interest and information.	4.1 select a variety of texts for different purposes
4.2 demonstrate an awareness of text features	4.3 use text features to construct meaning
4.3 use strategies to make sense of texts	4.4 use strategies to make sense of texts
4.4 demonstrate basic concepts of print	4.2 demonstrate concepts of print
4.5 demonstrate letter knowledge	
<b>GCO 5 Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.</b>	
5.1 explore a variety of texts for the purpose of seeking answers to questions	5.1 formulate questions that lead to inquiry
	5.2 use information from a variety of resources
<b>GCO 6: Students will be expected to respond personally to a range of texts.</b>	
6.1 explore text connections to self, other texts and to the world	6.1 make connections to a variety of texts
6.2 express opinions about a variety of texts	
<b>GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.</b>	
7.1 investigate texts for intended messages	7.1 demonstrate an understanding that all texts have intended messages
	7.2 analyze texts for intended purposes and audiences
	7.3 respond to texts by offering alternative perspectives

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

Outcomes

Students will be expected to:

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

Cross-Curricular Links

Links to English Language Arts  
Reading and Viewing  
Outcome 4.1

**Religious Education**

Outcome 3.2  
develop an awareness of various stories of celebrations

**Art**

Outcome 3.1.2  
explore images from different times and cultures

**Social Studies**

Outcome K.3.2  
read simple maps and pictures

**Health**

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

**Music**

Organizer: Contexts  
Outcome 1  
perform, listen to and create

- songs/games
- folk music

Suggestions for Teaching and Learning

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

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

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

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

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

#### Suggestions for Assessment

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

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

Ask questions such as:

*Which text would you choose to learn more about \_\_\_\_\_ ?*

*Which text would you select to read for enjoyment?*

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

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

*Which text would you select to find a recipe?*

*Which text provides information from the pictures?*

#### Authorized Resources

##### **Authorized Resources:**

*Nelson Literacy Kindergarten:*

Teacher's Resource/eSource

Graphic Organizers

Theme Posters

Photo Cards

Shared Reading Cards

Poetry/Song Posters

Audio CD

Digital Resources

Read Alouds

*Boldprint Kids Anthology:*

Anthologies

Graphic Readers

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

<p>Outcomes</p> <p>Students will be expected to:</p> <p>4.1 explore various text forms and genres as sources of interest and information.</p>	<p>Suggestions for Teaching and Learning</p> <p><b>Read Alouds</b></p> <p>Books may be selected by students or teachers to enjoy during read alouds. You may consider inviting reading buddies, family or community members to share a read aloud. Read alouds:</p> <ul style="list-style-type: none"> <li>• occur daily.</li> <li>• demonstrate a love of reading.</li> <li>• model fluent, expressive reading.</li> <li>• include a variety of quality literature selections including electronic stories, books on CD, etc.</li> <li>• encourage predictions, connections, sharing and reflection before, during and after reading.</li> </ul> <p><b>Shared Reading in Whole/Small Groups</b></p> <p>In both whole and small group shared reading, the teacher models, highlights and shares reading strategies. Students are encouraged to participate in the reading experience. As reading strategies are developed, the ownership shifts towards the students.</p> <p>The framework underlying small and whole group shared reading is similar. However, small group shared reading enables the teacher to focus on particular literacy skills and interests as determined by the students in the group. Shared reading:</p> <ul style="list-style-type: none"> <li>• encourages students to listen and join in the reading.</li> <li>• provides opportunities to interact with a variety of texts in a supportive environment.</li> <li>• emphasizes the importance of meaning making as an essential part of the reading process.</li> <li>• promotes the practice of book handling concepts, one to one word correspondence, directionality and return sweep.</li> <li>• engages students in rich language experiences to explore sounds, letters, words, punctuation and features of text in authentic contexts.</li> </ul> <p><b>Independent Reading</b></p> <p>Providing students with daily opportunities to read independently is an essential aspect of reading development. It is important for kindergarten students to be given opportunities to view and explore a variety of texts which are interesting and familiar to them. Independent reading:</p> <ul style="list-style-type: none"> <li>• emphasizes enjoyment.</li> <li>• promotes student self-selection.</li> <li>• focuses on engagement with texts and concepts of print rather than the decoding of texts.</li> <li>• provides opportunities to practise book handling and print-tracking concepts.</li> </ul>
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*GCO 4: Students will be expected to select, read and view with understanding a range of literature, information, media, and visual texts.*

#### Suggestions for Assessment

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

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

*Do you know the name of this type of text?*

*Have you read other selections from this genre?*

*When would you select a text like this? Why?*

*Which texts interest you most/least? Why?*

#### Authorized Resources

##### **Authorized Resources:**

*Nelson Literacy Kindergarten:*

Teacher's Resource/eSource

Shared Reading Cards

Read Alouds

Poetry/Song Posters

Digital Resources

Graphic Organizers

Theme Posters

Photo Cards

Audio CD

*Boldprint Kids Anthology:*

Anthologies

Graphic Readers

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

Outcomes

Students will be expected to:

4.2 demonstrate an awareness of text features

**Cross-Curricular Links**

Links to English Language Arts  
Reading and Viewing  
Outcome 4.2

**Social Studies**

Outcome K.3.1  
use and create simple maps to distinguish between land and water (local, national, and global)  
  
Outcome K.3.2  
use signs and symbols to identify location

Suggestions for Teaching and Learning

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

Text Features in Kindergarten		
<ul style="list-style-type: none"> <li>• author</li> <li>• captions</li> <li>• cover</li> <li>• font (italics, size, bold)</li> <li>• headings</li> <li>• hyperlinks</li> </ul>	<ul style="list-style-type: none"> <li>• illustrator</li> <li>• login user name</li> <li>• password</li> <li>• menus</li> <li>• navigation buttons</li> <li>• page numbers</li> </ul>	<ul style="list-style-type: none"> <li>• photographs</li> <li>• spatial layout</li> <li>• table of contents</li> <li>• text boxes</li> <li>• title</li> <li>• word shapes</li> </ul>
<p>Note: There should be multiple opportunities to explore a variety of text features. Even though specific features are listed for each grade level, exposure should not be limited to those listed when encountered in texts.</p>		

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

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

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

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

#### Suggestions for Assessment

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

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

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

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

#### Authorized Resources

##### **Authorized Resources:**

*Nelson Literacy Kindergarten:*

Teacher's Resource/eSource

Shared Reading Cards

Read Alouds

Poetry/Song Posters

Digital Resources

Graphic Organizers

Theme Posters

*Boldprint Kids Anthology:*

*What's Your Name?*

*"A" is for Apple*

*Where's the Bear?*

*All Together*

*Vroom! Vroom!*

*"Brrr!"*

*Splish! Splash!*

*How Much?*

*Moo! Baa! Oink!*

*Me Too!*

*Boldprint Graphic Readers*

*Project X Series*

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

Outcomes

Students will be expected to:

