

AUGUST 2023



OHPC Grade One Language Arts Curriculum

Listening and Speaking

OHPC Language Arts Grade One – LISTENING AND SPEAKING

Introduction to the Subject

Introduction to Language Arts, Grade 1 to Grade 6: Language is the foundation of communication and the primary instrument of thought. The study of Language Arts provides access to multiple and inter-related oral, aural, written, and visual ways of representing, exploring, problem solving, communicating and sharing meaning. Through listening, speaking, writing, representing, reading, and viewing a wide range of text and text form, the student continues to develop an awareness of culture, personal identity, and the strategies needed to participate, communicate and reflect critically on thought and action.

Introduction to the Strand

Listening and Speaking are foundational for all learning. The strategies and skills of listening and speaking allow learners to contribute meaningfully to social environments. As learners receive, reflect on, and communicate ideas, they develop increasing proficiency in cognitive organization, critical thinking, and problem-solving. Listening and speaking strategies and skills are foundational for the development of reading, viewing, writing, and representing.

Strand: Listening and Speaking

Essential Learning Outcome 1: Listening and Speaking

The learner will explore, use, and critically apply oral language for **pleasure, personal growth, to form and foster relationships and, to develop an appreciation of and celebration of culture and of oral languages.**

Grade One Expectations for Listening and Speaking

For pleasure and personal growth

- listen to a range of music, rhymes, poetry, stories, information, conversation and environmental sounds for personal enjoyment,
- demonstrate interest, curiosity and engagement in sharing the experiences of others with oral stories and information sharing,
- respond with thought to artistic representations.

To form and foster relationships


- listen respectfully to what other people are saying as they become aware of how to respond with empathy and share with clarity,
- begin to identify overt and implied messages,
- become more aware of active Listening and Speaking strategies,
- to recognise and understand verbal and non-verbal communication in various situations.


To develop an appreciation and celebration of culture and of oral languages


- observe and practice how tone, fluency and intonation impact meaning and mood,
- demonstrate understanding by retelling an oral story or restating factual information in Home Language(s) and/or Standard English,
- begin to apply listening comprehension strategies to enhance understanding of spoken language, music, and environmental sounds,
- begin to appreciate how languages are used to share and reflect on past and present experiences,
- continue to engage in and apply phonological awareness and word play to discriminate among letters and letter patterns,
- continue to develop and apply vocabulary and language structures to enhance communication of ideas with purpose and focus for a range of audiences.

<u>Specific Curriculum Outcomes</u>	<u>Inclusive Assessment Strategies</u>	<u>Inclusive Learning Strategies</u>
<p>By the end of Grade One, the learner will be expected to:</p> <p>Listen and speak for pleasure and personal growth</p>	<p>Suggested formative assessments for ELO 1 that provide information about learning</p> <p>The formative assessment strategies listed below not only provide opportunities to determine learning prior to instruction, observe learner progress during and after learning, they provide the information</p>	<p>Suggested Learning Strategies for ELO 1</p> <p>NOTE: For suggestions about how to engage newcomers who may speak a different language than one used within the school community, visit the Teacher Content section below.</p> <p>Listen and speak for pleasure and personal growth</p> <p><i>Listen to enjoy and reflect (SCO 1.1):</i> Schedule opportunities to pause, relax and listen for pleasure and personal growth by providing brief selections of a variety of genres of music throughout the day:</p>


<u>Specific Curriculum Outcomes</u>	<u>Inclusive Assessment Strategies</u>	<u>Inclusive Learning Strategies</u>
<p>1.1 Choose to listen to music, poetry and stories for pleasure.</p> <p>1.2 Connect environmental sounds to meaning.</p> <p>1.3 Use different voices in role playing to indicate tone and mood.</p> <p>1.4 Describe how musical and environmental sounds affect mood.</p> <p>1.5 Use Listening Comprehension Strategies to make and simplify meaning: ask questions, recall ideas, predict, visualise, and make connections.</p> <p>1.6 Listen to, retell, and express an opinion about the story.</p>	<p>needed to inform the next steps of instruction.</p> <p>Formative assessments include pre-assessments, assessments during learning and assessments upon completion of learning. Formats for all types of formative assessments include the following:</p> <p>COP: Conversations Observations Products</p> <p style="text-align: center;">CONVERSATIONS</p> <p>1. Anecdotal Notes: Learning and assessment go hand in hand. As learners are engaged prior to learning, during learning and after learning, listen, observe and record anecdotal notes in the Observation of Student Learning Journal. Before classes begin, create an electronic or hard copy Observation of Student Learning Journal to record brief, dated comments about learner progress thus far and to determine next steps for instruction. This journal will also house other formative assessments such as rubrics, checklists, and quizzes.</p>	<ul style="list-style-type: none"> • to welcome students at the beginning of the day • to transition between subjects • to provide a short opportunity to stretch and/or relax • to connect a well know song to the lesson’s focus <p>After the listening experience, engage the class or small groups of learners about:</p> <ul style="list-style-type: none"> - was the selection enjoyable and why? - how did the selection make them feel? - what was a special part of the selection they would like to share? - what other songs, stories, etc. would they enjoy listening to? As learners respond, make note of their participation, language choice, vocabulary use, sentence use, etc. <p><i>The Sounds of Silence (SCO 1.2):</i> Gather learners together and demonstrate how to pause and listen by asking the learners to create total silence in the classroom. Once learners are silent, direct their attention to the remaining ambient or “non voice” sounds. As a sound is identified, engage the class in a “whisper” conversation to discuss the messages and meaning each sound conveys. For example:</p> <ul style="list-style-type: none"> • truck passing by – where do you think it is going? Why do you think this? • bird song – what do you think the bird is saying? Why is the bird saying that? • hallway sounds – what do you think is going on? Could it be something else? etc. <p>To maintain the silence and focus on listening, learners also respond in a whisper. Practice <i>The Sounds of Silence</i> while inside, outside, and on a community walk.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies									
<p>1.7 Listen to differentiate between make-believe and truth.</p> <p>1.8 Listen to follow and give direction e.g. 2-3 steps.</p> <p>1.9 Listen and respond with increasing understanding and confidence to conversations expressed in Standard English</p> <p>Listen and speak to form and foster relationships</p> <p>1.10 Use turn taking strategies as a listener and a speaker.</p> <p>1.11 Identify and use some non-verbal cues (e.g., facial expressions, gestures etc.) and in oral</p>	<p>Sample format for anecdotal notes during Language Arts:</p> <p>Name:</p> <table border="1" data-bbox="548 399 1093 1018"> <thead> <tr> <th data-bbox="548 399 716 502">Listening and Speaking</th> <th data-bbox="716 399 884 502">Reading and Viewing</th> <th data-bbox="884 399 1093 502">Writing and Representing</th> </tr> </thead> <tbody> <tr> <td data-bbox="548 502 716 758">Date: Focus: (insert SCOs observed) Progress observed: Next Steps:</td> <td data-bbox="716 502 884 758">Date: Focus: (insert SCOs observed) Progress observed: Next Steps:</td> <td data-bbox="884 502 1093 758">Date: Focus: (insert SCOs observed) Progress observed: Next Steps:</td> </tr> <tr> <td data-bbox="548 758 716 1018">Date: Focus: (insert SCOs observed) Progress observed: Next Steps:</td> <td data-bbox="716 758 884 1018">Date: Focus: (insert SCOs observed) Progress observed: Next Steps:</td> <td data-bbox="884 758 1093 1018">Date: Focus: (insert SCOs observed) Progress observed: Next Steps:</td> </tr> </tbody> </table> <p>Learner Interest Inventory: Create a Learner Interest Inventory: -chat with the learners about their favourite things to do, songs, sports, foods, etc. As learners respond create a list of favourites. Once the list is created, ask the learners to raise their hand to indicate their favourites. and create a tally. Use this inventory to gather information about learner interests, preferences, and goals and use this</p>	Listening and Speaking	Reading and Viewing	Writing and Representing	Date: Focus: (insert SCOs observed) Progress observed: Next Steps:	Date: Focus: (insert SCOs observed) Progress observed: Next Steps:	Date: Focus: (insert SCOs observed) Progress observed: Next Steps:	Date: Focus: (insert SCOs observed) Progress observed: Next Steps:	Date: Focus: (insert SCOs observed) Progress observed: Next Steps:	Date: Focus: (insert SCOs observed) Progress observed: Next Steps:	<p><i>Please Read to Me! (SCO 1.5, 1.6,1.7):</i> Provide opportunities to listen for a purpose by scheduling Teacher Read Alouds every day. Choose a range of fiction and nonfiction texts that are relevant and of interest to the learners (See Learner Interest Survey in the Inclusive assessment Strategies column) . These Teacher Read Alouds provide opportunities for learners to not only ask questions and share their thoughts about the poem, story, nonfiction information or news item, they also provide an opportunity for learners to develop their listening comprehension strategies, such as predicting, visualising, analysing, etc. NOTE: For more information about Comprehension Strategies, visit the Teacher Content section suggestions in the Resources section below.)</p> <p><small>The Field by Baptiste Paul</small></p>  <p>Sample Read Aloud text: The Field celebrates the spirit of soccer and the beauty of St.Lucia. The rhythmic text is sprinkled with Creole words.</p> <p>The Global Digital Library has a wide selection of Read Aloud books. Visit https://digitallibrary.io/topic/library-books/read-aloud/ and choose a book of interest and relevance to the learners.</p> <p><i>BRAIDING THE STRANDS: Teacher Read Alouds braid Listening and Speaking with Reading and Viewing. Note: Books chosen for Teacher Read Alouds should reflect learner interests (Use Learner Inventory in the Inclusive Assessment Strategies to the left of this column to gather information about learner interests)</i></p> <p>Listen and speak to form and foster relationships</p>
Listening and Speaking	Reading and Viewing	Writing and Representing									
Date: Focus: (insert SCOs observed) Progress observed: Next Steps:	Date: Focus: (insert SCOs observed) Progress observed: Next Steps:	Date: Focus: (insert SCOs observed) Progress observed: Next Steps:									
Date: Focus: (insert SCOs observed) Progress observed: Next Steps:	Date: Focus: (insert SCOs observed) Progress observed: Next Steps:	Date: Focus: (insert SCOs observed) Progress observed: Next Steps:									

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies																									
<p>communication with thoughtfulness.</p> <p>1.12 Listen, share information ask and and answer questions on a topic opinion in response to views articulated by others.</p> <p>Listen and speak to develop appreciation and celebration of culture and oral languages.</p> <p>1.13 Use and respond to Home Language(s) with awareness and purpose to greet, thank, make a request, explain, apologise and issue an invitation.</p> <p>1.14 Continue to develop Home Language and Standard English vocabulary, phrasing and</p>	<p>information to create topics for the whole class and small group discussion. Also use this information to choose anchor texts, music, videos and experiences as the foundation of future lessons. (See sample on page Teacher Content section)</p> <p>Class Chats: make note of how a learner or group of learners share information. Date each entry to maintain a record of progress.</p> <p>Name:</p> <table border="1" data-bbox="544 727 1093 1126"> <thead> <tr> <th></th> <th>seed</th> <th>sprout</th> <th>bud</th> <th>flower</th> </tr> </thead> <tbody> <tr> <td>Turn taking</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Em-pathy</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Extend-ing peer's ideas</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Asking ques-tions</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>OBSERVATIONS</p> <p>During lessons playtime, observe and gather information about the learner's comfort level with communication, friendships, language choices, and vocabulary use.</p>		seed	sprout	bud	flower	Turn taking					Em-pathy					Extend-ing peer's ideas					Asking ques-tions					<div data-bbox="1131 311 1355 550"> </div> <p><i>We are Good Listeners (SCO 1.9):</i> Form and foster relationships by co-creating a “We Are Good Listeners Chart” with learners. Each day for a week, chat about what it means to be a good listener, and decide on one positive statement about what good listeners do. Learners illustrate or choose a digital icon to represent the statement.</p> <p>https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcQ1TjNvd24QFsQ3T-EB-xCdomedqTtwdrWb3g&usqp=CAU</p> <p>Place the chart in a visible spot and draw learners’ attention as a reminder to learners to listen carefully and respectfully. Make note of how learners listening strategies are evolving throughout the year and revisit or revise this chart as needed. NOTE: This type of co-constructed chart is more meaningful than purchased commercial wall charts.</p> <p> BRAIDING THE STRANDS: <i>The co-creation of class charts braids this conversation with Interactive Writing (ELOs 5,6,7).</i></p> <p><i>Silent Languages (SCO 1.11):</i> Introduce the learners to simple sign language as a means to send a quiet message (tell a friend that you liked what they said) or to signal to you, the teacher, a message about how they feel. Visit youtube.com/watch?v=51u2VLbBu6I for a teacher tutorial on signs for emotions. See Additional Resources for more information about sign language.</p> <div data-bbox="1803 1061 2016 1236"> </div> <p><i>This is ME! (SCO 1.10, 1.11, 1.12)</i></p> <p>Provide each learner with a small a paper bag, a small box, etc.). Learners find small objects that represent their interests (a pretty stone), their activities (a paintbrush), etc. During daily Class Chats, one or two learners</p>
	seed	sprout	bud	flower																							
Turn taking																											
Em-pathy																											
Extend-ing peer's ideas																											
Asking ques-tions																											