4.3 use strategies to make sense of texts

Suggestions for Teaching and Learning

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

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

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

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

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

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

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

#### Suggestions for Assessment

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

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

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

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

*This reminds me of...*

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

*This is like another book we read.*

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

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

#### **Note:**

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

#### Authorized Resources

##### **Authorized Resource:**

*Nelson Literacy Kindergarten:*

*Teacher's Resource/eSource*

*First Steps: Reading Resource Book*

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

Outcomes	Suggestions for Teaching and Learning
<p>Students will be expected to:</p> <p>4.4 demonstrate basic concepts of print</p>	<p>Discrete concepts are specified in this outcome. It is important, however, for students to explore concepts and demonstrate their understanding within a holistic framework in an effort for them to make meaningful connections. Exposure throughout the year to a variety of texts provides multiple opportunities to highlight book handling skills, directionality, spacing and concept of letter and word. Model, role-play and explicitly discuss and describe the following concepts in meaningful contexts:</p> <ul style="list-style-type: none"> <li>• <b>book handling</b> (identifies front and back of book/e-book, locates title, page turning/scrolling, orients the book appropriately, etc.)</li> <li>• <b>directionality</b> (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.)</li> <li>• <b>spacing</b> (recognizes the space between individual letters and words)</li> <li>• <b>concept of letter and word</b> (recognizes the difference between letters and numbers and letters and words, demonstrates awareness that letters have associated sounds and words associated meaning)</li> </ul> <p>Students will need varied experiences with <i>letters and words</i>. Invite students to represent their names using various materials such as magnetic letters, paint brush and paint, etc., to show how letters form words. To encourage <i>concept of a letter</i>, ask students to take the letters within their name apart to recognize that their names are created with letters. Then, encourage students to put their names back together to illustrate that their name is a word composed of letters. As an extension, students may compare the letters in their name with a partner. The focus of this activity is not on the correct spelling of a name. Rather, it focuses on the recognition of and the difference between letters and words.</p> <p>Take a sentence from a text such as a morning message. Students may build block towers, use counters, highlighters, etc., to represent the number of <i>words in the sentence</i>. To emphasize spacing between words, write the words from a familiar poem or story on cards. Include blank cards to represent the spaces between each word (e.g., I like winter). Distribute the cards to students and ask them to arrange themselves according to the word or space that they are holding. During the initial attempt to order the cards, the teacher should read the cards aloud to determine if the order is meaningful.</p> <p>Create student pointers using a popsicle stick and a googly eye. Students use their pointer to keep their “eyes on the words” by touching each word while reading. Focus on <i>left to right directionality</i> and <i>concept of word</i>. Students may use these pointers during reading activities.</p> <p>Introduce each letter using a corresponding alphabet puppet. For example, an alligator puppet may be named Alligator Andy and used to introduce the letter Aa.</p>

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

#### Suggestions for Assessment

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

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

*Show me the front/back of the book?*

*Where does the story start/end?*

*How many letters are in this word?*

*How many words are in this sentence?*

*Show me the spaces between the words?*

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

#### Authorized Resources

##### **Authorized Resources:**

*Nelson Literacy Kindergarten:*

Teacher's Resource/eSource:

BLM: *Concepts of Print Checklist*

Read Alouds

Poetry/Song Posters

Shared Reading Cards

Digital Resources

Theme Posters

*Learn the Alphabet Puppet Set*

*Alphabet Sounds Teaching Tubs*

*Boldprint Kids Anthology:*

Anthologies

Graphic Readers

##### **Suggested Resource:**

*First Steps Reading Resource Book*

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

Outcomes	Suggestions for Teaching and Learning
<p>Students will be expected to:</p> <p>4.5 demonstrate letter knowledge</p>	<p>Knowledge of letters develop when students are exposed to many meaningful print activities rather than teaching each letter in isolation. Letter knowledge involves:</p> <ul style="list-style-type: none"> <li>• discriminating letter shapes</li> <li>• naming letters</li> <li>• associating letters with their sounds</li> <li>• forming letters for writing</li> </ul> <p>Recognition and recall are two different skills that are required to discriminate letter shapes and to name letters. Recognition requires the student to name a letter that is presented to them. For example, point to the letter P and ask the student, <i>Can you tell me the name of the letter?</i> Recall requires a student to find a specific letter from a group of letters. For example, when a student is presented with a cookie sheet full of magnetic letters ask, <i>Can you find the letter p?</i> To reinforce this skill throughout the year, provide students with a word wand created from a pipe cleaner or a fly swatter. Students will find specific letters from print displayed in the classroom. Morning messages, printed chants, rhymes and shared reading cards are ideal locations to find letters.</p> <p>There are many opportunities to connect and develop letter sound associations through oral language activities introduced in the speaking and listening strand. For further elaboration, see suggested teaching and learning strategies for SCO 1.6. For example, letter and sound associations may be introduced using alphabet puppets. Each puppet corresponds with a letter/sound tub which includes miniature objects that begin with specific letter sounds. Objects from two tubs may be placed on a tray and sorted to the corresponding letter/sound tub.</p> <p>Forming letters from memory is not an expectation for letter knowledge. Rather, the intent of this outcome is for students to form letters using a model. Provide multiple opportunities for students to form letters for writing using their senses. Groups of students may use their bodies to create letters of the alphabet. Small groups of four are required for the letters M and W while T, X, and L require partners. Letter formation may also be practiced using play dough, art easels and paint brushes, graphic paint, electronic pen, letters traced in the air using fingers or paintbrushes, formed on rice trays, in the sand on a cookie tray, in gel bags, shaped with shaving cream, wikki sticks, sand paper, pipe cleaners, etc., Using found materials such as those suggested in “Beautiful Stuff”, allow students to form letters creatively. Photograph completed letters to act as a model or to display as a class book, digital slideshow or an electronic book. It is not necessary to affix materials to the workspace. This allows children to experiment with materials continuously in creating other letters. After multiple experiences forming letters using different mediums, provide students with individual clip boards to participate in a “letter hunt”. Students should be encouraged to record environmental print or other words they find that start with a particular letter of study. Outcomes in the writing and representing strand provide further opportunities for students to practice letter formation within context.</p>

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

Suggestions for Assessment

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

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

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

*Can you show me the object that does not belong?*

*What letter sound does this object begin with?*

*Can you show me the uppercase letter?*

*Can you show me the lowercase letter?*

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

Which center do you like best?		
Blocks	Art	Writing

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

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

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

Authorized Resources

**Authorized Resources:**

*Nelson Literacy Kindergarten:*

Teacher’s Resource/eSource:

BLM: *Concepts of Print Checklist*

Read Alouds

Photo Cards

Theme Posters

Shared Reading Cards

Poetry/Song Posters

Audio CD

Graphic Organizers:

Digital Resources

*Learn the Alphabet Puppet Set*

*Alphabet Sounds Teaching Tubs*

**Suggested Resource:**

Nelson: *Kindergarten Teacher*

*Resource Book* by Miriam

Trehearne, BLM’s 2–7, *Letter*

*Identification and Recognition*,

pages 85 - 90

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

<p>Outcomes</p> <p>Students will be expected to:</p> <p>5.1 explore a variety of texts for the purpose of seeking answers to questions</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Cross-Curricular Links</b></p> <p>Links to English Language Arts Reading and Viewing Outcome 5.1</p> <p><b>Health</b> Unit 1 Outcome 1.2 understand that healthy foods, as defined by <i>Eating Well with Canada's Food Guide</i>, give the body energy and help it grow</p> <p><b>Social Studies</b> Outcome K.3.2 read simple maps and pictures</p> <p><b>Science</b> Outcome (200-4) select and use materials to carry out their own exploration</p> </div>	<p>Suggestions for Teaching and Learning</p> <p>Explore and interact with a variety of texts throughout the kindergarten curriculum. It is important for students to gather information from a variety of sources. Cross-curricular connections allow students opportunities to collect and interpret smaller pieces of information and link them in a meaningful way. It is recommended that teachers create opportunities and conversations which inspire students to:</p> <ul style="list-style-type: none"> <li>• ask questions to make sense of information</li> <li>• seek information from a variety of sources</li> <li>• suggest ways to gather ideas and information</li> </ul> <p>The variety of texts presented in the literacy kit, <i>Living Things in the Environment</i>, provides many opportunities for exploration, inquiry, and discussion. Using the graphic organizer, <i>KWLM Chart</i>, encourage students to ask questions that will lead to inquiry. Many questions will be answered through their engagement with hands on experiences and exploration of texts. Answering their questions may prompt students to research a variety of texts and gain knowledge from websites, printed texts, guest speakers, etc. Researching answers may not extend over long periods of time. The key focus is that students understand that seeking answers to their questions may require them to go to a variety of resources.</p>
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*GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.*

#### Suggestions for Assessment

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

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

#### Authorized Resources

##### **Authorized Resources:**

*Nelson Literacy Kindergarten:*

*Living Things in the Environment, Literacy Kit*

*What Is It Made Of?, Literacy Kit*

*How Do Things Move?, Literacy Kit*

Teacher's Resource/eSource

Read Alouds

Photo Cards

Theme Posters

Shared Reading Cards

Poetry/Song Posters

Audio CD

Graphic Organizers:

*KWLM Chart*

*My Predictions*

*I Wonder*

*Making Connections*

Digital Resources

*Boldprint Kids Anthology:*

10 Anthologies

20 Graphic Readers

*Project X Series:*

9 titles

##### **Suggested Resource:**

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

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

Outcomes

Students will be expected to:

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

Cross-Curricular Links

Links to English Language Arts  
Reading and Viewing  
Outcome 6.1

**Religious Education**

Outcome 3.1  
examine many celebrations that exist because of teachings and stories found in sacred texts

Outcome 3.2  
develop an awareness of various stories of celebrations

**Art**

Outcome 3.1.3  
realize that their personal, social, and physical environments can influence the content of their artwork

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

Outcome 5.1.1  
examine artwork from past and present cultures that have been created for different purposes and relate it to their own work

Suggestions for Teaching and Learning

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

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

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

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

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

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

### Suggestions for Assessment

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

#### **Text-to-Self**

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

*Can you remember a time when..?*

*Have you ever felt the same way as this person?*

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

*What do you know about this activity?*

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

#### **Text-to-Text**

*I read another book where...*

*That reminds me of...*

*These illustrations remind me of the ones in...*

*These pictures are like...*

*This author always...*

*This book is funny/sad like...*

*This character was in...*

*This event is like...*

*This is a story like...*

*This is similar to...*

*This part is just like...*

#### **Text-to-World**

*How can you do your part?*

*What did you learn?*

*What do you already do?*

*What do you already know about...?*

*What does it remind you of in the real world?*

*Where did you see/hear about something like this?*

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

### Authorized Resources

#### **Authorized Resources:**

*Nelson Literacy Kindergarten:*

Teacher's Resource/eSource

Read Alouds from Literacy Kits:

*Look at Me:*

*Willow's Whispers, Knuffle*

*Bunny Free, Yoko Writes*

*Her Name, Little Mouse Gets Ready*

*What Is It Made Of?:*

*Not a Box, An Island Grows,*

*What Am I? My Mom Loves*

*Me More Than Sushi*

*Living Things in the*

*Environment:*

*City Dog, Country Frog, How*

*to Heal a Broken Wing,*

*Birds, Ten Little Fingers and*

*Ten Little Toes*

*How Do Things Move?:*

*Higher Higher, Caramba,*

*Trainstop Lilly & Lucy's*

*Shadow*

*Getting Along:*

*Sophie Peterman Tells*

*the Truth, Otis, Leonardo the*

*Terrible Monster, One*

*My Community:*

*In My Backyard, Jake Starts*

*School, I Like to Play, Miss*

*Fox's Class Goes Green*

Photo Cards

Theme Posters

Shared Reading Cards

Poetry/Song Posters

Audio CD

Graphic Organizers

Digital Resources

*Boldprint Kids Anthology:*

10 Anthologies:

20 Graphic Readers:

*Project X Series:*

9 titles

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

<p>Outcomes</p> <p>Students will be expected to:</p> <p>6.2 express opinions about a variety of texts</p>	<p>Suggestions for Teaching and Learning</p> <p>Some students will depend on teacher modelling and prompting as they begin learning how to express their opinions. Over time, as instruction and familiarity with a variety of texts progresses, fewer prompts should be required. The use of open-ended questions may encourage responses that elicit student opinions. Opinions may naturally evolve in a conversation when questions such as the following are asked:</p> <ul style="list-style-type: none"> <li>• <i>Tell me about...</i></li> <li>• <i>What did you like most/least about...?</i></li> <li>• <i>What did you think about the...?</i></li> <li>• <i>What would you like to see different about...?</i></li> <li>• <i>Would you recommend this to a friend? Why or why not?</i></li> <li>• <i>How does this text make you feel?</i></li> <li>• <i>What does this text remind you of?</i></li> <li>• <i>What do you like best and least about this text?</i></li> </ul> <p>Provide small groups of students with text boxes which contain a variety of texts such as magazines, informational texts, graphic readers, posters, flyers, etc. Provide time for them to examine the various texts and form opinions about each one. This activity develops an awareness of the variety of texts available and helps students form opinions about them.</p> <p>Invite students to share opinions about a favourite and/or least favourite website, electronic or print text, song or video. Student participation in concerts, field trips, or guest speaker presentations also provide great opportunities for students to form and express opinions.</p> <p>During shared reading sessions or read alouds, stop at pre-determined words, sentences, pages, etc. and ask students to express their opinion about how they think the text will develop, and how each new word, sentence, or page confirms, modifies, or alters their previous opinions.</p>
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*GCO 6: Students will be expected to respond personally to a range of texts.*

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Suggestions for Assessment

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

*Did the opinions of others help you form your opinion?*

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

Authorized Resources

**Authorized Resources:**

*Nelson Literacy Kindergarten:*

*Getting Along Literacy Kit:*

Teacher's Resource/eSource

Read Aloud: *Otis* by Loren Long, 2009

*Learn the Alphabet Puppet Set:*

*Firefighter Puppet*

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

<p>Outcomes</p> <p>Students will be expected to:</p> <p>7.1 investigate texts for intended messages.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Cross-Curricular Links</b></p> <p>Links to English Language Arts Reading and Viewing Outcome 7.1</p> <p><b>Health</b> Unit 1 Outcome 1.2 understand that healthy foods, as defined by <i>Eating Well with Canada's Food Guide</i>, give the body energy and help it grow</p> <p><b>Music</b> Organizer: Contexts Outcome 1 perform, listen to and create</p> <ul style="list-style-type: none"> <li>• songs/games</li> <li>• folk music</li> </ul> <p><b>Social Studies</b> Outcome K.3.2</p> <ul style="list-style-type: none"> <li>• use signs and symbols to identify location</li> <li>• read simple maps and pictures</li> </ul> <p><b>Art</b> Outcome 4.1.2 respectfully discuss their own and others' artwork, describing various reasons why the artwork is made</p> </div>	<p>Suggestions for Teaching and Learning</p> <p>Critical literacy is the awareness of language as an integral part of social relations. It involves questioning assumptions and examining power relations embedded in language and communication. Individuals are encouraged to examine and learn from the situations in which they find themselves. Texts are not neutral. They are constructed by individuals who have particular points of view. Students need to be capable of deconstructing texts by asking themselves questions. When assumptions are questioned, it helps learners see that they construct and are constructed by texts; that they learn how they are supposed to think, act, and be from the many texts in their world. Suggested questions that may be used to investigate texts include:</p> <p style="padding-left: 40px;"><i>Who constructed the text? (age, gender, race, nationality)</i></p> <p style="padding-left: 40px;"><i>For whom is the text constructed?</i></p> <p style="padding-left: 40px;"><i>What does the text tell us that we already know?</i></p> <p style="padding-left: 40px;"><i>What does the text tell us that is new?</i></p> <p style="padding-left: 40px;"><i>What is the topic and how is it presented?</i></p> <p style="padding-left: 40px;"><i>How else might it have been presented?</i></p> <p style="padding-left: 40px;"><i>What has been included and what has been omitted?</i></p> <p style="padding-left: 40px;"><i>What does it teach me about others and their place in the world?</i></p> <p>Critical responses will need to be modelled as students engage in activities that encourage them to investigate texts and think more critically about the intended messages. Suggested activities may include:</p> <p>Invite students to bring in any item from home that contains information. Suggestions for items may include: take-out menus, flyers, advertisements for joining group activities such as hockey or music, CD/DVD jackets, phone books, food labels, instruction manuals, web pages, packaging from toys, magazine advertisements, clothing labels, food labels, greeting cards, calendars, etc. Once the items are collected, ask students to sort them by creating different sorting rules such as:</p> <ul style="list-style-type: none"> <li>• information designed for a children's audience vs. an adult audience.</li> <li>• information written to inform vs. information written to sell items.</li> <li>• messages intended for boys vs. messages intended for girls.</li> <li>• information to help vs. information to convince.</li> </ul> <p>Use flyers from stores at various points throughout the year advertising gift giving suggestions. Interview parents and/or siblings to determine if the advertised items are actually gifts that they would like to receive. Ask the following questions:</p> <p style="padding-left: 40px;"><i>What is the advertised message?</i></p> <p style="padding-left: 40px;"><i>Who is the targeted audience for the advertised item?</i></p> <p style="padding-left: 40px;"><i>Does the advertisement catch your attention?</i></p> <p style="padding-left: 40px;"><i>What is being used to send the message?</i></p>
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*GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.*