<u>Specific Curriculum Outcomes</u>	<u>Inclusive Assessment Strategies</u>	<u>Inclusive Learning Strategies</u>
<p>sentence use to share ideas.</p> <p>1.15 Describe sounds, images, events, people, and places with clarity that includes: -relevant details and a range of descriptive words reflecting size, colour, intensity, etc.</p> <p>1.16 Produce complete sentences when suitable to task and setting <i>(Phonological Awareness)</i></p> <p>1.17 Continue to develop the foundation of phonological awareness by orally identifying, producing, and manipulating various units of speech sounds within words, including: - initial and final sounds - segmenting sounds in one syllable words</p>	<p>Throughout the year, sample anecdotal notes focussed on speaking and listening in could include:</p> <ul style="list-style-type: none"> ● learner’s choice of spoken language, ● learner’s comfort switching from home language to Standard English, ● understanding of how we “share” a conversation ● comfort level asking questions, ● oral responses to literal W4 + H questions, such as: Who? What? When? Where? How? ● Developing vocabulary ● oral responses to questions to demonstrate deeper understanding, such as: Why, What if? How do you know? etc. ● understanding of word order to make a statement, ask a question, etc. <p>Note: one week’s assessments of learning often serve as a pre-assessment to determine the next focus of instruction.</p> <p>PRODUCTS (oral, not written) Questioning: After a listening activity, such as a Teacher “Read Aloud”, ask questions of individual learners or groups of learners questions that focus on understanding and applying the information</p>	<p>share their “<i>This is Me</i>” container using the language of home. During the sharing, make note of the learner’s participation, choice of language, expression and use of oral language to describe and explain. https://jodidurgin.com/wp-content/uploads/2022/07/all-about-me-bag-brown-paper-1024x1024.png</p> <p><i>INTEGRATING THE SUBJECTS:</i> Connect “<i>This is Me</i>” with science lessons about the environment or HFLE topics that encourage conversation with families and friends.</p> <p style="text-align: center;">Listen and speak to develop appreciation and celebration of culture and oral languages.</p> <p>Welcome! (SCO 1.13) Begin each day’s learning experiences with celebrations of culture and language. Meet each learner at the door with a brief, pleasant greeting that begins their day with affirmation, personal growth and an authentic connection between the teacher and learner. Vary each day’s greeting with a special hand greeting (fist bump, sequence of claps, light stomping, etc.), a question about a recent event in the community, or the first line of a familiar song the learner joins in. <i>INTEGRATING SUBJECTS:</i> Refer to the sounds of the morning greeting during Science class in terms of loudness, patterns of sounds, etc.)</p> <p>What’s Happening? (SCO 1.13, 1.14, 1.15): Create a series of vignettes that reflect common occurrences on the playground, in the school, or in the community where polite and courteous Home</p> <div style="text-align: right;">  </div>


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies																																																				
<p>- beats in a word (syllables) - onset and rhyme - blending sounds to make one-syllable words. -identifying phonemes in one syllable words</p> <p>1.18 Use common singular and plural nouns in the meaningful context of sentences(e.g. She runs, We run</p> <p>1.19 begin to use common irregular plural forms, such as man/men, child/children, and foot/feet</p> <p>1.20 use common pronouns with increasing understanding (I, me, mine, they, them, theirs, him, his, hers)</p>	<p>in the fiction or nonfiction passage. See the Resources section for suggestions for questions that develop critical thinking. Use a <i>Four level Rubric</i> to gather information about learner progress in Listening and Speaking as they participate in activities throughout the year. For example:</p> <table border="1" data-bbox="544 547 1090 1018"> <thead> <tr> <th>SCO(s) : 1.5 Listenin g compre- hension</th> <th>Ready to move on</th> <th>Got it</th> <th>Getting there</th> <th>Not yet</th> </tr> </thead> <tbody> <tr> <td>ask questions</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Recall ideas</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>predicts</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>connects</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>visualises</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>A Single Point rubric is another formative assessment tool to quickly make note of learner progress and information to next steps of instruction.</p> <table border="1" data-bbox="544 1201 1090 1359"> <thead> <tr> <th>Areas to grow</th> <th>Meeting Expectations (summarise of list SCOs observed)</th> <th>Areas that glow</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	SCO(s) : 1.5 Listenin g compre- hension	Ready to move on	Got it	Getting there	Not yet	ask questions					Recall ideas					predicts					connects					visualises					Areas to grow	Meeting Expectations (summarise of list SCOs observed)	Areas that glow				<p>Language and Standard English conversation are used. Examples include:</p> <ul style="list-style-type: none"> - Greeting a friend after the weekend, - Consoling a friend who is not feeling well, - Meeting a teacher or principal in the community, - Sharing a happy event with a friend, - Meeting someone new to the school or community. <p>Choose a group of learners to demonstrate how to role play the vignette. After the demonstration of the role play, provide pairs or triads with a vignette to role play. Observe triads and make notes of the learner’s experience with these social conversations, preferred language, expressions, etc.</p> <p><i>You say, I say, we might also say (SCO 1.12,1.13,1.14)</i> (samples to be contextualized to each Member State)</p> <p>Ask learners to share their words for objects and actions. Establish a classroom chart such as:</p> <table border="1" data-bbox="1122 874 1812 1198"> <thead> <tr> <th>You say</th> <th>I say</th> <th>We might also say</th> <th>A book might say</th> </tr> </thead> <tbody> <tr> <td>ma fren</td> <td>friend</td> <td>buddy</td> <td>pal,</td> </tr> <tr> <td>hey</td> <td>hi</td> <td>yo, hello,</td> <td>good morning</td> </tr> <tr> <td>uh-uh</td> <td>nope</td> <td>no way</td> <td>no</td> </tr> </tbody> </table> <p>As the year progresses, this chart can be refined to be topic specific, such as “Different ways to greet people”, “Different ways to express emotions”, “Different names for foods” etc.</p>	You say	I say	We might also say	A book might say	ma fren	friend	buddy	pal,	hey	hi	yo, hello,	good morning	uh-uh	nope	no way	no
SCO(s) : 1.5 Listenin g compre- hension	Ready to move on	Got it	Getting there	Not yet																																																		
ask questions																																																						
Recall ideas																																																						
predicts																																																						
connects																																																						
visualises																																																						
Areas to grow	Meeting Expectations (summarise of list SCOs observed)	Areas that glow																																																				
You say	I say	We might also say	A book might say																																																			
ma fren	friend	buddy	pal,																																																			
hey	hi	yo, hello,	good morning																																																			
uh-uh	nope	no way	no																																																			





Specific Curriculum Outcomes	Inclusive Assessment Strategies		Inclusive Learning Strategies
		1.9 turn taking 1.11 respond with an on topic opinion	<p>Note: Encourage learners who are reluctant to contribute to conversations with prompts such as, “(Name of Learner), give a thumbs up if you agree or a thumbs down if you don’t.”)</p> <p><i>Loose Parts Learning Centre (SCO 1.13, 1.14)</i></p>  <p>Create a space in the classroom to display bits and pieces of items the teacher and learners collect from the environment. During Centre Time, small groups of learners gather and use the “loose parts” to:</p> <p>a) use new vocabulary as they create, organise, etc. OR</p> <p>b) (SCO 1.17) use the loose parts as manipulatives to segment letter sounds in words.</p> <p>Throughout these small group loose parts conversations, use a single point rubric (see Inclusive Assessment column) observe learners development in the SCOs represented in the lesson plan; for example, participation, language use, listening strategies and creativity.</p> <p><i>Phonological Awareness</i></p> <p><i>What Does That Sound Feel Like? (SCO 1.17):</i> Throughout the term, develop a list of interesting names, places, words from stories, conversations or other subject areas etc. Each day, choose a few words and focus on the first letter of the name, place, etc. Use this as an oral activity with a focus on how the mouth looks and feels when the sound is made. Throughout the day, pause when another interesting word that</p>

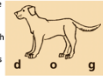
Phonological Awareness Checklist: Use a checklist to record learner progress in phonological awareness (See <https://www.readingrockets.org/sites/default/files/Component-check.pdf> for a comprehensive Grade One Oral Language checklist that can be referred to throughout the year.

Quizzes
 Sample Quiz
 Learner views the emojis below, chooses 5, recreates the facial expression and describes the when and why of the emoji’s expression.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	 <p>Refer to Ministry documents for information about the levels of progress as indicated by quiz scores; for example: 9-10 Ready for more (Level 4) 7-8 Got it (Level 3) 6-7 Getting there (Level 2) Up to 5 Not yet (Level 1)</p> <p>Providing Feedback:</p> <p>- to learners When providing learner feedback, be specific. Show the learner what he/she has done well, then tell the learner what he/she's ready to learn next. "I notice that you can . . . and now it's time to learn how to . . ."</p> <p>-to parents/caregivers "I've been noticing that (learner's name) is able to . . . and now it's time for (learner's name) to learn how to . . ."</p> <p style="text-align: center;">Learner Self assessments</p>	<p>begins with that sound is used. As the year progresses, focus on final, medial and blended sounds.</p> <p><i>BRAIDING THE STRANDS: In Reading and in Writing, letter names will be introduced/ reviewed and used meaningfully within the context of authentic and engaging anchor texts.</i></p> <p> Hear the Rhyme and Feel the Beat (SCO 1.16, 1.17): Schedule time to play with the sounds of language:</p> <ul style="list-style-type: none"> - share well known and new poetry; ensuring the rhyming words are emphasised with a louder voice, stamping a foot, a change of voice, etc. Visit https://www.youtube.com/watch?v=GjbrpyicvIY for a Caribbean rhyming song. - simple cloze rhyming; for example, I throw a ball, you put a dress on your ____ ; Ruff, says the dog, ribbit days the ____. - teacher and learners clap a beat to a song or poem - teacher and learners tap the sounds of learners' names - teacher or learner says the sounds of a well known word: I will r-u-n down the street; class responds (I will run down the street) <p>For the teacher: Lots of ideas to teach Phonological Awareness</p> <p>Phonological Awareness is an essential skill in early literacy development. While many resources are available online, be sure to choose resources that are developmentally appropriate and culturally relevant, so adapt the examples in online resources words that are of interest to students and reflect the home language(s) used in the community; for example, choose names of people, places, or objects that are local, not those chosen by the authors of the resources. For example:</p>

<u>Specific Curriculum Outcomes</u>	<u>Inclusive Assessment Strategies</u>	<u>Inclusive Learning Strategies</u>
	<p>What does Listening feel like? Provide opportunities for learners to reflect on their own progress in listening and speaking: Display a symbol that the class knows means “Listen, don’t speak” Then, during 30 seconds of silence, learners listen for environmental sounds that can be heard above the silence. Learners then pause, think about, and share how their body listens. -My hands are: -My legs are: -My eyes are: -My ears are: -My mouth is:</p>	<p>  In some countries, this image may be matched with the sound for S (soccer); but in the Member States and throughout the world, it would be much a more appropriate match for the sound of the letter F (football). Images of a banana, mango and coconut may be more well known, specific and relevant examples of the letter sounds of b, m, and c. </p> <p>Remember that phonological awareness’s focus is on listening and speaking, (Phonics instruction is included in the Reading/Viewing and Writing/representing Strands)</p> <p>Visit https://www.uwo.ca/fhs/lwm/teaching/dld_2018_19/Woldmo_PAGuideKindergarten.pdf and</p> <p>https://www.readingrockets.org/literacy-home/reading-101-guide-parents/your-first-grader/phonological-and-phonemic-awareness for excellent ideas and resources to teach phonological awareness in K-2. Many of these ideas can be shared with Parents for practice at home.</p> <p>Examples of the suggestions available from https://www.uwo.ca/fhs/lwm/teaching/dld_2018_19/Woldmo_PAGuideKindergarten.pdf include:</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<div data-bbox="1256 347 1339 368" style="text-align: center;">  <p>RHYMING</p> </div> <div data-bbox="1137 411 1464 708"> <p>Odd Word Out Let the students know that they will be listening for the “odd word out” in groups of words that rhyme (e.g. man, can, fan, pan, book). For students struggling with this task, provide word cards that they can look at for support. For students excelling at this task, ask them to generate two new rhyming words for the odd word out (e.g. look & cook).</p> <p>Rhyming Riddles Come up with simple riddles or poems and go over them with the students. Next, let the students fill in the rhyming word after you start the riddles or poem (e.g. “The black cat is very ____ (flat) or “Humpty Dumpty sat on a wall. Humpty Dumpty had a big ____ (fall). Finding a word that rhymes is challenging for students, repeat the riddle or poem and give the first sound of the rhyme (e.g. “The black cat is very f____”).</p> <p>I Spy Play a game of I spy using items around the room that rhyme (e.g. “I spy something that rhymes with four.” “Spear!”). If students are doing well at this game, ask them to take a turn spying a rhyming object. Allow students to use made up words during their turns (e.g. “I spy something that rhymes with lacker”... “lacker!”). It is alright for children to make up non-words that rhyme since their vocabularies are still developing and they are correctly completing the phonological awareness task regardless.</p> <p>Scavenger hunt Create a list of pairs of rhyming words where at least one of the words is a concrete noun (e.g. ball-fall, hat-bat, sock-rock). Hide objects or pictures that correspond to one of the words in the rhyming pair and hide a picture of the ball, hat, and sock). You may split the students into teams or groups. Tell the students they will listen to you say a word and will then have to find an object or picture that rhymes with that word and then read out one word at a time or one word for each group.</p> </div> <div data-bbox="1272 858 1384 879" style="text-align: center;">  <p>SEGMENTATION</p> </div> <div data-bbox="1182 906 1487 1225"> <p>Shape Hopping In this activity, students hop from shape to shape on the floor as they segment sentences or words. Find mats with various shapes or colours and lay them out over the floor. Come up with several simple sentences with words that are all one syllable (e.g. “Pat has three big dogs”) and demonstrate how to hop from shape to shape for each individual word. To increase the difficulty, create sentences containing words with two or three syllables (e.g. “Abigail has a pretty green dress”). Ensure the students hop once for each word and not for each syllable. This activity can be modified to target segmentation at the syllable level (hop for every syllable) or phoneme level (hop for every phoneme).</p> <p>Word Counters Provide your students with objects (blocks, marbles, pennies, etc.) Ask your students to listen carefully as you read out various sentences and move one item into a bucket or across the table for each word you read. Start with single syllable words before moving onto multisyllabic words (ensure they are moving the item for every word and not every syllable). This activity can be modified for compound word segmentation (e.g. the word “snowman” is made up of “snow” and “man”), syllable segmentation (e.g. the word “table” is made up of “ta” and “ble”), and even phoneme segmentation (e.g. the word “cat” is made up of the sounds c-a-t).</p> <p>Word Counting Snakes and Ladders Provide your students with printouts of Snakes and Ladders game board. Tell your students that for every word they hear, they will move one space. For example, if the sentence is “The bird ate the food” they would move five spaces. Carry out the game of Word Counting Snakes and Ladders until the group loses the game! This activity may also be modified to target segmentation at the syllable and phoneme levels as well.</p> <p>Body Tapping Game This activity can help students to determine how many syllables make up a word and then hear by tapping out each syllable. Ask students to stretch their arm out and tap their body in order from fingertips, wrist, inside elbow, shoulder, and nose depending on how many syllables a word has. For example, if the teacher says the word “strawberry” the students should tap their fingertips, followed by their wrist and inside elbow. You may play this game at the phoneme level as well (e.g. three taps for “s-a-r”).</p> </div> <div data-bbox="1644 316 1733 336" style="text-align: center;">  <p>BLENDING</p> </div> <div data-bbox="1509 395 1877 708"> <p>Compound word picture-matching This activity engages students in blending together compound words, the simplest of the blending tasks. Create a list of various compound words (e.g. snowman, dog house, toothbrush, etc.). Print images of these compound words and pictures for the words making up the compound word (e.g. for “snowman”, find an image of a snowman, of snow, and of a man). Put the smaller words (i.e. “snow” and “man”) around the carpet. Ask students to sit in a circle around the smaller words. Give pairs of students each a compound word picture. Take turns asking each pair of students to say what their picture is and then to find the two smaller words that create their compound word.</p> <p>Blending in Songs Choose several songs, chants or rhymes that are familiar to your students. While engaging your students with the songs, present some of the familiar words syllable by syllable (segmented), i.e. “rock-et”, “cat-ar-pi-lar”). Have them guess what the word may be. Start with words with words with two or three syllables as the students practice their blending skills before moving on to longer words up to five sounds. This activity can also target phoneme blending (e.g. “c...a...t”).</p> <p>Word Detective Tell your students that you will say some words to them in a funny way, and they will have to figure out what the words are. Choose words that are familiar to students, such as common classroom objects or student names, with up to five sounds. When saying the words, segment them into individual sounds without adding ‘uh’ (e.g. ‘g’ not ‘guh’). When students accurately determine the word, provide a segmented model once again and blend it together.</p> </div> <div data-bbox="1675 831 1765 852" style="text-align: center;">  <p>DELETION</p> </div> <div data-bbox="1532 895 1899 1208"> <p>Word Take-Aways In this activity, the teacher will ask a student to say a word, and then to figure out what the new word is after part of it is taken away. For example, the teacher will say, “Say the word blueberry. Now say it again but don’t say blue.” Start with compound words (e.g. snowflake, rainbow, airplane, raincoat, etc.). Once the students are comfortable here, move on to taking away syllables from words with two to four syllables (e.g. “Say umbrella. Now say it again but don’t say um-.”) Start with deleting initial syllables before practicing deleting final syllables.</p> <p>Word Match Ups In this activity, your students will match words with corresponding word parts that have a sound missing. For example, they can match cat with cut, arm with form, etc. Ask the students how the words are similar and how they differ and have them identify which letter is missing. This provides a good opportunity to discuss what happens when a sound is taken away, or deleted. This phonemic awareness task can be challenging for some students, so providing them with the written words can be supportive.</p> <p>Block Take-Aways Deleting individual phonemes is the trickiest phonemic awareness task of all the deletion tasks. Show your students how they can use blocks or similar objects to “spell” simple words (e.g. pig, fan, gum, etc.) by touching a different block as each sound in the word is said. Your students can practice phoneme deletion by physically removing a block or object from the word. Ensure that they remove the first block when deleting the first sound and make sure the students say the word out loud first and then again once they have removed a sound. Start with beginning sounds before moving on to end or middle sounds.</p> </div>

<u>Specific Curriculum Outcomes</u>	<u>Inclusive Assessment Strategies</u>	<u>Inclusive Learning Strategies</u>
		<p style="text-align: center;">ISOLATION</p> <div style="border: 1px solid black; padding: 5px;"> <p>Sound Matching This activity requires students to listen to several familiar words in order to determine which sounds are similar within the words. This activity can be easily done with student names. For example, chose two or three students in the class whose names start with the same sound (George, Julia, and Jane). Ask the students what the matching sound is in the name. Be sure to point out matching sounds and not matching letters! Each day name a group of different students and ask them what the matching sound is. For an added challenge, ask students to think of one more word starting with that same sound.</p> <p>Guess the Sound Tell your students you want them to guess which sound is the same in a group of words you say to them (e.g. carrot, kitten, caramel). The students will repeat the words and then determine the sound in common. This activity is easiest when all words start with the same sound.</p> <p>Dog Visual The concept of beginning and end sounds in words may be challenging for many students at this level. They may benefit from having a visual representation of the beginning, middle, and end of a word. For example, this could be done with an image of a dog where the dog's head, body and tail represent the beginning, middle, and end sounds of a word, respectively. Start with words with three phonemes (sounds) such as dog, cat, man, or sun, and avoid consonant clusters such as in glove and hand. Vowels are much harder for young students to hear, so many children will have difficulty listening for the middle sound.</p>  <p>Listening for Sounds Ask your students to listen for particular target sounds as you read familiar lists of words, sentences, a poem, song or story to them. Their job is to raise their hand each time they hear the target sound. It may be helpful to model or demonstrate this task to familiarize the students with the task before starting. Sounds at the start of words will be easier than sounds at the end or middle of words, and consonants will be easier for children to detect than vowel sounds.</p> </div> <p>Reinforce the phonological awareness lessons learned throughout the day in all subject areas.</p>
<p>Additional Resources and Materials</p> <p>For learners new to the Member State and unfamiliar with the vernacular, refer to apps such as Google Translate to create welcoming charts that include a picture of interest and the accompanying word. These welcoming charts may be referred to during the Morning Message as a means to</p>		

include all learners in the day's discussion topic. ChatbotGP will also provide the teacher with information about familiar stories, songs, etc. of other cultures and languages.

To support ELO 1 Speaking and Listening:

Remember that the entire school, school grounds and community provide excellent opportunities to learn about and develop oral language: speaking and listening. Vocabulary and oral conversation is best taught in authentic situations. Schedule regular outdoor walk-and-talks to explore, listen and talk about all the sights, sounds, natural and physical objects the school community has to offer.

Audio / video books for Grade one learners to include in listening centers: Visit https://www.youtube.com/playlist?list=PL7Jfe1zshOWZWR7KJRCUfzYjLzLr4_ei

Storyline Online <https://storylineonline.net/> Another great addition to a listening center; this site also offers a Teacher's Guide and excellent multi subject integrated lesson plans for many stories.

Puppets are engaging toys that can help support oral language skills and communication, social/emotional development, and help children learn and understand the world around them through safe, imaginative play. <https://bit.ly/2UGMViK>



Connecting Mindfulness to Speaking and Listening lessons

Visit <https://www.edutopia.org/article/8-activities-learners-and-teachers-create-mindful-classroom/> for suggestions about how to develop thoughtful, calm, caring and empathetic learners.

Loose Parts Learning

Unstructured loose parts play is a foundational element of many high-quality early childhood programs, but they actually hold plenty of learning potential for all ages. Tinkering and making are pleasantly engaging for everyone! Because loose parts can be used in so many ways, they are ideal for multi-age environments. With the same pile of beach pebbles, a preschooler could make piles or towers, a kindergartner could practice counting, and a third grader could model multiplication problems by creating arrays.



<https://www.weareteachers.com/loose-parts-activities/> For examples of how to use loose parts to enhance oral language, visit

<https://www.weareteachers.com/loose-parts-activities/>



Using sign language as a classroom management tool. Try simple Sign Language for Classroom Management: Visit: <https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcSW1HZtvyKfzR3QdIKa71xvttvURIWx3Iy9Ww&usqp=CAU> and <https://www.weareteachers.com/teach-sign-language/>



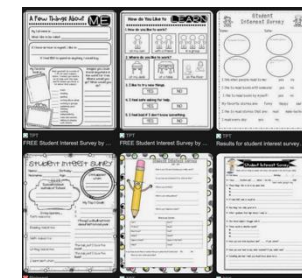
Choosing anchor topics to introduce lessons: Use the Learner Interest Survey (see the Inclusive Assessment Strategies column above) to determine the learners' favourite songs, activities, stories, animals, sports, etc. As classroom discussions or phonological awareness activities are planned, draw on this information to ensure learner interest and engagement.

Additional Useful Content Knowledge for the Teacher:

Assessment of Listening and Speaking

Learner Interest Inventory Samples: These samples, collected through a search for Grade One Learner Interest Inventories, provide a selection of the available inventories. Adapt as needed for your classroom and context.

Rethinking Listening in the Primary School Classroom: A discussion about reflecting on learner listening and how learners can assess their own listening: <https://beyondtheapple.com/2017/02/24/a-learners-self-assessment-of-listening-habits/>



Using Speaking and Listening as a Classroom Management Tool

Listening and Speaking as Tools for Classroom Management: Schedule a discussion to decide on the sounds (a piece of music, a quiet bell, an image, etc.) that will be used to signal that it's time to pause and pay attention to the teacher, a visitor, or a learner.

Building Community Relationships with Schools <https://www.kqed.org/mindshift/53091/why-schools-should-be-organized-to-prioritize-relationships>

Creating a Classroom of Cooperative Learners: See <https://www.teachervision.com/professional-development/cooperative-learning> for information about Cooperative Learning and Cooperative Learning strategies.

How do I design my classroom for small group listening activities? Establish a listening center with a table and 2-4 chairs with access to manipulatives and objects that make sounds, and recordings of stories, songs, and information about topics of interest to learners. During small group work, learners use the listening center to engage in listening and sharing.

Listening to the environment as a Classroom Management Tool: When it's reading time or time to make a transition to another subject, or when you need to draw the class back together, play a sound. A sample environmental sounds site is: <https://www.youtube.com/watch?v=li-oNQ2aTmc>

How do I settle the class into a routine? Grade One classrooms can become hectic, so schedule regular moments throughout the day (or stop an activity for a one-minute time frame to be calm) to explore Listening and Speaking through silent thoughts and mindfulness.

Visit: https://www.edu.gov.mb.ca/k12/cur/ela/list_speak/listening_speaking.pdf

Listening Comprehension

What are The Listening Comprehension Strategies? Listening is an integral component of meaning making. Listening Comprehension Strategies can be explicitly taught through engaging and relevant opportunities to think deeply about auditory messages. Listening Comprehension Strategies include: Predicting, Connecting, Visualising, Determining Importance, Analysing, Synthesising, Inferring. Note: Listening Comprehension Strategies are the same as reading comprehension strategies and are applied in all subject areas.

- Retelling: learners retelling information or a story they have listened to.
- Connecting - When learners preview text, they tap into what they already know, that will help them to understand the text they are about to read. This provides a framework for any new information they listen to and read.
- Visualising - learners who visualize while reading often have better listening comprehension. Readers can take advantage of illustrations that are embedded in the text or create their own mental images or drawings when reading text without illustrations.
- Predicting - When learners make predictions about the text they are about to read, it sets up expectations based on their prior knowledge about similar topics. As they read, they may mentally revise their prediction as they gain more information.
- Recognizing Literal Meaning: Questions about facts, details or information explicitly stated in the audio story.
- Making Inferences: Questions asking learners to make inferences as they listen to audio stories, interpreting what is said by going beyond the literal meaning.
- Identifying Main Idea: Questions asking learners to identify the central idea or gist of an audio story .
- Drawing Conclusions: Questions asking learners to draw conclusions by synthesizing information in an audio story.
- Analyzing Reasoning: Questions asking learners to analyze reasoning supporting a claim in an audio story.
- Finding Evidence: Questions asking learners to identify statements or details in an audio story that provide evidence to support claims.

<https://blog.listenwise.com/2017/04/8-components-listening/conclusions>

The Ontario Teachers' Federation <https://www.eslkidstuff.com/blog/top-10-lists/top-10-listening-activities-without-a-cdalso> provides suggestions for developing Listening Comprehension. Adapt the language level of some questions to reflect the age and context of the learners in your community.

Are Grade One learners too young for critical thinking? Even young learners engage in critical thinking. Bloom’s taxonomy provides sample questions that encourage learners to think beyond the “correct answer”. Visit <https://www.linnbenton.edu/learner-services/library-tutoring-testing/learning-center/academic-coaching/documents/20-Bloom-Question-Cues-Chart.pdf> and choose questions that complement the development level of the learners in your classroom.

Culture and Languages

Visit: Culture Queen: I Like the Me I See



https://www.youtube.com/watch?v=XwU4N_1OVWU

Manners are important. Be aware that different cultures have different social norms and ensure that all learners see and practice respectful conversation.

Phonological Awareness

What is Phonological Awareness? Throughout the early years, learners acquire strategies that provide opportunities to hear, blend, combine, and segment sounds. The suggested learning activities below provide suggestions to develop phonological awareness. The brain processes and sorts sound into meaningful components of environmental sounds (e.g., truck, birds) and speech sounds.

The International Literacy Association provides free regular Position Statements and Research Briefs for teachers interested in building their understanding about Phonological Awareness, visit <https://www.literacyworldwide.org/docs/default-source/where-we-stand/9457-Phonological-Awareness-1-2020-Final.pdf>

The [North Carolina Department of Public Instruction](#) provides an excellent start for teachers searching for grade one phonological awareness learning strategies. A chart of developmental expectations for phonological awareness is available below.

Oral Language instruction focuses on:

- Phonological processing: the way the brain processes sounds for speech (I hear this, it means . . .).
- Phonemic awareness includes: rhyming, alliteration, segmentation, blending, substitution, deletion, and manipulation. Phonemic awareness skills provide the foundation for the skills required for reading.