#### Suggestions for Assessment

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

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

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

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

#### Authorized Resources

##### **Authorized Resources:**

*Nelson Literacy Kindergarten:*

Teacher's Resource/eSource

Read Alouds

Photo Cards

Theme Posters

Shared Reading Cards

Poetry/Song Posters

Audio CD

Graphic Organizers

Digital Resources

*Boldprint Kids Anthology:*

10 Anthologies

20 Graphic Readers

*Project X Series:*

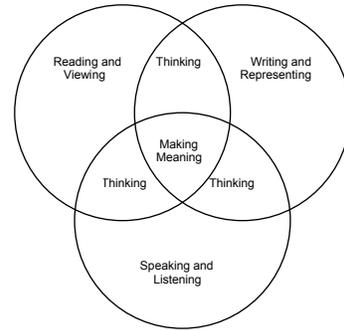
9 titles

# Overview of Writing and Representing

## Focus

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

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



## Outcomes Framework

<p>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.</p>	<p>GCO 9 Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.</p>	<p>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.</p>
<p><b>KSCOs</b></p> <ul style="list-style-type: none"> <li>use writing and other forms of representation to             <ul style="list-style-type: none"> <li>formulate questions</li> <li>generate and organize language and ideas</li> <li>discover and express personal attitudes and opinions</li> <li>express feelings and imaginative ideas</li> <li>record experiences</li> <li>explore how and what they learn</li> </ul> </li> <li>explore, with assistance, ways for making their own notes</li> <li>experiment with language choices in imaginative writing and other ways of representing</li> </ul>	<p><b>KSCOs</b></p> <ul style="list-style-type: none"> <li>create written and media texts using a variety of forms             <ul style="list-style-type: none"> <li>experiment with the combination of writing with other media to increase the impact of their presentations</li> </ul> </li> <li>demonstrate some awareness of purpose and audience             <ul style="list-style-type: none"> <li>make choices about form for a specific purpose/audience</li> </ul> </li> <li>consider their readers'/ listeners'/ viewers' questions, comments, and other responses in assessing their work and extending their learning</li> </ul>	<p><b>KSCOs</b></p> <ul style="list-style-type: none"> <li>experiment with a range of prewriting, drafting, editing, proofreading and presentation strategies</li> <li>use some conventions of written language</li> <li>experiment with technology in writing and other forms of representing</li> <li>demonstrate engagement with the creation of pieces of writing and other representations</li> <li>select, organize, and combine relevant information, with assistance, from at least two sources, without copying verbatim, to construct and communicate meaning</li> </ul>
<p><b>SCOs</b></p> <p>8.1 express feelings and imaginative ideas through writing and representing</p> <p>8.2 reflect on learning through writing and representing</p>	<p><b>SCOs</b></p> <p>9.1 explore various forms of texts in writing and representations</p> <p>9.2 understand that texts are created for a purpose and an audience</p> <p>9.3 create a variety of texts for different purposes and audiences</p>	<p><b>SCOs</b></p> <p>10.1 explore writing and representing processes</p> <p>10.2 explore the traits of writing to communicate ideas effectively</p>

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

<b>GCO 8: Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.</b>	
<b>Kindergarten (2014)</b>	<b>Grade One (Interim Edition 2013)</b>
Students will be expected to:	Students will be expected to:
8.1 express feelings and imaginative ideas through writing and representing.	8.1 use imagination in writing and other forms of representation.
8.2 reflect on learning through writing and representing.	8.2 use writing and other forms of representation to communicate a personal message.
<b>GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.</b>	
9.1 explore various forms of texts in writing and representations.	9.1 create a variety of different text types and forms.
9.2 understand that texts are created for a purpose and an audience.	9.2 consider audience and purpose when producing texts
9.3 create a variety of texts for different purposes and audiences.	
<b>GCO 10 Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.</b>	
10.1 explore writing and representing processes.	10.1 engage in the processes of writing.
10.2 explore the traits of writing to communicate ideas effectively.	10.2 use the traits of writing to communicate ideas effectively.

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

<p>Outcomes</p> <p>Students will be expected to:</p> <p>8.1 express feelings and imaginative ideas through writing and representing.</p> <hr/> <p><b>Cross-Curricular Links</b></p> <p>Links to English Language Arts Writing and Other Ways of Representing Outcome 8.1</p> <p><b>Science</b> Outcome (100-2) explore and select different ways to represent ideas, actions, and experiences and to communicate with others</p> <p><b>Art</b> Outcome 4.1.1 demonstrate an understanding that visual art is a universal way of expression among people</p> <p><b>Music</b> Organizer: Rhythm and Metre Outcome 1 perform, listen to and create</p> <ul style="list-style-type: none"> <li>• beat</li> <li>• rhythm</li> <li>• stepping/skipping songs</li> </ul> <p>Organizer: Expression perform, listen to and create</p> <ul style="list-style-type: none"> <li>• louder and softer</li> <li>• faster and slower</li> <li>• sounds from varied sources</li> </ul> <p>Organizer: Contexts Outcome 1 perform, listen to and create</p> <ul style="list-style-type: none"> <li>• songs/games</li> <li>• folk music</li> </ul>	<p>Suggestions for Teaching and Learning</p> <p>Oral language experiences that students encounter during social practice are an essential part of transferring their feelings and imaginative ideas onto their writings and representations. Samples of student writings to share can be found in the big book, <i>Coco Writes</i>.</p> <p>Opportunities to use imagination in writing and other forms of representation are integrated throughout each of the following non-linear instructional approaches. These approaches enable students to develop confidence and take risks in their writing:</p> <p><b>Modelled writing</b> offers the most support to young writers. Students observe the teacher using a "think aloud approach" while talking aloud to highlight and demonstrate strategies used by good writers. Demonstrations of writing are powerful for young writers when they are brief and the connection between reading and writing is made.</p> <p><b>Shared writing</b> provides opportunities for teachers and students to work collaboratively on the creation of a common text. Together, they contribute ideas for the text which are mostly scribed by the teacher. Opportunities should arise for individual students to participate in the writing. This is often referred to as "sharing the pen". Shared writing can be taught in large or small group settings in all areas of the curriculum.</p> <p><b>Guided writing</b> offers scaffolded support to small groups of students with a common need. They are brought together for a mini-lesson and the teacher supports the students as needed. Students practice the strategy in the group setting or independently.</p> <p><b>Independent writing</b> time encourages students to use their imaginations in their own writing, apply new writing skills and strategies, and make choices to compose and construct texts at their own level. A brief amount of time should be allocated daily for self-selected writing. During this time, the kindergarten child engages in independent writing by composing messages through the use of pictures, scribbles, letter-like shapes or more conventional writing. This is an integral part of writing development and it should not be rushed. The focus for students is to explore writing on their own. Independent writing opportunities provide students with time to practice and apply concepts presented in modelled, shared, and guided writing. Teacher support during independent writing is minimal since it usually occurs while the teacher is working with a small group. Play areas are most effective when they are introduced at various times throughout the year and based on student interests and topics of study. The creation of a play area within the classroom acts as a springboard for many rich writing and representing activities. A dramatic play area may include a post office, restaurant, theatre, police station, etc. Materials may be provided for students to create letters or postcards, menus and order forms, theatre programs and tickets, scripts, incident reports, parking tickets, and good citizen awards. In an art area, a painting or project may lead to a dramatization. Students may want to write a script or design a program to accompany their dramatization or artwork while encouraging others to join. When young students are engaged in play they naturally use their imaginations and express their feelings.</p>
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GCO 8: Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences and learnings; and to use their imaginations.