- Articulation: the way the lips, teeth, tongue, and palate interact with voice and air movement to create playful and/or meaningful speech sounds


NOTE: Phonics, is included in the reading and writing strands of Language Arts. Phonics connects the sound of the letter with the recognition of the printed letter. (also known as sound-symbol recognition). Learning strategies for phonics are included in ELO 3 (Reading and Viewing) and ELO 7 (Writing and Representing) <https://www.readingrockets.org/topics/developmental-milestones/articles/development-phonological-skills>. Which Phonological Awareness Skills are Expected for Grade One Learners?

Table 2. Ages at which 80-90 percent of typical students have achieved a phonological skill

Age	Skill Domain	Sample Tasks
4	Rote imitation and enjoyment of rhyme and alliteration	pool, drool, tool "Seven silly snakes sang songs seriously."
	Rhyme recognition, odd word out	"Which two words rhyme: stair, steel, chair?"
5	Recognition of phonemic changes in words	"Hickory Dickory Clock. That's not right"
	Clapping, counting syllables	truck (1 syllable) airplane (2 syllables) boat (1 syllable) automobile (4 syllables)
5½	Distinguishing and remembering separate phonemes in a series	Show sequences of single phonemes with colored blocks: /t/ /l/ /f/, /z/ /sh/ /z/.
	Blending onset and rime	"What word?" th-umb qu-een h-ope
	Producing a rhyme	"Tell me a word that rhymes with car." (star)
	Matching initial sounds; isolating an initial sound	"Say the first sound in ride (/r/); sock (/s/); love (/l/)."
6	Compound word deletion	"Say cowboy. Say it again, but don't say cow."
	Syllable deletion	"Say parsnip. Say it again, but don't say par."
6	Blending of two and three phonemes	/t/ /l/ (tool) /sh/ /l/ /p/ (shap) /r/ /s/ /h/ (house)
	Phoneme segmentation of words that have simple syllables with two or three phonemes (no blends)	"Say the word as you move a chip for each sound." sh-e m-a-n l-e-g
6½	Phoneme segmentation of words that have up to three or four phonemes (include blends)	"Say the word slowly while you tap the sounds." b-e-ck ch-e-ese c-l-o-ud
	Phoneme substitution to build new words that have simple syllables (no blends)	"Change the /j/ in cage to /n/. Change the /h/ in cane to /s/."
7	Sound deletion (initial and final positions)	"Say meet. Say it again, without the /m/. "Say safe. Say it again, without the /f/."
8	Sound deletion (initial position, include blends)	"Say prank. Say it again, without the /p/."
9	Sound deletion (medial and final blend positions)	"Say snail. Say it again, without the /n/. "Say fern. Say it again, without the /r/."

Paulson (2004) confirmed the hierarchy of phonological skill acquisition in 5-year-olds entering kindergarten. Only 7 percent of 5-year-olds who had not yet had kindergarten could segment phonemes in spoken words. The production of rhymes was more difficult for 5-year-olds than commonly assumed, as only 61 percent could give a rhyming word for a stimulus. Only 29 percent could blend single phonemes into whole words. Although some young students will pick up these skills with relative ease during the kindergarten year — especially if the curriculum includes explicit activities — other students must be taught these metalinguistic skills directly and systematically.

Strategies to Support Subject Integration:

Language Arts provides a wealth of opportunities for integration among subjects. Suggestions for integration among subjects are embedded throughout the curriculum with this identifying icon 

In addition to the suggestions in the ILS columns, Sample Planning Template for a curriculum based Integrated Unit of Language Arts and Social Studies may be useful as a guide to begin developing the focus and topics covered in the unit.

Sample Planning Template for Integrated Unit (Language Arts and Social Studies)

THEME: Our relationships and responsibilities in our community and family		
Subjects	Essential Learning Outcomes	Specific Learning Outcomes
Language Arts (Listening and Speaking)	ELO1: The learner will explore, use, and critically apply oral language for pleasure, personal growth, <i>to form and foster relationships</i> and, to develop an appreciation of and celebration of culture and of oral languages.	SCO: Listening <i>to form and foster relationships</i> 1,13, 1.14, 1.15, 1.16, 1.17
Social Studies (Civic Participation)	To understand that we have roles and responsibilities in our families, school, and community.	Knowledge: Recognise that when everyone in our family shares and helps one another, we all benefit Skills: List the ways that our siblings, parents, grandparents and other relatives help us and vice versa Values: appreciate that helping other family members is important for our collective wellbeing
Beginning date:		End date:
Culminating project: Digital presentation of photos with accompanying storytelling		
Sample Materials to anchor and support lessons:		
<ul style="list-style-type: none"> - Musical selections: To listen and sing: The More We Get Together https://www.youtube.com/watch?v=-J3S4xFzU90 - To listen and move: https://www.youtube.com/watch?v=jjV9NGH8taY - Listening and viewing a Read Aloud to appreciate our country, community and family https://www.youtube.com/watch?v=5kV_nbWkr4 - Family and community members to share stories about helping in the community - Photos of family members helping each other and those in the community 		
Overview of lessons:		
Language Arts (Listening and Speaking) (Teachers will refer to the SCOs and ILS for ideas to insert 1-2 sentence overview of each proposed Language Arts curriculum based lessons to include in the theme.)	Social Studies (Civic Participation) (Teachers will refer to the SCOs and ILS for ideas to a 1-2 sentence overview of each proposed Social Studies curriculum based lesson to include in the theme.)	
Overview of formative assessments		
Conversations: Observations: Products:		

Reading and Viewing

OHPC Language Arts Grade One – READING AND VIEWING

Essential Learning Outcome 2

Introduction to the Strand

Reading and viewing are meaning-making, problem solving activities that provide opportunities to interact with a wide range of written and visual text for a variety of purposes. Readers learn to integrate a variety of meaning, structure, vocabulary, and word solving strategies and skills as they develop thoughtful and critical understanding and insight into written or visual representations of text.

Strand: Reading and Viewing

Essential Learning Outcome 2

The learner will demonstrate a variety of ways to **use background knowledge and interests** to **select and engage critically** with a range of culturally diverse paper-based, visual, and digital texts **for pleasure and personal growth**.

Grade One Expectations for Reading and Viewing.

Use Background knowledge and interests

- connect background knowledge of common events, well known stories, poems, and songs to establish a foundation of understanding, titles, pictures and some words and phrases.
- make imaginative and real-life connections to their own experiences.

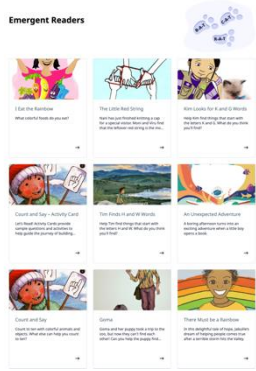
Select and engage critically with a range of texts for pleasure

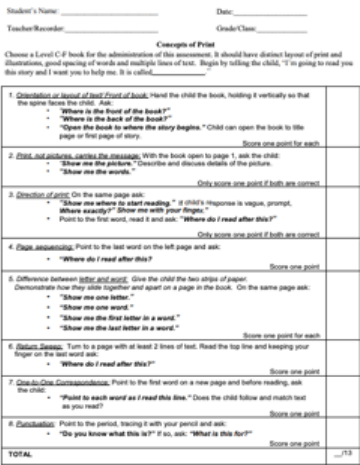
- choose books of interest for browsing and gathering meaning through illustrations
- assist understanding by connecting text to background knowledge
- read independently, share, and explain reactions to texts by commenting on meaning and message

Engage critically with a range of texts for personal growth


- Further develop Concepts of Print and apply their functions.
- Interact with a variety of Emergent and, for some learners, Early Stage genres and text forms to engage with and respond to increasingly varied text.
- Respond to reading using oral, visual, hands on or simple written responses.

- Reflect on and identify their strengths as readers, areas for improvement and the strategies they found useful before, during and after reading.



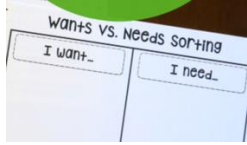
Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
<p>By the end of Grade One, the learner will be expected to:</p> <p>Use background knowledge and interests to select books</p> <p>2.1 reflect on and connect interests and background knowledge before, during and after reading.</p> <p>2.2 apply Concepts About Print to navigate Emergent/Early level text.</p> <p>2.3 connect background knowledge to new learning.</p> <p>Engage critically with a range of texts for pleasure</p> <p>2.4 regard reading/viewing as sources of interest, enjoyment, and information</p> <p>2.5 engage in reading or reading-like behaviour to experience a variety of text and text forms</p>	<p>Suggestions for formative assessment strategies ELO 2 that provide information about learning</p> <p>The formative assessment strategies listed below not only provide opportunities to determine learning prior to instruction, observe learner progress during and after learning, they provide the information needed to inform the next steps of instruction.</p> <p style="text-align: center;">OBSERVATIONS</p> <p>Use the “Reading and Viewing” section of your Observation of Student Learning Journal” to create anecdotal notes, checklists, rubrics, and the results of quizzes etc. (see sample listed in ELO 1)</p> <p>Gathering information through COP C: Conversation O: Observation P: Products</p> <p style="text-align: center;">CONVERSATIONS</p> <p>The Concepts About Print Assessment provides Grade Kindergarten to Grade Two teachers with useful information, gathered through conversation about a book, about how learners view and learn from text. Visit:</p>	<p>Suggestions for inclusive learning strategies for ELO 2</p> <p>NOTES: ELO 2 focusses on the Independent Reading portion of reading instruction. Independent Reading is scheduled every day. Visit the Additional Resources for Teachers section below for information about Reading Instruction in Primary grades reading instruction</p> <p>Ensure the classroom has a wide range of text base or digital reading materials, including books, one page stories, fact sheets on topics of interest, picture books, age appropriate magazines and posters, etc.</p> <p>Begin each Independent Reading Session with a mini lesson that supports the outcomes of this ELO. Use an anchor text that is viewable by all to demonstrate the lesson. The Global Digital Library https://digitallibrary.io/ has a wealth of emergent and early books that serve as anchors for these lessons.</p> <div style="text-align: center;">  </div>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
<p>2.6 participate in opportunities to share favourite texts with peers</p> <p>2.7 re-read, retell and act out selections of familiar stories, poems, and nonfiction texts</p> <p>Select and engage critically, with a range of texts for personal growth</p> <p>2.8 select, with teacher assistance, texts appropriate to their interests and reading progress</p> <p>2.9 select just right texts with assistance and beginning independence</p> <p>2.10 use illustrations in a text to describe and interpret characters, setting, and events</p> <p>2.11 use nonfiction instructions and text features to create models or artistic representations</p>	<p>https://connect.readingandwritingproject.org/file/download?google_drive_document_id=0B3yKjAsMtuECVXFvM1NVZ1BJenc</p>  <p>Teacher – Learner After Reading interview</p> <p>During Independent Reading time, engage 2-3 students each day in a conversation about the text they are reading. Using language familiar to the learner, choose a few of these suggestions to guide this conversation:</p> <p>What is the title of this book? Who is the author? Why did you choose to read this book? Which pictures were special? Tell me about one of those pictures?</p>	<p>Use background knowledge and interests to select books</p> <p><i>Practicing what I've learned about reading (SCO 2.1.2.2, 2.3)</i> Design reading corners or classroom libraries with access paper based and digital written and visual texts of interest to students.</p> <p>Schedule daily opportunities for Independent Reading. (Visit page 25 below for more information) Provide daily demonstrations to Grade One learners about how to:</p> <ul style="list-style-type: none"> - preview and choose books by looking at the cover, title, illustrations, author, illustrator. - reflect on background knowledge - apply their knowledge of Concepts About Print (left right, top to bottom, looking at pictures, identifying known words, etc.) - apply what they are learning about reading and Viewing throughout the year <p>After each demonstration, schedule time for learners to interact with increasing confidence and independence with Emergent and Early texts and respond to their reading with visual, oral, or written responses. As learners read, take time to sit beside 2-5 learners each day and listen to them read (quiet voice) and talk about what they are reading. Provide a brief mini lesson when necessary.</p> <p>Engage critically with a range of texts for pleasure</p> <p><i>Read Around the room (SCO 2.4, 2.5)</i> Create a literate and engaging classroom environment with learner created</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:						
<p>2.12 formulate questions as well as understandings of digital fiction and nonfiction text,</p> <p>2.13 develop an understanding and respect for diversity in text.</p>	<p>What was your favorite part of the book?</p> <p>If you could talk to the author of this book, what you tell would (ask) tell him/her?</p> <p>Did this book make you laugh? cry? worry? smile? cheer? Explain.</p> <p>What connections are there between the book and your life? Explain.</p> <p>What did this book make you wonder about?</p> <p>What was the author’s purpose for writing this book?</p> <p>Do any of the characters remind you of friends, family members, or classmates? Explain.</p> <p>Show me a few words you know really well.</p> <p>Show me a word that you weren’t sure of.</p> <p>As learners’ respond determine if the book was at, below or beyond the learners reading comprehension level. If beyond, revisit lesson about how to choose a just right book for Independent Reading.</p> <p style="text-align: center;">OBSERVATIONS</p> <p>Book Club</p> <p>Observe and make notes about learners in groups of 3, las they engage in a “book club” and review their books. Observe for evidence of understanding or misunderstanding as peers listen and share information or ask questions about the text. Use</p>	<p>or collected wall prints of poems, signs, lyrics, etc. Schedule “Read Around the Room” sessions for small groups of earners to explore and share the texts. Observe learners as they read around the room and engage the learners in conversations about what they are reading that reflect the daily lessons in reading and viewing; for example, the information on the signs, what the song is about, rhyming words in the song, words new to them etc. Learners share their learning with peers or in their “Read Around the Room” diary. Each diary page provides learners with an opportunity to search for words that fall under a specific category; sample pages include:</p> <table border="1" data-bbox="1301 783 2045 1010"> <tr> <td>I read this and I’d like to share it with a friend:</td> </tr> <tr> <td>I’d like to tell a friend about this picture:</td> </tr> <tr> <td>Words that I know:</td> </tr> <tr> <td>Words I’m not sure of:</td> </tr> <tr> <td>Words beginning with the letter _____</td> </tr> <tr> <td>Etc.</td> </tr> </table> <p>Sharing what I read (SCO 2.6,2.7)Provide learners with opportunities to share favourite fiction or nonfiction texts with peers through small group:</p> <ul style="list-style-type: none"> - shared reading (see page 25 below) - oral retelling - drawings - role playing 	I read this and I’d like to share it with a friend:	I’d like to tell a friend about this picture:	Words that I know:	Words I’m not sure of:	Words beginning with the letter _____	Etc.
I read this and I’d like to share it with a friend:								
I’d like to tell a friend about this picture:								
Words that I know:								
Words I’m not sure of:								
Words beginning with the letter _____								
Etc.								

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:								
	<p>these observations to begin the next lesson on reading comprehension, word work, vocabulary, etc.</p> <p style="text-align: center;">PRODUCTS</p> <p>Peer assessment of prior knowledge</p> <p>While the KWL is well known, this updated TWHL version provides small groups of learners reading the same text with more opportunities to think about their before, during and after reading experiences. In groups of two or three, peers ask each other the questions in the TWHL chart below. Learners then combine prior knowledge to develop a shared background knowledge bank. This may be completed orally or in written format.</p> <p>TWHL chart</p> <table border="1" data-bbox="622 948 1218 1294"> <thead> <tr> <th data-bbox="622 948 757 1166">What we think we know</th> <th data-bbox="757 948 878 1166">What we want to know</th> <th data-bbox="878 948 1070 1166">How we will find the information</th> <th data-bbox="1070 948 1218 1166">What we have learned</th> </tr> </thead> <tbody> <tr> <td data-bbox="622 1166 757 1294"></td> <td data-bbox="757 1166 878 1294"></td> <td data-bbox="878 1166 1070 1294"></td> <td data-bbox="1070 1166 1218 1294"></td> </tr> </tbody> </table> <p>Hodgepodgedays.com</p>	What we think we know	What we want to know	How we will find the information	What we have learned					<p>- demonstrating or teaching something learned</p> <p>As learners are working in groups, visit a group and participate in conversations, observing individual learner's participation, choices to share, indications of comprehension, etc.</p> <p style="background-color: #fff9c4; padding: 5px;">Select and engage critically, with a range of texts for personal growth</p> <p><i>Searching for books to become a better reader (SCO 2.9)</i> Model the Five Finger Rule to demonstrate how to choose books for Independent Reading Time or Home Reading by ensuring the book is not too easy, not too hard, but just right. Supply groups of learners with a variety of books that range from very easy to more challenging. Each learner practices the Five Finger Rule https://www.scholastic.com/parents/books-and-reading/raise-a-reader-blog/five-finger-rule.html to determine the book that's just right for them.</p> <div data-bbox="1839 679 2056 863" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>5 FINGER RULE</p> <p><small>What To Do: Pick a book. Open the book to any page. Put one finger up for each word you don't know.</small></p> <p>0-1 Too Easy 1-2 Perfect Choice 3-4 Give It A Try 5+ Too Hard</p>  </div> <p><i>Time to practice what we know! (SCO 2.8)</i> Schedule time for small groups of learners to read to each other as they practice Emergent and Early Level texts with a focus on fluency, expression, and sight word automaticity. Books that learners can read confidently can be sent home for additional practice This provides learners an opportunity to</p>
What we think we know	What we want to know	How we will find the information	What we have learned							

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
		<p>practice at a comfortable level and provides parents and caregivers the opportunity to enjoy their child's progress.</p> <p><i>Pictures and words work together (SCO 2.10,2.11)</i> Use the regularly scheduled Teacher Read Alouds for a Book Walk to demonstrate how to look at pictures in fiction text for additional information that supports the stories. After demonstrating, ask learners to share their ideas about:</p> <ul style="list-style-type: none"> - the characters and their expressions - the setting of a story - how the pictures help make predictions about what will happen next -how the picture can help figure out a difficult word <p>For nonfiction texts, use questions such as:</p> <ul style="list-style-type: none"> -Have you seen what's in these pictures before? -What do you know about these pictures? -What do you think you will learn? <p><i>Is this real or make believe?(SCO 2.12)</i> During Daily Teacher Read Aloud, pause to ask questions that tap into critical thought, such as:</p> <p>Do you think this can really happen? Why? How do you know this information is about something that can /can't or will / won't happen? What else could have happened? Why do you think that? If this didn't happen, then . . . or if this happened, then, . . . What else do you know about (this event, character, etc)?</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
		<p>How did (name of character) feel when . . .? etc. Learners respond with oral, written or illustrated responses.</p> <p>Online reading (SCO 2.12) Set up a simple scavenger hunt for digital text features. Demonstrate and provide time to practice how to preview developmentally appropriate websites by looking at the title, the illustrations, and how to use the tabs on nonfiction sites. Visit page 25 for a range of excellent free digital books suitable for Emergent and Early readers. https://kids.nationalgeographic.com/animals/fish/article/surprising-sharks</p> <p></p> <p> INTEGRATING SUBJECTS: Social Studies <i>Grade One Researchers: Every Grade One class has learners who require additional challenges or alternate entry points to learning. Respond by providing opportunities for learners to think more deeply or gather additional information about the topic. For fiction: encourage readers to read books by the same author and prepare a simple author study. Visit https://www.readingrockets.org/books/authorstudy for information and adapt as needed. For nonfiction, reinforce a Social Studies lesson on “economic decision making” with a class discussion about favourite things. Create a list of favourite things and teach learners how to search (within safe websites) for images of the objects listed. Discuss the difference between a want and a need and learners fill in a chart with the images or words for each category.</i></p> <p> https://thisreadingmama.com/wants-vs-needs-learning-pack/</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:

Additional Resources and Materials

Books available in many OECS Primary Schools:

School libraries: arrange to borrow a wide range of books to establish a classroom library and replace the books with a new set every few weeks. Ensure the classroom library has books representing a range of genres and a range of text difficulty levels. Ask the principal about access to: Hands Across the Seas books which provide schools with excellent books that are written by local and international authors.

Early Learner Programme Student Resources <https://handsacrossthesea.org/resources/>

Free digital texts for readers:

Global Digital Library <https://digitallibrary.io/>

As the teacher projects the story chosen to illustrate a lesson's focus, the text could be read aloud or share read with the class; throughout the reading, the teacher pauses to engage the class in a discussion that highlights the sections of text that focus on the LA lesson. Examples include: pause and predict; how to figure out this new word; connecting the known to the new. etc.

Bloom Library <https://bloomlibrary.org/>

Books are presented in many languages, which include books for hearing impaired and visually impaired children. Some books are well levelled for the early Primary grades and contain authentic language structures rather than phonetically controlled text.

Let's Read Asia Foundation <https://www.letsreadasia.org/>

Another example of a free digital library that provides engaging texts from a variety of genres with an option for read aloud.

Visit Common Sense Media <https://www.commonsensemedia.org/lists/best-books-for-first-graders> for suggestions of books that appeal to Grade One Readers.

Critical Reading and Thought: Build a classroom library by Selecting classroom books based on learner interests. Remind learners to think about questions of Why? What else? How?

Using Community Resources: The community is an especially valuable resource for learning to read. Invite community members to class to read to the learners, wander through the community searching for known words displayed on signs, in newsletters, on storefronts, etc.

Useful Content Knowledge for the Teacher about the Outcome:

Teacher's Personal Professional Development about Literacy Instruction

What is Independent Reading?

The keys to successful independent reading in class include:

1. Student choice from a wide variety of texts that provide opportunities for learners to practice what they've learned about reading at a comfortable level
2. Protected quiet reading time
3. Teacher support
4. Emphasis on the reading process
5. Teacher modeling
6. Community building activities

What is Shared Reading? Visit: <https://myokapi.com/education/literacy-voices/shared-reading-grade-1-first-reading-book-video/>

Questions to guide assessment decisions	How I might answer these questions at the beginning of the school year
What do I need to do?	Obtain an achievement baseline so I can monitor students' progress and assess their growth at the end of the year.
What skills am I trying to assess?	I am trying to assess reading comprehension.
When can I administer the assessment?	I will gather information in the fall and compare the results with assessments given at other times throughout the year.
How much time do I have?	I wish to accomplish this with my whole class during a single class period.
What information will the assessment provide?	I hope to obtain a baseline for growth and determine if students will need additional supports to prepare them for



International Literacy Association: <https://www.literacyworldwide.org/get-resources/position-statements>

Edutopia Topic Index: <https://www.edutopia.org/topic-index>

Assessment

Further information about observing learners is available at: <https://www.scholastic.com/teachers/articles/teaching-content/observing-learners/>

Questions to Guide Assessment Decisions

How do I keep track of learner progress? “Assessment should be taking place constantly. View every conference or small group as an opportunity. Listen to your learners read aloud for a bit, ask comprehension questions, and try to find something to teach based on what you hear. For example, if you ask your learners, “What are you thinking about the character?” and they reply with a particular trait, have them collect these traits across several chapters to see if the character always acts the same way or if there are times when the character surprises them. Ideally, both what you’re looking for and what you’re choosing to teach are informed by the goal you’ve set with the learner, your current unit of study in reading, and your knowledge of text-level complexities.” <https://bit.ly/2MmcOzU>

What is formative Assessment?: The Inclusive Assessment Strategies provide opportunities for formative assessment on learning progress. Teachers gather information through Conversation, Observation and Products (COP). These observations are dated and recorded in the Observation of Student Learning Journal.

What does Primary School Reading Instruction look like?

Create a classroom environment where students are exposed to reading materials of different genres and levels of text difficulty (classroom library with fiction and non-fiction books, magazines etc.).

Often referred to as Readers’ Workshop, the teacher and learners interact with text in the following ways:

- **DAILY: Teacher Read Aloud:** Read a variety of genres (fiction, nonfiction and poetry) that represent learner interests. Include stories, poems and information from all subject areas.
- **DAILY: Interactive Read Aloud:** An opportunity to introduce anchors and anchor experiences to introduce lessons focussed on comprehension, vocabulary, and graphophonic cues.
- Engage learners in **Shared Reading** opportunities (Readers' Theatre, Read Around the Room, etc.) to establish a supportive environment for slightly challenging text, an opportunity to Chime In, and to develop fluency and vocabulary.
- **DAILY:** Schedule small group **Guided Reading** to provide explicit instruction on reading strategies and skills.
- **DAILY:** Schedule **Independent Reading** opportunities for learners to explore developmentally responsive books that provide practice in strategy and skill development.

This instructional model is often referred to as Readers Workshop. For more information, visit

What is an Anchor Text? An anchor text provides learners with an engaging example to engage in a lesson. Use different modes to begin a lesson and reinforce lessons (stories, audio, video, projector, WhatsApp, flashcards, pictures (see Resources Section for information about flashcards).

Are Reading Responses always worksheets? For deeper and more engaging opportunities for learners to demonstrate their understanding of text, provide a range of opportunities for learners to demonstrate their understanding of texts read:

- discuss with a partner
- oral retelling
- drawing
- write in a journal
- role play etc.

What is meant by Background Knowledge? The learning, language and experiences the learner has gathered thus far is the foundation of what the reader brings to new learning.

Background knowledge helps learners make connections between what they know and what they are reading.

Learners' knowledge or experience about a topic or text helps improve comprehension.

Opportunities for Subject Integration:



Language Arts provides a wealth of opportunities for integration among subjects. Suggestions for integration among subjects are embedded throughout the curriculum with this identifying icon:



Effective Language Arts instruction takes advantage of opportunities to braid the strands of Listening and Speaking; Reading and Viewing; and Writing and Representing. Suggestions for braiding the strands are embedded throughout the curriculum with this identifying icon:

Integration of Subjects and Braiding of LA Strands

Dance Lessons: Integrating Reading and *Viewing* with the arts or physical education. Five-ish minute dance lessons.

<https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/media-and-interactives/media/dance/five-ish-minute-dance-lessons/fiveish-minute-dance-lessons/african-dance/>

Digital Citizens: Integrating Language Arts with Social Studies, Meet the Digital Citizens lesson plan for K-2 learners

<https://www.common sense.org/education/meet-the-digital-citizens>

OHPC Language Arts Grade One – READING AND VIEWING

Essential Learning Outcome 3

Introduction to the Subject

Reading and Viewing are meaning-making, problem solving activities that provide opportunities to interact with a wide range of written and visual text for a variety of purposes. Readers learn to integrate a variety of meaning, structure, vocabulary, and word solving strategies and skills as they develop thoughtful and critical understanding and insight into written or visual representations of text.

Strand: Reading and Viewing

Essential Learning Outcome 3

The learner will **interact with understanding and critical thought to a variety of genres and text forms using comprehension strategies, vocabulary, language structures, and graphophonic cues.**

Grade One Expectations for Reading and Viewing

Interact with understanding and critical thought to a wide range of genres and text forms

- Further develop and apply Concepts of Print to engage with Emergent/Early to Early Stage text,
- *Use comprehension strategies* before reading, during reading and after reading to establish the meaning of the passage,
- Respond to reading using oral, visual, hands on or written responses.

Develop vocabulary

- *Notice and respond to new vocabulary in a passage* as an opportunity to learn,
- *Identify an increasing number of words with automaticity so attention is directed to the meaning of the text.*



Recognise and use language structures



- Become more aware of how to use meaningful and fluent phrasing to assist comprehension,
- Develop understanding of meaningful word order in Home Languages and Standard English.