#### Suggestions for Assessment

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

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

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

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

#### Resources

##### **Authorized Resources:**

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

*Write Traits® Kindergarten*

*Coco Writes*, Big Book

##### **Suggested Software:**

Microsoft Paint

Microsoft PhotoStory available as a free download from Microsoft Website

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

<p>Outcomes</p> <p>Students will be expected to:</p> <p>8.2 reflect on learning through writing and representing</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Cross-Curricular Links</b></p> <p>Links to English Language Arts Writing and Other Ways of Representing Outcome 8.2</p> <p><b>Math</b>                  Strand: Exploring Number Outcome KN4                  Represent and describe numbers 2 to 10, in two parts, concretely and pictorially.</p> </div>	<p>Suggestions for Teaching and Learning</p> <p>Time to think and reflect is necessary prior to the expectation for students to write about and represent their learning. When students are given time to think about a learning experience, it helps them to understand the learning process from start to finish. It engages students in the entire learning process from start to finish. It is comparable to preparing soil for a container, planting seeds, and taking time to observe growth. Everyday experiences provide natural opportunities for students to reflect and write about their learning. Kindergarten students learn from each other when they engage in frequent opportunities to talk about their learning experiences and share their own writing and representations with others. For example, when a defined space in the classroom is designated for an author's chair, students are encouraged to take pride in and show ownership of their writing and representing by sharing finished pieces of work. Afterwards, student work may be displayed in an area for viewing so that others will be able to revisit and learn from each other.</p> <p>Through representations, student learning may be communicated in a variety of ways that can be seen and may include: visual arts, drama, music, movement, technological/media production and other forms of representation. All of these mediums may be used by learners to express themselves creatively and demonstrate that the principal concepts are understood, critical information has been researched, read, heard and/or viewed. Specific examples of these mediums may include plasticine or clay models, paintings, dramatizations, electronic stories, collage, photographs, audio recordings, etc. Some students may choose more than one medium in their representation. For example, a photo story may include an audio recording of their voice reading back their own writing and/or representation.</p> <p>Daily classroom messages and classroom blogs provide opportunities for students to take turns writing about the learning that is happening in their class. Messages may be specific to particular topics of interest. For example, it may simply read, <i>An egg hatched today</i>. Provide opportunities for students to collaborate with each other and the teacher about the intent of written messages. For example, students may want to add to the writing with new information that they learned. They may add, <i>The chick is yellow and wet</i>. The creation of daily messages may initially be generated by the teacher. However, as the year progresses, messages may become more student generated.</p> <p>During shared writing, student contributions to the creation of a class newsletter or magazine may be observed and noted. News stories or articles may be created about a topic of study or they may focus on advertisements for special events such as field trips, bake sales, etc.</p>
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GCO 8: Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences and learnings; and to use their imaginations.

#### Suggestions for Assessment

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

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

Specific Strategies may include:

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

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

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

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

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

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

#### Resources

##### **Authorized Resource:**

*Nelson Literacy Kindergarten:*  
Teacher's Resource/eSource  
BLM's:

*Writing Checklist*

*Self-Assessment: I Can Write*

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

Outcomes

Students will be expected to:

- 9.1 explore various forms of texts in writing and representations.

**Cross-Curricular Links**

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

**Science**

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

**Social Studies**

Outcome K.3.2 use signs and symbols to identify location

**Music**

Organizer: Rhythm and Metre

Outcome 1 perform, listen to and create

- beat
- rhythm
- stepping/skipping songs

Organizer: Contexts

Outcome 1 perform, listen to and create

- songs/games
- folk music

Suggestions for Teaching and Learning

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

Text Type	Examples of Forms
<p><b>Description:</b> provides information about a topic by describing the way things are</p>	<ul style="list-style-type: none"> <li>• wanted poster</li> <li>• visuals designed using found materials such as feathers, beads, tinsel, buttons, tinfoil, etc</li> <li>• identification card</li> <li>• letter-writing</li> <li>• magazine pages</li> <li>• newspaper articles</li> <li>• report</li> <li>• amazing facts</li> </ul>
<p><b>Explanation:</b> tells the reader how something works, how it came to be or why it is a certain way</p>	<ul style="list-style-type: none"> <li>• questions and answers</li> <li>• report</li> <li>• foldable picture vocabulary book</li> </ul>
<p><b>Narrative:</b> tells a story, entertains, instructs or comments on life</p>	<ul style="list-style-type: none"> <li>• comic strip about a graphic reader</li> <li>• diary</li> <li>• journal entry</li> <li>• letter</li> <li>• poem, chant, song, rhyme</li> <li>• short story</li> </ul>
<p><b>Persuasive:</b> presents an argument from a specific point of view to persuade someone to do, think or believe something</p>	<ul style="list-style-type: none"> <li>• create ads</li> <li>• create signs and posters</li> <li>• design a new cover</li> <li>• design an ad for the book</li> <li>• interview</li> <li>• make a postcard</li> </ul>
<p><b>Procedure:</b> describes how to do something</p>	<ul style="list-style-type: none"> <li>• recipe</li> <li>• map with directions</li> <li>• instruction sheets to play a game</li> <li>• to do lists or grocery lists</li> <li>• sketched diagrams</li> <li>• graphic organizers</li> </ul>
<p><b>Retell:</b> recounts experiences, events or the lives of specific people or characters</p>	<ul style="list-style-type: none"> <li>• anecdote</li> <li>• biography/autobiography</li> <li>• diary/journal</li> <li>• make a time line</li> <li>• personal account</li> <li>• photo story</li> <li>• storyboard</li> </ul>

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

Suggestions for Assessment

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

Text Type	Sampling of Features to Consider for Assessment Purposes
Description:	<ul style="list-style-type: none"> <li>• information provided about a topic</li> <li>• descriptive words</li> <li>• facts</li> <li>• illustrations or photos</li> </ul>
Explanation:	<ul style="list-style-type: none"> <li>• explanation of how or why something works or why something happens</li> <li>• the sequence of the explanation</li> <li>• the introductory statement about the information that is explained</li> <li>• relates the title to the topic</li> <li>• illustrations or photos used</li> </ul>
Narrative:	<ul style="list-style-type: none"> <li>• setting</li> <li>• characters</li> <li>• sequencing of events</li> <li>• shares a story with the reader</li> <li>• illustrations or photos</li> </ul>
Persuasive:	<ul style="list-style-type: none"> <li>• convinces someone to do, think or believe</li> <li>• one or two arguments included to support the stance taken</li> <li>• personal view is stated on a topic in the opening sentence</li> <li>• illustrations or photos</li> </ul>
Procedure:	<ul style="list-style-type: none"> <li>• list of materials</li> <li>• sequencing of steps</li> <li>• tells how to do something</li> <li>• action words</li> <li>• illustrations or photos</li> </ul>
Retell:	<ul style="list-style-type: none"> <li>• evidence of a conclusion</li> <li>• title</li> <li>• who, when and where</li> <li>• recounts past events that are real or imaginary</li> <li>• illustrations or photos</li> </ul>

Resources

**Authorized Resources:**

*Nelson: Literacy Kindergarten*  
Teacher's Resource/eSource

Digital Resources:

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

Photo Cards

Theme Posters

Shared Reading Cards

Poetry/Song Posters

Graphic Organizers

Audio CD

*Boldprint Kids Anthology:*

Anthologies

Graphic Readers

**Suggested Resources:**

Microsoft Paint

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

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

<p>Outcomes</p>	<p>Suggestions for Teaching and Learning</p>		
<p>Students will be expected to:</p> <p>9.2 understand that texts are created for a purpose and an audience.</p>	<p>The shared reading approach provides many opportunities to develop student understanding of texts that are explicitly written for a particular purpose and audience. For example, the shared reading card, <i>The Best Pancake Recipe</i>, may be discussed prior to making pancakes. Ask the students:</p> <p><i>What type of text is this? (procedural)</i></p> <p><i>What do you know about procedural texts? (they describe how to do something)</i></p> <p><i>What form is this procedural text? (recipe)</i></p> <p><i>What is the purpose of this text? (to describe the best recipe to make pancakes)</i></p> <p><i>Do you know where to find other recipes? (online, magazines, recipe books, etc.)</i></p> <p><i>What is being described? (how to make pancakes)</i></p> <p><i>Do you know the names of other forms that describe things? (maps, game instruction cards, grocery lists, to do lists, graphic organizers, etc.)</i></p> <p><i>For whom was this procedural text written for? (dad, mom, nan, pop, me, anyone who wants to know how to make pancakes, etc.)</i></p> <p><i>Do you think that it is the best recipe to make pancakes? How can you let the author know your opinion? Encourage students to think critically as they determine if the title on the recipe card is really true</i></p> <p><i>Why are some recipe books created especially for children? How are they different than those written for adults?</i></p> <p><i>Why is it important to follow the order listed in the step by step instructions??</i></p> <p><i>Why do recipes include a list of ingredients?</i></p> <p><i>Do all recipes include photographs? Why? or Why not?</i></p>		
<p><b>Cross-Curricular Links</b></p> <p>Links to English Language Arts Reading and Viewing Outcome 9.2</p> <p><b>Religious Education</b> Outcome 3.1 examine many celebrations that exist because of teachings and stories found in sacred texts</p> <p>Outcome 3.2 develop an awareness of various stories of celebrations</p> <p><b>Music</b> Organizer: Contexts Outcome 1 perform, listen to and create</p> <ul style="list-style-type: none"> <li>• songs/games</li> <li>• folk music</li> </ul> <p><b>Art</b> Outcome 4.1.1 demonstrate an understanding that visual art is a universal way of expression among people</p> <p>Outcome 5.1.1 examine artwork from past and present cultures that have been created for different purposes and related to their own work</p>	<p>Show students various “To Do” lists. You may include lists on a mini-white board, sticky note, magnetic fridge notepad, or plain paper. Ask students to determine for whom the list could be written and why it was written. Invite students to create “To Do” lists for particular audiences such as doctors, family members, principals, hockey coaches, etc.. Reference the lesson, <i>The Handy To-Do List</i> in <i>Write Traits® Kindergarten</i>. Encourage students to write, in pictures or words, three things that a particular individual needs to do during the day. Afterwards, they should share their list with a writing buddy and ask them to guess the audience that it was created for and the purpose. For example, a to do list created for the principal may read:</p>		
	<table border="1" data-bbox="571 1759 971 1957"> <tr> <td data-bbox="571 1759 971 1957"> <p>To Do:</p> <ol style="list-style-type: none"> <li>1. create school newsletter</li> <li>2. phone parent</li> <li>3. make announcements</li> </ol> </td> <td data-bbox="987 1759 1386 1984"> <p>Students may design their own lists using items such as clothes pins with magnetic tape on the back, bristol board, sticky notes, recycled cards, coloured paper, scrap paper, stencils, stamps, etc. A check box may be used to check each completed task.</p> </td> </tr> </table>	<p>To Do:</p> <ol style="list-style-type: none"> <li>1. create school newsletter</li> <li>2. phone parent</li> <li>3. make announcements</li> </ol>	<p>Students may design their own lists using items such as clothes pins with magnetic tape on the back, bristol board, sticky notes, recycled cards, coloured paper, scrap paper, stencils, stamps, etc. A check box may be used to check each completed task.</p>
<p>To Do:</p> <ol style="list-style-type: none"> <li>1. create school newsletter</li> <li>2. phone parent</li> <li>3. make announcements</li> </ol>	<p>Students may design their own lists using items such as clothes pins with magnetic tape on the back, bristol board, sticky notes, recycled cards, coloured paper, scrap paper, stencils, stamps, etc. A check box may be used to check each completed task.</p>		

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

#### Suggestions for Assessment

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

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

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

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

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

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

#### Resources

##### **Authorized Resources:**

*Nelson Literacy Kindergarten:*  
Literacy Kit, *What is it Made of?*  
Teacher's Resource/eSource,  
page 88  
BLM: *Writing Checklist*  
Shared Reading Card: *The Best Pancake Recipe*  
Digital Resource: *The Best Pancake Recipe*  
SMART Board® Notebook,  
page 89

##### *Write Traits® Kindergarten*

Teacher's Guide:  
Lesson 22, *The Handy To-Do List*, pages 127 - 132  
Lesson 10, *Writing a Note*,  
pages 55–60  
Lesson 28, *Thank-you!*, pages  
163 – 168  
*Coco Writes*, Big Book, pages  
10, 22, and 28

##### *Boldprint Kids Anthology:*

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

##### **Suggested Children's Literature:**

*Pancakes, Pancakes!* By Eric Carle

##### **Suggested Resources:**

*Kindergarten Teacher Resource Book* by Miriam Trehearne,  
*Morning Message*, page 50  
*The Art of Teaching Writing* by  
Lucy McCormick Calkins

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

<p>Outcomes</p> <p>Students will be expected to:</p> <p>9.3 create a variety of texts for different purposes and audiences.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Cross-Curricular Links</b></p> <p>Links to English Language Arts Writing and Other Ways of Representing Outcome 9.3</p> <p><b>Social Studies</b> Outcome K.3.2 create simple maps and pictures</p> <p><b>Music</b> Organizer: Rhythm and Metre Outcome 1 perform, listen to and create</p> <ul style="list-style-type: none"> <li>• beat</li> <li>• rhythm</li> <li>• stepping/skipping songs</li> </ul> <p>Organizer: Contexts Outcome 1 perform, listen to and create</p> <ul style="list-style-type: none"> <li>• songs/games</li> <li>• folk music</li> </ul> <p><b>Science</b> Outcome (100-2) explore and select different ways to represent ideas, actions, and experiences and to communicate with others</p> <p><b>Art</b> Outcome 2.1.1 create art for a variety of purposes and recognize there are many kinds of visual art</p> </div>	<p>Suggestions for Teaching and Learning</p> <p>Explicit instruction in the creation of a variety of different text types and forms is necessary at appropriate points in the writer’s development. It is important for kindergarten students to engage in opportunities to create authentic texts for a specific purpose and an audience. Students may represent their ideas in various forms such as scribbles, random letters, or approximations for words. Students communicate meaning in their writing by reading back what they have recorded. Possibilities for samples of text creations may include creating :</p> <ul style="list-style-type: none"> <li>• electronic messages by connecting with other classrooms around the world through e-mail, twitter, or a class blog. Allow time in the daily routine to compose and respond to messages.</li> <li>• collaborative thank-you messages in a letter, card or e-mail format to send to a guest speaker, visitor, etc..</li> <li>• invitations to a class show or an open house at school using a variety of print materials and writing tools.</li> <li>• authentic messages during play (e.g. grocery lists, doctor’s prescriptions, notes to principal, announcements, construction worker plans, maps, etc.).</li> <li>• class or individual photo books based on themes such as seasonal changes, shapes, colours, animals, etc. A digital camera may be used to capture images related to the theme. Print images and create captions for each photograph.</li> <li>• e-mails to authors whom the students are interested in learning about. Students may share opinions and information with the author or they may ask questions about their books.</li> <li>• classroom blogs for students to make online postings about classroom events.</li> <li>• messages to parents created during shared writing that may be posted on a class web page detailing the daily or upcoming classroom events.</li> <li>• a classroom list of things that occur during the daily classroom routine. The posted list can be referred to when a substitute teacher or visitor is present. Encourage the guest to reference the list so that students will see the value and purpose for displaying their written ideas.</li> <li>• informational texts created with illustrations and labeled drawings. There are many cross-curricular opportunities to engage students in the writing process. They may draw and label the life cycle of a living thing, the parts of a playground, a healthy meal, etc.. A drawing program, simple word processing program, or any of the <i>Nelson Literacy Kindergarten Digital Resources</i> may be used to create illustrations for a group story or to draw a picture and write a caption.</li> <li>• environmental print found on a walk in the school and community in search of print messages using a digital camera.</li> <li>• a class letter to the school principal with a specific request.</li> </ul>
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*GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.*

#### Suggestions for Assessment

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

*Who is the audience for this piece?*

*Why did you write it?*

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

*Why did you write it that way?*

#### Resources

##### **Authorized Resources:**

*Nelson: Literacy Kindergarten:*

Teacher's Resource/eSource

Digital Resources:

*Look At Me!*

*Getting Along*

*My Community*

*Living Things in the Environment*

*How Do Things Move?*

*What Is It Made Of?*

Photo Cards

Theme Posters

Shared Reading Cards

Poetry/Song Posters

Graphic Organizers

Audio CD

Digital Resources

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

*Boldprint Kids Anthology:*

Anthologies

Graphic Readers

##### **Suggested Resources:**

Microsoft Paint

Microsoft PhotoStory available as a free download from Microsoft Website

##### **Suggested Blog Sites:**

[www.kidblog.org](http://www.kidblog.org)