Interact with and meaningfully apply Emergent/Early graphophonic cues


- *Notice and apply some Emergent/Early to Early Stage single and multi-sound symbol relationships to decode unknown words with increasing automaticity,*
- *Begin to notice reading errors and use graphophonic elements meaningfully and structurally to self-correct.*



Specific Curriculum Outcomes:	Inclusive Assessment Strategies:	Inclusive Learning Strategies
<p>By the end of Grade One, learners will be expected to:</p> <p>Interact with understanding and critical thought to a wide range of genres and text forms using comprehension strategies,</p> <p>3.1 Share and discuss texts with peers</p> <p>3.3 Retell the beginning, middle, and end of stories and events using images, drama, models and written summaries, using</p> <p>3.2 Use illustrations, graphics etc. to ask and answer questions, draw conclusions and make inferences, identify details, synthesise main main idea from the details</p> <p>3.4 Use a variety of comprehension strategies to create meaning in poetry, fiction, and nonfiction texts during Independent Reading:</p>	<p>Suggestions for Formative Assessment Strategies for ELO 3 that provide information about learning</p> <p>The formative assessment strategies listed below not only provide opportunities to determine learning prior to instruction, observe learner progress during and after learning, they provide the information needed to inform the next steps of instruction.</p> <p style="text-align: center;">CONVERSATIONS</p> <p>Schedule regular conversations with learners about their reading to determine their interests, their preferences for genre or author and level of confidence. Record anecdotal notes about these conversations in the Observation of Student Learning Journal and use the information as the foundation for determining “what’s next?” lessons for the class, groupings, or individual learners.</p> <p style="text-align: center;">OBSERVATIONS</p>	<p>Suggestions for Inclusive Learning Strategies for ELO 3</p> <p>NOTES: ELOs 3 and 4 focus on instruction that is included in scheduled time for Read Aloud, Shared Reading and Guided Reading. See Additional Resources below for more information. ELO 3 provides teachers with examples of learning strategies specific to comprehension, vocabulary, grammar and phonics (word work) instruction.</p> <p>Interact with understanding and critical thought to a wide range of genres and text forms</p> <p><i>Reading is understanding (SCO 3.4):</i> Throughout the year, choose an anchor text (see Additional Resources for suggestions) to introduce and review comprehension strategies with explicit instruction in each comprehension strategy that includes:</p> <ul style="list-style-type: none"> - a demonstration through a teacher Think Aloud - opportunities to practice the strategy and respond in one of the many ways listed below - opportunities to reflect on and share how they use the comprehension strategy <p>Examples of comprehension strategies are available in resources section and at: https://www.weareteachers.com/first-grade-reading-comprehension/</p>



Specific Curriculum Outcomes:	Inclusive Assessment Strategies:	Inclusive Learning Strategies																												
<ul style="list-style-type: none"> ➤ combine text information with background knowledge and experiences ➤ create visualisations ➤ predict what will happen ➤ make inferences by drawing on their own experiences and clues in the text ➤ ask and answer questions about representations of character, setting and content ➤ identify basic character traits from text and visual contextual clues and critical reflection, ➤ make connections between texts, noticing similarities in characters, events, illustrations, and language, ➤ identify details from text and images ➤ identify main idea <p>3.5 demonstrate understanding through various responses to text:</p> <ul style="list-style-type: none"> ➤ artistic representations (visual arts, dance, etc.) 	<p>Include a September Reading Checklist in the Observation of Student Learning Journal to determine the learner’s understanding of the reading and viewing process thus far.</p> <p style="text-align: center;"><u>Entering Grade One: Emergent Readers, Gathering Information About the Known</u></p> <p style="text-align: center;"><small>At the beginning of Grade One, make note of which of the Emergent reading behaviours and strategies are used.</small></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">The learner</th> <th style="text-align: center;">✓</th> </tr> </thead> <tbody> <tr><td>Hold the book upright with cover forward</td><td></td></tr> <tr><td>Uses the information on the cover (title or images to talk about the story)</td><td></td></tr> <tr><td>Starts reading from the beginning</td><td></td></tr> <tr><td>Reads from left to right</td><td></td></tr> <tr><td>Has voice print match</td><td></td></tr> <tr><td>Uses pictures and illustrations to enhance meaning</td><td></td></tr> <tr><td>Reads Emergent text with fluency</td><td></td></tr> <tr><td>Reads Emergent text with expression</td><td></td></tr> <tr><td>Reads Emergent text with understanding</td><td></td></tr> <tr><td>Notice errors</td><td></td></tr> <tr><td>Discusses the story with peers or teacher</td><td></td></tr> <tr><td> </td><td></td></tr> <tr><td> </td><td></td></tr> </tbody> </table> <p>Administer a Running Record(oral reading record) to all learners at the beginning of the year and at regular intervals throughout the year. Learners who require additional support will participate in a Running Record more frequently. (See Useful Content Section for support)</p>	The learner	✓	Hold the book upright with cover forward		Uses the information on the cover (title or images to talk about the story)		Starts reading from the beginning		Reads from left to right		Has voice print match		Uses pictures and illustrations to enhance meaning		Reads Emergent text with fluency		Reads Emergent text with expression		Reads Emergent text with understanding		Notice errors		Discusses the story with peers or teacher						<p>Many ways to show I understand (SCO 3.4) Provide a range of opportunities for learners to demonstrate their understanding of texts:</p> <ul style="list-style-type: none"> ✓ discuss with a partner ✓ oral retelling ✓ drawing ✓ write in a journal ✓ role play etc. ✓ story elements/story maps ✓ five finger retelling. <div style="text-align: right;">  </div> <div style="text-align: center; margin-top: 20px;">  <p>INTEGRATING SUBJECTS:</p> </div> <p>The learning strategies below provide learners with opportunities to represent and share their learning in all subjects in various ways.</p> <ol style="list-style-type: none"> a) <i>The Arts (meaningful mobiles): Retelling:</i> Learners create a Reading Rope to create and connect images and words to summarise the beginning middle and end of a story. Ropes are shared orally. b) <i>Mathematics (probability) Making predictions.</i> Language arts integrates well mathematical thinking about probability by encouraging learners to reflect on how we make predictions about what will happen next based on events in a story or mathematical patterns. In both subjects,
The learner	✓																													
Hold the book upright with cover forward																														
Uses the information on the cover (title or images to talk about the story)																														
Starts reading from the beginning																														
Reads from left to right																														
Has voice print match																														
Uses pictures and illustrations to enhance meaning																														
Reads Emergent text with fluency																														
Reads Emergent text with expression																														
Reads Emergent text with understanding																														
Notice errors																														
Discusses the story with peers or teacher																														

Specific Curriculum Outcomes:	Inclusive Assessment Strategies:	Inclusive Learning Strategies																														
<p>➤ discussions</p> <p>➤ graphic organisers</p> <p>➤ oral and written responses to questions</p> <p>Develop vocabulary</p> <p>3.6 Continue to make connections between Home Language vocabulary and Standard English vocabulary to the language of the story, poem, song, or visual representations,</p> <p>3.7 Apply known oral vocabulary within familiar language patterns to make meaning from text,</p> <p>3.8 Continue to develop use of context clues to solve unknown vocabulary,</p> <p>3.9 Begin to automatically read and understand sight and some high-frequency words and words of personal interests or significance in a variety of reading contexts</p> <p>3.10 Demonstrate understanding (not definitions) and application of</p>	<div data-bbox="689 300 869 507" style="border: 1px solid black; padding: 5px;"> <p>Running Records are taken to:</p> <ul style="list-style-type: none"> • guide teaching • match readers to appropriate texts • document growth overtime • note strategies used • group and regroup children for instruction </div> <p>Use the results of the Running Record to determine the learner’s instructional reading level (accuracy, fluency and comprehension)</p> <p>Assess use of Language structures with Rasinski’s Fluency Rubric</p> <p>All readers should practice reading fluently (phrasing, intonation, and rate appropriate to the genre). This rubric provides teachers with a simple tool to monitor fluency development. (See Useful Teacher Content section for more information about fluency)</p> <p>NAME _____</p> <table border="1" data-bbox="696 1086 1182 1342"> <thead> <tr> <th colspan="5">FLUENCY RUBRIC</th> </tr> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>Expression and Volume</td> <td>Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.</td> <td>Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.</td> <td>Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.</td> <td>Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.</td> </tr> <tr> <td>Phrasing</td> <td>Reads word-by-word in a monotone voice.</td> <td>Reads in two or three word phrases, not adhering to punctuation, stress and intonation.</td> <td>Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppyness. There is reasonable stress and intonation.</td> <td>Reads with good phrasing, adhering to punctuation, stress and intonation.</td> </tr> <tr> <td>Smoothness</td> <td>Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.</td> <td>Reads with extended pauses or hesitations. The reader has many "rough spots."</td> <td>Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.</td> <td>Reads smoothly with some breaks, but self-corrects with difficult words and/or sentence structures.</td> </tr> <tr> <td>Pace</td> <td>Reads slowly and laboriously.</td> <td>Reads moderately slowly.</td> <td>Reads fast and slow throughout reading.</td> <td>Reads at a conversational pace throughout the reading.</td> </tr> </tbody> </table>	FLUENCY RUBRIC						1	2	3	4	Expression and Volume	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.	Phrasing	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppyness. There is reasonable stress and intonation.	Reads with good phrasing, adhering to punctuation, stress and intonation.	Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/or sentence structures.	Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.	<p>learners think about what might come next, what the best result could be and why, etc.</p> <p>c) <i>Determining importance and sequence</i> Learners create a flip chart to summarise sequence of events (in life cycles (Science) and the predictable schedule of cultural events (Social Studies).</p>  <p>d) <i>Connecting background knowledge to new learning.</i> Create Story Sticks as an alternative to KWL charts for learners to talk about or write about prior knowledge, planning to learn and reflecting on what has been learned (all subjects).</p>  <p>Develop vocabulary</p> <p>What does this mean? (SCO 3.7., 3.8) Before a shared reading activity, alert learners to new vocabulary words that will be found in the text. Assist learners in identifying the words using word identification strategies such as using context clues and illustrations and confirm by decoding, making analogy, looking at root word, chunking etc. Discuss the meaning as used in sentences. New vocabulary can be recorded in subject based personal dictionaries.</p> <p>I know what these words mean (SCO 3.9). Include opportunities to use read written texts (advertisements, flyers, newspaper, etc.) learn about the vocabulary of student interests, community and family funds of knowledge, specific subject area</p>
FLUENCY RUBRIC																																
	1	2	3	4																												
Expression and Volume	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.																												
Phrasing	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppyness. There is reasonable stress and intonation.	Reads with good phrasing, adhering to punctuation, stress and intonation.																												
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/or sentence structures.																												
Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.																												

Specific Curriculum Outcomes:	Inclusive Assessment Strategies:	Inclusive Learning Strategies
<p>synonyms, antonyms, and homophones</p> <p>3.11 Begin to understand how Emergent/Early level prefixes and suffixes change the meaning of words.</p> <p>3.12 Expand vocabulary by noticing and using frequently occurring root words to read inflectional forms (e.g., look, looks, looked, looking)</p> <p>Recognise and use language structures</p> <p>3.13 Develop visualisation strategies to connect words, and phrases of Home Language and Standard English text to meaningful mental images</p> <p>3.14 Demonstrate understanding of how word order in fiction and nonfiction text impacts meaning,</p> <p>3.15 Begin to apply punctuation(full stop, question mark, exclamation mark) and bold print to guide intonation and</p>	<p>http://www.timrasinski.com/presentations/multidimensional-fluency_rubric_4_factors.pdf</p> <p>Use a Phonemic Awareness checklist to monitor student progress at the beginning and throughout the year. For a sample, visit https://www.fullertonsd.org/cms/lib/CA50010905/Centricity/Domain/1993/1st_Grade_Phonemic_Awareness_Assessment_08-16.pdf</p> <p>Note: To ensure equity and relevance of any phonemic awareness assessment, it is very important to substitute unfamiliar words on the this checklist with words familiar to the learner</p> <p>Word Solving Strategies</p> <p>During a Running Record or as learners solve difficult words during their reading, listen for the strategies they use:</p> <ul style="list-style-type: none"> - decoding - looking for picture clues - rereading - reading ahead and going back <p>and make notes about what the learner relies on the most. Use this information as an indication of what the learner has under control and plan lessons to extend the learner’s access to alternate strategies for word solving.</p>	<p>vocabulary and Home Language. Learners prepare a list of words of interest, or create an illustration or a sentence using the word and share with peers.</p> <p> BRAIDING THE STRANDS: Encourage learners to use these words as they participate in the writing process. Using known words provides learners with the confidence to express themselves more fully.</p> <p>Recognise and use language structures</p> <p>Close the Cloze (SCO 3.13) Use the morning message as time for students to learn how to use the meaning of the sentence to fill in missing words and phrases. Make note of opportunities where one response is best and other opportunities where alternate suggestions will also make sense. Discuss why. Example:</p> <p>Create a sentence about the day’s weather and write it on chart paper. Cover one of the words with a piece of paper. Read the sentence as a Shared Reading activity and pause at the piece of paper. Discuss what word(s) would be meaningful in the sentence. Uncover the word.</p> <p>We heard a big clap of thunder and then we were all wet! It was _____ really hard!</p> <p>Extend this activity with more obtuse sentences:</p> <p>We walked down the road and saw a _____. <i>Since there are many possibilities, gradually uncover each letter (or an illustration) that</i></p>

Specific Curriculum Outcomes:	Inclusive Assessment Strategies:	Inclusive Learning Strategies						
<p>expression, change the tone, and for emphasis, etc.</p> <p>3.16 Apply automatic knowledge of known sight words within sentences to develop phrasing, fluency, and expression</p> <p>Interact with and meaningfully apply Emergent/Early graphophonic cues to a variety of genres and text forms</p> <p>3.17 Continue to recognise and meaningfully apply Emergent/Early stage knowledge of letter patterns to decode unfamiliar words.</p> <ul style="list-style-type: none"> ➤ initial and some final and medial consonants ➤ Emergent/Early-stage blends ➤ Emergent/Early-stage digraphs 	<p style="text-align: center;">PRODUCTS</p> <p>Use a single point rubric to review the learner's use of graphic organizers, illustrations, models, etc. as indicators of learner progress. For example:</p> <table border="1" data-bbox="676 587 1196 1098"> <tr> <td data-bbox="676 587 853 767">Requires additional support</td> <td data-bbox="853 587 1025 767">Demonstrates understanding of SCOs</td> <td data-bbox="1025 587 1196 767">Ready to move on</td> </tr> <tr> <td data-bbox="676 767 853 1098">Make note of additional support or alternate approach to move toward progress</td> <td data-bbox="853 767 1025 1098">List SCOs here</td> <td data-bbox="1025 767 1196 1098">Make note of next steps of instruction</td> </tr> </table> <p>Self assessment Vocabulary Knowledge</p> <p>As learners' approach new reading vocabulary, engage them in an active search for what they know and what they</p>	Requires additional support	Demonstrates understanding of SCOs	Ready to move on	Make note of additional support or alternate approach to move toward progress	List SCOs here	Make note of next steps of instruction	<p><i>provides additional information.</i> We walked down the road and saw a p_____.</p> <p>We walked down the road and saw a p_____.</p>  <p style="text-align: right; font-size: small;">bituminous roadways.com</p> <p>As a self check, ask the learners what other sounds would be expected in the word, and uncover to look for confirmation. At this level, it's not essential that the learners know all the letters; dominant consonants and some vowels suffice.</p> <p><i>The clue is in the punctuation (SCO 3.14)</i> Use role playing to demonstrate how an ! or ? impact how a sentence is read. Create body movements of punctuation marks and or emojis to make their purpose come alive. (! = stamping; ? = shoulder shrug, etc.) As learners read in pairs, they may wish to act out the punctuation.</p> <p><i>How does my reading sound?(3.14, 3.15,3.16)</i> During Teacher Read Aloud, demonstrate:</p> <ol style="list-style-type: none"> 1) really fast reading 2) really slow reading 3) very choppy reading 4) fluent reading <p>After each demonstration, ask learners to make a hand movement to show how the reading sounded (a zippy fast movement, a slow movement, a chop/chop/chop movement, a fluid and flowing movement.) After each movement is created,</p>
Requires additional support	Demonstrates understanding of SCOs	Ready to move on						
Make note of additional support or alternate approach to move toward progress	List SCOs here	Make note of next steps of instruction						

Specific Curriculum Outcomes:	Inclusive Assessment Strategies:	Inclusive Learning Strategies
<p>➤ Emergent/Early-stage consonant vowel letters</p> <p>3.18 Apply knowledge of word order, illustrations, text content and initial, final and some medial letter sounds to identify unknown words,</p> <p>3.19 Begin to monitor for errors by cross checking phonics, meaning, and structure clues.</p>	<p>are unsure of. Provide opportunities for learners to self assess based on the following criteria and search for information to increase their vocabulary.</p>  <p>https://expandvocabulary.weebly.com/formative-assessment.html</p> <p>I have no idea of the meaning. 1- I've heard of the word. 2- I've seen the word. 3- I know the word. 4- I can give an example of the word. 5- I can give the definition in my own words.</p> <p>Self Assessment of Reading Fluency</p> <p>Learners record themselves reading an instructional level text, poem or song and listen for their fluency and phrasing. A simple rubric provides a space for each</p>	<p>discuss if the reading was easy or difficult to understand and why. Discuss how fluent reading helps us to understand. Provide learners with texts at their instructional levels to practice fluent reading and use a fluency rubric to make note of progress. Provide feedback to the learner.</p> <p>Interact with and meaningfully apply Emergent/Early graphophonic cues to a variety of genres and text forms</p> <p><i>Using environmental text to learn phonics (SCO 3.17):</i> Connect phonics lessons with vowels from known anchor texts. Choose words from a story, song, poster, etc. as examples of the sounds and sound combinations to be studied. Provide an example, such as: the initial sound of Dominica and initial sound of the locations in the picture. Learners connect the words located in environmental print to an alphabet list. For example:</p>  <p>A Boat C D Dominica</p> <p>NOTE: When using prepared materials for phonics instruction, ensure that all words are familiar to students</p> <p>Meaningful decoding (SCO 3.17,3.18) Use a Think Aloud to demonstrate how to use letter blocks or letter puzzle pieces to</p>

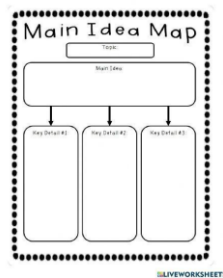
Specific Curriculum Outcomes:	Inclusive Assessment Strategies:	Inclusive Learning Strategies
	<p>learner to note their progress and their goals.</p> <p>MY FLUENCY</p> <p>My reading sounds like a storyteller:</p> <p>Yes Almost Not Yet</p> <p>My voice changes when I read a ?</p> <p>Yes Almost Not Yet</p> <p>My voice changes when I read an !</p> <p>Yes Almost Not Yet</p>	<p>demonstrate how the sounds of letters learned during Speaking and Listening can be connected sounds to individual and combinations of letters. Create small groups of learners and say aloud a familiar word. Observe learners as they work in pairs to match block, to sounds. Begin with simple words and as learners progress, increase the level of difficulty.</p> <p><i>If I know this, I also know . . . (SCO 3.19,3.20)</i> Build a word solving listening center. Include empty cereal boxes, cracker containers, cookie packages, grocery store fliers, etc. Groups of learners search the packaging to find words they know and share with their peers. Learners ask each other, “If you didn’t know that word, how would you figure it out?” Observe or collect learner’s written responses to these conversations and make note of word solving strategies used.</p> <p>  <i>BRAIDING THE STRANDS AND INTEGRATING THE SUBJECTS</i> </p> <p>  <i>Using the words we’re learning (SCO 3.19, 3.20)</i> </p> <p>Learners work in groups to create stories, nonfiction or picture books encountered <i>in all subject areas</i> with pictures using skills taught e.g. book of bl, or oa words.</p>

Additional Resources and Materials

Resources for parents to enhance reading comprehension: <https://www.readingrockets.org/reading-101-guide-parents/first-grade/comprehension-activities-your-first-grader>

What are examples of types of reading comprehension activities for Grade One readers' use? Visit: <https://www.readingrockets.org/reading-101-guide-parents/first-grade/comprehension-activities-your-first-grader>

Graphic Organiser to demonstrate reading comprehension <https://www.hmhco.com/blog/free-graphic-organizer-templates>



Useful Content Knowledge for the Teacher about the Outcome:

Personal Professional Development for the Teacher

What does a first grade read like?

Visit <https://www.youtube.com/watch?v=Hvtu3yeXESs> to view how a first grade reader uses background knowledge, context, structure and decoding to read, monitor and self correct.

What is a Think Aloud?

Think-alouds allow the learners to “see” their teacher’s thinking. As the teacher reads aloud, she/he verbalizes how an error is noticed and corrected; questions they have about the text, what they are learning, etc. Their verbalizations include: describing things they’re doing as they seek to understand, encounter new vocabulary, notice a word error, etc. The Think Aloud serves as an excellent mini-lesson for any subject area.

Running Records (Oral Reading Records) are an essential assessment tool to monitor learning progress in reading. For more information, visit: <https://digital.scholastic.ca/sites/lpcyx-teaching-support/pdfs/additional/programguide/GrK-runningrecords.pdf> or request professional development in how to administer a Running Record.

Sample of a Completed Record
Running Record Sheet

Name: Drenden Date: Oct 9 Book Title (level): Endangered Sea Salmon Number of Running Records: 14

Line	Text	W	MC	U	SI	SC	Other
1	Many fish have become endangered in the last 50 years because of overfishing and changes to their home. Two of these fish are the wild Atlantic salmon and Pacific salmon.						
2	Who has put the Atlantic salmon in danger? Overfishing.						
3	For many years they were caught in large numbers. People soon realized that the Atlantic salmon might disappear forever. They passed laws banning large-scale fishing.						
4	But some countries ignore the laws and still catch Atlantic salmon in large numbers.						
5	Wild Pacific salmon face many threats from people, including overfishing and destruction of rivers and streams.						
Total		50	2	16	222		

Self-corrections are circled first in the error column, then in the self-correction column.

Evaluate the errors that child has made. Which ones are the most serious?

- Did it make sense?
 - Did meaning influence the error?
 - Did the child make a meaningful substitution (e.g., /son for /saw)?
- Did it sound right?
 - Did the child's response still fit the structure (syntax) of the sentence (e.g., the for /of)?
 - Did it look right?
 - Did the child's response show evidence of information gathered from the print (e.g., punctuation)?

Observations:

-good self-correction rate

Add up the runs in the error columns to see which ones the child predominately uses.

Typical errors in a Running Record (miscue analysis):

Correction: A common sign of a competent reader; a correction is a miscue that the learner corrects in order to make sense of the word in the sentence.

Insertion: An insertion is a word(s) added by the child that is not in the text.

Omission: During oral reading, the learner omits a word that changes the meaning of the sentence.

Repetition: The learner repeats a word or portion of the text.

Reversal: A child will reverse the order of the print or the word (from instead of form, etc.).

Substitution: Instead of reading the word in the text, a child substitutes a word that may or may not make sense in the passage.

What Do the Errors / Miscues Tell You?

Insertion: Does the inserted word detract from meaning? If not, it may just mean the reader is making sense but also inserts. The reader may also be reading too fast. If the insertion is something like using finished for the finish, this should be addressed.

Omission: When words are omitted, it may mean weaker visual tracking. Determine if the meaning of the passage is affected or not. If not, omissions can also be the result of not focusing or reading too fast. It may also mean the sight vocabulary is weaker.

Repetition: Lots of repetition may indicate that the text is too difficult. Sometimes readers repeat when they are uncertain and will repeat the word(s) to keep the words coming as they regroup.

Substitutions: Sometimes a child will use a substitution because they don't understand the word being read. Ask, is it a logical substitution? If the substitution does not change the meaning, it is often enough to help the child focus on accuracy, because he/she is reading from meaning, the most important skill.

Components of Reading and Viewing Instruction

Teacher Read Aloud: A systematic method of reading aloud, allows teachers to scaffold children's understanding of the book being read, model strategies for making inferences and explanations, and teach vocabulary and concepts.

Shared Reading: An interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression. Visit <https://myokapi.com/education/literacy-voices/shared-reading-grade-1-first-reading-book-video/> for an excellent example of how Teacher Read Alouds and Shared Reading combine to create an authentic and engaging learning experience for whole class instruction.

Guided reading: The Teacher works with small groups of students who have similar reading needs. The teacher selects and introduces new books carefully chosen to match the instructional levels of students with increasingly challenging levels of difficulty and engages learners in a “next steps” lesson. Learners practice reading with the lesson in mind and complete an oral, written, or visual reading response.

Independent reading: During independent reading, students read on their own for their own purposes. Teachers must be careful that the materials provided are at the students' independent level so that they are not frustrated.

Buddy reading: Buddy reading provides an opportunity for students to support each other while reading. Teachers must demonstrate the process first before students are paired. Reading buddies help each other by decoding unknown words, clarifying misconceptions, and discussing the reading after it has been concluded.

What are the stages of reading development in Grade One?

All Grade One classrooms include a range of readers. The Chart below provides insight into the range of readers in Grade One, usually from Level C to Level F or G.

Characteristics of Readers at Fountas and Pinnell Benchmark Levels

Level A	Level B	Level C	Level D	Level E
<ul style="list-style-type: none"> Just beginning to learn how print works Just beginning to learn the alphabetic principle—the relationship between letters and sounds Learning to use 1-1 matching Learning to follow print from left to right Differentiating between print and pictures Beginning to notice each letter's distinct features Learning some easy, high-frequency words 	<ul style="list-style-type: none"> Recognize and apply repeating language patterns Stronger awareness of left-to-right directionality Stronger awareness of 1-1 matching Learning concept of return sweep (moving from one line of text to the next) Able to distinguish and identify more letters according to their features Developing stronger understanding of the connection between sounds and letters Spanning their core of easy, high-frequency words 	<ul style="list-style-type: none"> Begin to move smoothly across the printed page when reading Begin to use some expression when reading Eyes are taking over the process of matching the spoken word to the printed word (removal of finger tracking) Developing phrasal reading Noticing dialogue and punctuation and reflecting this with the voice Developing a larger core of high-frequency words Consistently monitoring reading and cross-checking one source of information against another; self-correcting 	<ul style="list-style-type: none"> Eyes can track print over two to six lines per page Can process texts with fewer repeating language patterns Voice-print match is smooth and automatic; finger pointing is rarely needed, if ever Notices and uses a range of punctuation and reads dialogue, reflecting the meaning through phrasing Can solve many regular two-syllable words, usually with inflectional endings (-ing) Consistently monitors reading and cross-checks one source of information against another; self-corrects 	<ul style="list-style-type: none"> Flexible enough to process texts with varied placement of print and full range of punctuation Can process texts with fewer repeating language patterns Attend to more subtle ideas and complex stories Solve longer words with inflectional endings Read sentences that carry over 2-3 lines or over two pages Rely much more on the print; pictures are becoming less supportive Left-to-right directionality and voice-print match are automatic Oral reading demonstrates fluency and phrasing with appropriate stress on words Read without finger pointing, bringing in finger only at a point of difficulty Recognize a large number of high-frequency words Easily solve words with regular letter-sound relationships, as well as a few irregular words
Level F	Level G	Level H	Level I	Level J
<ul style="list-style-type: none"> Beginning to build knowledge of the characteristics of different genres of texts Read stretches of both simple and split dialogue Recognize a large number of high-frequency words quickly and automatically Use letter-sound information to take apart simple, regular words as well as some multisyllable words Process and understand text patterns that are particular to written language Beginning to read fiction with more well-developed characters Left-to-right directionality and voice-print match are completely automatic Read without pointing and with appropriate rate, phrasing, intonation, and stress 	<ul style="list-style-type: none"> Able to internalize deeper knowledge of different genres Early reading behaviors now completely automatic Recognize a large number of high-frequency words Able to attend to more complex story lines and ideas Use a range of word-solving strategies (letter-sound information, making connections between words, using word parts) to read unknown words Read texts with some content-specific words Demonstrate appropriate rate, phrasing, intonation, and word stress 	<ul style="list-style-type: none"> Encounter more complex language and vocabulary Read longer, more literary stories Able to process a great deal of dialogue and reflect it through appropriate word stress and phrasing Solve a large number of multisyllable words, plurals, contractions, and possessives Able to read a larger and larger number of high-frequency words Able to think at increasingly deeper levels Solve words with complex spelling patterns Begin to read more new texts silently, in order to achieve efficient and smooth processing 	<ul style="list-style-type: none"> Able to process mostly short texts (eight to sixteen pages); some easy illustrated chapter books Able to sustain attention and memory over longer periods of time Can process longer (ten words or more) and more complex sentences Have large sight-word vocabulary Able to use word-solving strategies for complex spelling patterns, multisyllable words, and words with inflectional endings, plurals, contractions, and possessives Read many texts silently, following text with their eyes and without pointing Oral reading reflects appropriate rate, stress, intonation, phrasing, and pausing 	<ul style="list-style-type: none"> Able to process a variety of texts (short fiction texts, short informational texts, and longer narrative texts that have illustrations and short chapters) Adjust reading strategies as needed to process different genres Process increasingly more complex sentences Have a large, expanding sight-word vocabulary Able to quickly apply word-solving strategies for complex spelling patterns, multisyllable words, and words with inflectional endings, plurals, contractions, and possessives Read silently during independent reading Oral reading reflects appropriate rate, stress, intonation, phrasing, and pausing