[www.edublogs.org](http://www.edublogs.org)

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

<p>Outcomes</p> <p>Students will be expected to:</p> <p>10.1 explore writing and representing processes</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Cross-Curricular Links</b></p> <p>Links to English Language Arts Writing and Other Ways of Representing Outcome 10.1</p> <p><b>Science</b> Outcome (100-2) select different ways to represent their plan, and process of construction, to communicate with others</p> <p><b>Art</b> Outcome 1.1.1 investigate the elements of design in the visual environment</p> <p>Outcome 1.1.2 investigate the principles of design in the visual environment</p> </div>	<p>Suggestions for Teaching and Learning</p> <p>Writing and representing is a social practice. Opportunities for students to interact with their teacher and classmates are an essential part of learning to write and represent. Students are encouraged to question, compare, modify and share throughout the writing process. The conversations generated in these problem-solving sessions provide valuable information for students about the writing process and also gives teachers insight into students' understandings.</p> <p>Writing includes interacting with digital technologies to communicate ideas to a range of audiences for a variety of purposes. Students need opportunities to communicate through multi modal texts (visual, image, video, sound, print, etc.) connected to their daily lives. It is important to know that students write best about what they know and have experienced regardless of the writing tool selected.</p> <p>This outcome highlights how kindergarten students engage in the processes of writing appropriate to their writing development.</p> <p><b>Prewriting</b></p> <p>Kindergarten students write about their experiences and topics of interest. It is important for them to express ideas using their own words. Their understanding and organization of ideas is enhanced when they are given opportunities to think and talk about personal experiences, retell stories, discuss new vocabulary and engage in role-play activities. Students should be encouraged to share their writing ideas with others.</p> <p><b>Drafting</b></p> <p>The teacher provides a risk free environment to experiment with marks on a paper with the intention of communicating a message. The emphasis is on expressing ideas, not on handwriting skills or conventions of spelling. Drafts may be constructed using pencil and paper or any form of technology such as photo stories, blogging, digital stories, etc..</p> <p><b>Revising</b></p> <p>Teachers and classmates talk with one another at various points throughout the writing process to question, confirm and add to their writing. As children recognize the importance of audience, they begin to make changes to ensure that their writing is precise, clear and detailed. Some revision questions to consider might include:</p> <p style="padding-left: 40px;"><i>Did you include everything that you wanted to say?</i> <i>What do you think needs to be added/deleted?</i> <i>Do you like the order in which you told your story?</i></p> <p><b>Sharing and Publishing</b></p> <p>Ask students to orally share their writing with others in small or whole groups. A possible prompt for teachers to consider in this process may include: Show me your story and tell me about it. Kindergarten students usually do not recopy their writing. There may be times when the teacher transforms the child's writing into conventional form. An explanation should be given to the student that the purpose for the transcription is solely to celebrate their writing and to share it with other readers.</p>
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*GCO 10: Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.*

#### Suggestions for Assessment

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

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

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

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

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

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

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

#### Resources

##### **Authorized Resources:**

*Write Traits® Kindergarten*

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

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

*Coco Writes*, Big Book, pages 1 and 2

##### **Suggested Blog sites:**

[www.kidblog.org](http://www.kidblog.org)

[www.edublogs.org](http://www.edublogs.org)

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

<p>Outcomes</p> <p>Students will be expected to:</p> <p>10.2 explore the traits of writing to communicate ideas effectively.</p>	<p>Suggestions for Teaching and Learning</p> <p>Writing is a powerful way to communicate ideas, document learning, and develop critical thinking skills. The trait model focuses on the six traits of writing: ideas, organization, voice, word choice, sentence fluency and conventions. Most kindergarten students are experimenting in the early stages of their writing development and use of conventional print will appear later in the school year. As writing develops, students learn that letters will turn into words, words will transfer into phrases, and phrases into sentences. Through text explorations, students should experience the traits used by writers of various texts to develop their writing and become effective writers.</p> <p>This <i>ideas</i> trait involves choosing a main idea, selecting relevant details and making the message clear. Ideas are strongest when they are focused and move from general to more specific. Students need to be shown how to identify ideas in their own writing, in the writing of others and in their own experiences. Students share ideas through pictures, experimenting with letters and words, captions, discussions, questions and lists. Teachers may help students to look for potential ideas to develop writing by creating a class chart to share experiences, display art, read books and sing songs. Lessons specific to each trait may be referenced in the <i>Write Traits® Kindergarten Teacher's Guide</i>. Examples of specific activities to teach the ideas trait include:</p> <ul style="list-style-type: none"> <li>• asking students to discuss how a particular author of a children's literature selection communicates a message through pictures and words. Using the read aloud selection, <i>Not a Box</i> by Antoinette Portis, invite students to bring a box to class and tell the class about their idea for using the box. Students may illustrate and write about their box and its importance after the sharing session. Remind students that the story associated to each box provides many ideas for writing. Students may take a digital photo with their box and use it in an electronic text.</li> <li>• displaying the emotions photographic learning cards of individuals expressing strong emotions and asking students who the person is and why they may feel this way. Student responses may be jotted down in an "ideas" book for students to use as starting points in a story.</li> </ul> <p>The importance of order and sequence is the focus of the <i>organization</i> trait. Connecting and sequencing words help students connect their thoughts and ideas so that their writing makes sense. When young writers begin to write more, the organization trait is introduced through their own writing to organize their thoughts in an order that makes sense. Suggested activities for the organization trait may include:</p> <ul style="list-style-type: none"> <li>• creating a story board to teach the importance of order and sequence through emphasis on the use of pictures and words to tell a story. Student generated storyboards may be created using a piece of paper divided into thirds. They may draw a picture in each section to represent the organization of the beginning, middle and end of the story.</li> </ul>
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*GCO 10: Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.*

#### Suggestions for Assessment

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

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

*Did you stick to your main topic?*

*Does the order make sense?*

*Does your writing have a strong ending?*

*Does your writing have a strong lead?*

*Is your writing easy to follow?*

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

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

#### Resources

##### **Authorized Resources:**

Read Aloud:

*Not a Box* by Antoinette Portis

Write Traits® Kindergarten  
*Teacher's Guide:*

Section 1, 6 - Trait Writing,  
pages 182-187

Idea Lessons:

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

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

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

Lesson 16: *Look Closely*, Page  
91

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

Lesson 26: *Using Your Senses*,  
page 151

Organization Lessons:

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

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

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

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

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

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

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

##### **Suggested Professional Resource:**

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

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

<p>Outcomes</p> <p>Students will be expected to:</p> <p>10.2 explore the traits of writing to communicate ideas effectively.</p>	<p>Suggestions for Teaching and Learning</p> <ul style="list-style-type: none"> <li>• modelling connecting words such as and, but and so and sequencing words such as first, then, next, later, after that, finally, the end, etc.</li> <li>• modelling how children’s literature selections are organized by using graphic organizers. Picture books with clear organizational structures may include: <i>Today is Monday</i> by Eric Carle (Sunday to Saturday), <i>The Paperboy</i> by Dav Pilkey (morning to night), <i>Alphabet Under Construction</i> by Denise Fleming (A to Z), <i>The Snowman</i> by Raymond Briggs (sunset to sunrise), <i>The Very Hungry Caterpillar</i> by Eric Carle (birth to death) and <i>The Jacket I Wear in the Snow</i> by Shirley Neitzel (layers of clothing).</li> <li>• procedural writing activities. For example, to do lists may be created in the order of importance, labels, titles and captions may be written for maps or diagrams and instructions may be written to complete a task such as making a snowman or playing a game</li> </ul> <p>The voice trait focuses on the passion that a writer has when writing about a topic. When a writer’s voice comes through the writing loud and clear, it connects the reader to the writer. Kindergarten students should be encouraged to show voice in the details of pictures. The use of punctuation, color, text features and the size of letter formations can be emphasized in written texts that are used during instructional writing approaches. A range of emotions and feelings should be expressed to convey important messages to particular audiences. Students must be given opportunities to build confidence expressing their own ideas and finding their own voice in writing and representing activities.</p> <p>Particular children’s literature selections will inspire students to use voice in their writing. Students need to hear, see and feel many examples of voice within authentic contexts before they can incorporate it in their own writing. Specific examples of voice may be highlighted in read alouds such as <i>Willow’s Whispers</i> by Lana Button and <i>One</i> by Kathryn Otoshi. Invite students to go on a detective hunt for other examples of voice in children’s literature selections or student writings.</p> <p>When students produce texts and consider audience and purpose, it is fitting to incorporate the voice trait. For example, a letter of complaint to a toy store will use a voice of frustration, whereas a letter of satisfaction will use a complimentary and appreciative voice. Each writing activity should encourage students to match voice to the purpose and audience. Writing cartoons about student selected topics encourage students to include voice in their illustrations. The cartoon should include pictures that evoke emotions. Designing posters for important messaging to be displayed around the school reinforces the importance of capturing the attention of the audience. Card making is another favorable writing activity for young students. It gives them an opportunity to express emotions, connect to the reader, offer sincere thoughts and create illustrations that are expressive.</p>
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*GCO 10: Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.*

#### Suggestions for Assessment

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

*How do you want the reader to feel?*

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

*What did you do to show this feeling?*

*What feelings did you want to show in your writing?*

*Will the reader think that your writing sounds like you?*

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

*How?*

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

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

*How could you change your writing for a different audience?*

#### Resources

##### **Authorized Resources:**

##### Read Alouds:

*Willow's Whispers* by Lana Button

*One* by Kathryn Otoshi.

*Write Traits® Kindergarten Teacher's Guide:*

##### Voice Lessons:

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

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

Lesson 10: *Writing a Note*, page 55

Lesson 18: *Things We Love*, page 103

Lesson 23: *Just for Today*, page 133

Lesson 28: *Thank You!*, page 163

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

##### **Suggested Children's Literature:**

*Today is Monday* by Eric Carle,

*The Paperboy* by Dav Pilkey,

*Alphabet Under Construction* by Denise Fleming

*The Snowman* by Raymond Briggs

*The Very Hungry Caterpillar* by Eric Carle

*The Jacket I Wear in the Snow* by Shirley Neitzel

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

<p>Outcomes</p> <p>Students will be expected to:</p> <p>10.2 explore the traits of writing to communicate ideas effectively.</p>	<p>Suggestions for Teaching and Learning</p> <p>Word Choice includes the selection and use of exciting and colorful words that fit audience, topic and purpose. Word choice is developed when words leave a picture in the reader’s mind of a clear and entertaining message. Students will continue to rely on everyday common words that they are familiar and comfortable using if they are not encouraged to vary word choice. By experimenting with word choice and playing with words and sounds, they learn to take risks and express their ideas using new and exciting words. Continuous exposure develops their ability to use words in new ways. Lessons specific to this trait and others may be referenced in the <i>Write Traits® Kindergarten Teacher’s Guide</i>. Suggested activities for the word choice trait may include:</p> <ul style="list-style-type: none"> <li>• noticing new words and loving the sounds of words. They often repeat these words over and over and in doing so, they are developing their ability to use words in new ways. This repetition helps them to say important things and to develop an understanding of how words work in their writing.</li> <li>• read alouds that demonstrate word choice such as <i>Max’s Words</i> by Kate Banks and <i>Fancy Nancy</i> by Jane O’Connor. Children’s literature selections expose students to colorful, lively and interesting words.</li> <li>• categorizing various types of words such as funny words, misused words, spicy words, strange words, fancy words, etc. Words for each category may be brainstormed and recorded on a sheet of chart paper. These charts may be added to classroom word walls. Word walls encourage students to use a variety of interesting words and phrases and should be user friendly. Classrooms that are rich in print will help students develop word choice.</li> <li>• creating individual mini offices for writing. Using double-sided writing folders and including individual word wall lists, class lists, color words, number words, days of the week, months, family words, alphabet chart, word families, etc. Students may use these writing aids during independent writing activities.</li> </ul> <p>Opportunities for students to hear the rhythm and flow of writing in texts is explored in the sentence fluency trait. The auditory component is emphasized as texts are read aloud with expression. Poetry selections, choral readings, chants, rhymes and songs have a poetic flow and are great text selections to use with young students to demonstrate sentence fluency. Through participation in these experiences, students practice this trait first hand as they listen to words or lyrics within sentences and songs and recognize whether or not they sound right. These activities provide a strong foundation for later in their writing development when they must understand what a sentence is and how to develop the ability to write a whole, complete sentence to express an idea. They need to learn how to begin sentences in different ways, combine words into phrases, create a pattern by repeating sounds, words and phrases, experiment with sentences to vary the lengths, use transitional words to connect sentences and write sentences that they can read aloud.</p>
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#### Suggestions for Assessment

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

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

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

#### Resources

##### **Authorized Resources:**

Read Aloud:

*An Island Grows* by Lola Schaefer

*Write Traits® Kindergarten Teacher's Guide*

Word Choice Lessons:

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

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

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

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

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

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

Sentence Fluency Lessons:

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

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

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

Lesson 20: *Buddy Sentences*, page 115

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

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

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

##### **Suggested Children's Literature:**

*Max's Words* by Kate Banks

*Fancy Nancy* by Jane O'Connor

*Chrysanthemum* by Kevin Henkes

*Possum Magic* by Mem Fox

##### **Suggested Website:**

Free Photo story 3 download for Windows can be found at [www.microsoft.com](http://www.microsoft.com)

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<p>Outcomes</p> <p>Students will be expected to:</p> <p>10.2 explore the traits of writing to communicate ideas effectively.</p>	<p>Suggestions for Teaching and Learning</p> <p>Suggested activities for sentence fluency may include:</p> <ul style="list-style-type: none"> <li>• reading and listening to poetry and prose selections which emphasize phrasing, rhythm and flow. Discuss the importance of varying the lengths of the sentences, the beginnings and endings of sentences, the sounds of the words within sentences and the sound of the combined sentences. Afterwards, ask students if the selection is fluent, what makes it fluent or not, and to identify an image of a particular sentence created for them within the text.</li> <li>• a shared writing activity with an opening sentence such as, I am so excited when we go <u>outside</u>. Ask a student to provide the second sentence by starting it with the last word in the previous sentence. This activity will encourage students to write sentences that begin differently to make the writing sound smooth and interesting. A variation of this piece of writing may be completed as follows:             <p style="text-align: center;">I am so excited when we go <u>outside</u>.  <u>Outside</u> is so much <u>fun</u>.  <u>Fun</u> is important in my <u>life</u>.  <u>Life</u> is great!</p> </li> </ul> <p>Conventions</p> <p>Students need to develop an understanding that the convention trait makes it easier for the reader to understand the messages created in texts. Editing is challenging at this grade level but it is important to expose students to the following samples of conventions when encountered in authentic writing:</p> <ul style="list-style-type: none"> <li>• capitalization</li> <li>• contractions</li> <li>• conventional and inventive spelling</li> <li>• formation of upper and lower case letters</li> <li>• punctuation</li> <li>• “s” for plurals or possessives</li> </ul> <p>Reading and writing experiences help students develop an understanding of the use of conventions. Once students are focused on an area they will start to notice it in everyday reading and writing. They notice shapes of letters, the space between words, different punctuation, use of capitalization, etc. Daily interactions with texts help students learn a great deal about how conventions work within meaningful contexts. This exposure will help them apply conventions to their own writing as their writing develops. Suggested activities for conventions may include:</p> <ul style="list-style-type: none"> <li>• display a piece of writing without spacing and model how proper spacing affects the readability of a piece of writing</li> <li>• read aloud selections that emphasize punctuation such as <i>Don't Let the Pigeon Drive the Bus</i> or <i>Chester's Masterpiece</i>.</li> </ul>
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Suggestions for Assessment

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

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

Resources

**Suggested Children's Literature:**

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

*Chester's Masterpiece* by Melanie Watt