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/203042/Characteristics_of_Readers_at_F_P_Levels.pdf

Support for Emergent and Early Readers in Grade One

Dr. J. Brito https://www.nads.org/wp-content/uploads/2018/08/Brio-NADS-Stages-of-Reading-Development-2018_Brito.pdf

Support of Emergent Readers (K-Grade 1)

Supporting Emergent Readers

- Rereading familiar books
- Making personal connections with print and pictures
- Guiding readers through the actions of reading
- Making predictions when reading
- Noticing environmental print

Support for Early Readers (Grade 1-2)

Supporting Early Readers

- Practice sight word recognition
- Encourage word attack strategies
- Activate cueing system (visual, syntax, and meaning)
- Check for comprehension (retelling, describing characters, settings, and important events, and identifying central message from the story)

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/203042/Characteristics_of_Readers_at_F_P_Levels.pdf

What are the stages of phonemic development?



<http://www.mrsjudyaraujo.com/phonemic-awareness-for-early-reading/>

Word Identification Strategies: Visit <https://www.readingrockets.org/article/phonics-and-word-recognition-instruction-early-reading-programs-guidelines-children-reading> for useful information and activities.

Comprehension Strategies: Visit <https://www.wearteachers.com/first-grade-reading-comprehension/> for useful and developmental appropriate learning activities.

Opportunities for Subject Integration:

Language Arts provides a wealth of opportunities for integration among subjects. Suggestions for integration among subjects are embedded throughout the curriculum with the identifying icon:



Effective Language Arts instruction takes advantage of opportunities to braid the strands of Listening and Speaking; Reading and Viewing; and Writing and Representing. Suggestions for braiding the strands are embedded throughout the curriculum with the identifying icon:



- Read texts from different subject areas e.g. during read aloud, shared reading activities
- Create the opportunities for learners to listen to local resource persons talk about their work and then have them read about them e.g. a nurse, policeman
- Provide learners with opportunities for choice of text selection to further their understanding of concepts taught in science or social studies
- Encourage learners to observe and record information through drawing or writing simple sentences e.g. observing the weather and drawing sunny day, rainy day etc. Learners observe a movie or short familiar documentary and record their favourite parts or complete graphic organizer with assistance.
- After a trip outside of the classroom, learners dictate sentences based on experience and teacher records for future reading

Think Alouds may be introduced in Language Arts but are useful formats for mini lessons in any subject area.

OHPC Language Arts Grade One – READING AND VIEWING

Essential Learning Outcome 4

Introduction to the Subject: Reading and Viewing are meaning-making, problem solving activities that provide opportunities to interact with a wide range of written and visual text for a variety of purposes. Readers learn to integrate a variety of meaning, structure, vocabulary, and word solving strategies and skills as they develop thoughtful and critical understanding and insight into written or visual representations of text.

Essential Learning Outcomes: ELO 4: Students will develop their understanding of how an **author’s purpose and style, genre, text form, text features and choice of vocabulary, language,** influence the meaning of text and define the author’s craft.

Grade Level Expectations

Read for pleasure and personal growth

- *reflect on and identify their strengths as readers, areas for improvement and the strategies they found most helpful before, during and after reading.*

Use background knowledge

- become more aware of how to integrate reading with skills in listening, speaking, writing, viewing, and representing to help them make sense of what they read

Interact meaningfully with a wide range of genres and text forms

- read a range of genres within the range of the Transitional to Proficient Stages
- demonstrate an understanding of a variety of literary, graphic and informational texts, using a range of strategies to construct meaning
- engage in character, setting, plot study and critical reflection
- use problem solving strategies such as monitoring, self-correcting and checking independently


Develop vocabulary

- choose nonfiction reading materials for specific purposes and to gather, analyse and use known and new vocabulary in a variety of contexts

Recognise and use language structures

- *recognise a variety of text forms, text features and stylistic elements and demonstrate understanding of how they help communicate meaning. Apply graphophonic elements meaningfully*
- continue to develop and apply their understanding of meaningful word study and form

<p>By the end of Grade One, learners will be expected to:</p> <p>Develop understanding of how author’s purpose and style influence meaning</p> <p>4.1 Begin to become familiar with the style of local and favourite international authors (Eric Carle, Dr. Seuss, Robert Munsch, Bill Martin, Dr. Seuss, Richard Scary, Maurice Sendak, etc.):</p> <ul style="list-style-type: none"> -does the author write fiction or nonfiction? -is the author humorous or serious? -does the author use a lot of words or just a few words -which are do you enjoy reading or listening to? Why? -does the author use unusual words? What’s an example? <p>4.2 Engage with and participate in Shared Reading and Readers Theatre in fiction, nonfiction, and poetry to connect reading with personal and audience engagement.</p> <p>4.3. Develop an understanding of text features such as bold print and font size adds to an author’s style.</p>	<p>Suggestions for Formative Assessment Strategies for ELO 4</p> <p>The formative assessment strategies listed below not only provide opportunities to determine learning prior to instruction, observe learner progress during and after learning, they provide the information needed to inform the next steps of instruction.</p> <p style="text-align: center;">CONVERSATIONS</p> <p>Include learners in large group or small group conversations about favourite titles, formats, authors, genres and topics. As learners share their ideas, make notes in the Observation of Student Learning Journal about each learner’s developing awareness of :</p> <ul style="list-style-type: none"> -genres -author’s style -use of text features to inform, -etc. <p>Use this information to determine most popular genres, authors, etc. and to make decisions about how to enhance understanding of</p>	<p>Suggestions for Inclusive Learning Strategies for ELO 4</p> <p>NOTES: ELOs 3 and 4 focus on instruction that is included in scheduled time for Read Aloud, Shared Reading and Guided Reading. See Additional Resources below for more information. ELO provides teachers with examples of learning strategies specific to author’s purpose and style, which includes genre, text form, text features as well as author’s choice of vocabulary and language.</p> <p>NOTE: See Useful Content for the Teacher section in ELO 2 for a description of Primary School Reading and Viewing instruction</p> <p>Develop understanding of how author’s purpose and style influence meaning</p> <p><i>Time to explore books (SCO 4.1)</i> Expose students to a range of texts, and the work of different authors and illustrators by creating a random collection of books of the same genre; some by the same author, some by different authors. Provide time for learners, working in groups, to note similarities and differences among the books based on criteria such as:</p> <ul style="list-style-type: none"> - The title looks interesting. - The illustrations (pictures) make me want to read this book - I found other books by this author. <p>As learners share their ideas, observe, ask questions, and prompt for further information.</p> <p>Add these books to the Reading Corner of class library for further exploration during Independent Reading or Shared Reading time.</p>
--	--	--

<p>4.4 Ask questions of author’s purpose for writing:</p> <ul style="list-style-type: none"> - Who is the author writing for? - How does the author want you to feel? <p>What does the author want you to know or think about?</p> <p>Develop understanding and recognise use of genres and text features influence meaning</p> <p>4.5 Continue to develop understanding and purpose of fiction, nonfiction, and poetry genres as represented by Emergent and Early Stage:</p> <p>Pictures Poems Stories Fantasy stories, Informational texts</p> <p>4.6 Apply some text features to locate and predict information in text:</p> <ul style="list-style-type: none"> ● title ● table of contents ● illustrations ● labels on diagrams ● back blurb ● numbered steps 	<p>favourites while introducing new genres, authors, etc.</p> <p style="text-align: center;">OBSERVATIONS</p> <p>Gather information about learner understanding about author’s purpose in procedural writing.</p> <p>Provide the learner (or groups of learners) with a set of instructions to assemble a simple block structure to read and follow.</p> <p>Observe learner progress and problem solving strategies as the object is constructed. Record observations in the Observations of Student Learning Journal.</p> <p style="text-align: center;">PRODUCTS</p> <p>Text Features</p> <p>Provide the learner with a book and ask the learner to locate text features and answer questions about the purpose of the text features, such as:</p> <ul style="list-style-type: none"> ✓ Cover ✓ Title ✓ Illustrations 	<p>Selections from these books can also be used as anchors for lessons to introduce the Inclusive Learning Strategies.</p> <p><i>I like this author! (SCO 4.1)</i> Read Aloud several books or stories by the same author to the class or a group. Discuss:</p> <ul style="list-style-type: none"> - if and why the learners enjoyed the author’s work - the words that make “pictures” in their heads” - how they feel when they hear the story (happy, excited, wondering, etc.) . <p> <i>BRAIDING THE STRANDS:</i> As an Interactive Writing lesson, or during Independent Writing, learners search online for author’s contact information and write a letter or email to the author.</p> <p><i>Making the author’s style visible (SCO 4.3)</i> Many children’s authors(Robert Munsch, Eric Carle, etc.) use punctuation, large print and bold print to engage readers in the humorous or exciting style of the story. Display a few lines from a story on a screen or chart paper. Read the text aloud, changing your voice/emotions to suit the punctuation. Explain how the punctuation, large print and bold print is a signal to change how we read text so we understand it better. Share read a few selections to ensure all learners understand. As individual learners practice reading with punctuation, select individual learners to read a short section to you (not the class) and provide feedback. Small groups of students may wish to create a shared reading to demonstrate how these techniques impact the story. The examples below illustrate Robert Munsch’s use of oversized lettering, punctuation, and extended letter use (pleeeeeeease) for impact and effect.</p>
--	---	---

4.7 Read and follow simple written and/or illustrated instructions

4.8 Use text features to support individual and/or small group research on topic of interest

4.9 Search for answers to questions on digital sites

Develop understanding of how vocabulary and language use, influence the meaning and mood of the text

- 4.10 Discuss interesting words that evoke emotions
- 4.11 Create a personal word bank
- 4.12 Develop an understanding that words may have similar meanings
- 4.13 Continue to develop an understanding of how written word order impacts meaning.
- 4.14 Compare texts by same illustrator for similarities in mood (happy, funny, exciting, etc.)
- 4.15 Explore how emoticons, symbols, and shapes are used to convey or enhance meaning

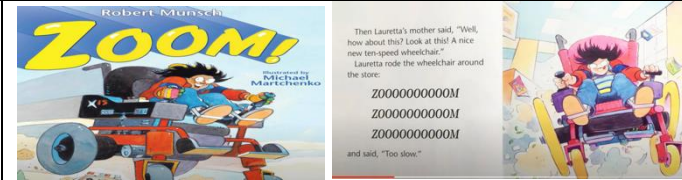
- ✓ Table of Contents
- ✓ Back blurb
- ✓ Numbered steps
- ✓ Labels on diagrams

As text features are located, ask, “How does the information help the reader understand the book?”

Use a checklist to note of the learner’s understanding of the purpose of each feature.

Peer Assessment

Schedule time for learners to Read Around the Room and search for words to define or talk about. Learners create a list of “Words We’ve Learned”. Observe and provide feedback as needed.



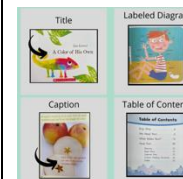
<https://www.youtube.com/watch?v=LBDQyWC--vI>



BRAIDING THE STRANDS: Encourage learners to use these techniques in their own writing.

Develop understanding and recognise use of genres and text features influence meaning

Titles, pictures, and lists help us understand. (SCO 4.6) Choose a variety of nonfiction texts to highlight one or more text features. Discuss the purpose of the text feature. Provide groups of learners with a variety of nonfiction texts and a text feature hunt worksheet to complete. See sample at the suggested link below.

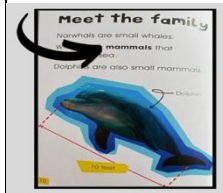


<https://4kinderteachers.com/what-are-text-features/>

I read it and I made it (SCO 4.7) Create a “Maker Space” learning center (see Additional Resources section below) that includes single and interlocking blocks, ingredients for a simple recipe, playdough,

beads, etc. Each week provide a set of instructions for learner to follow and create something. Learners completing the task will show you their work or take a picture for you to review later.

Searching online for information (SCO 4.9) Open a research link such as <https://kids.nationalgeographic.com/animals> and demonstrate how to look



at the images and develop questions. Ask learners to provide additional questions. Demonstrate how to search for answers within the text, illustrations and through background knowledge of peers. Provide opportunities for small groups of learners to explore this site, choose a text,

develop questions and search for answers. Learners in each group share the question and answer sheet they have developed with other groups.



BRAIDING THE STRANDS: During Writing Workshop Encourage learners to write their own set of instructions for their peers to create something new.

Develop understanding of how vocabulary and language use influence the meaning and mood of the text

I say, you say, we say (SCO 4.12, 4.13)

Schedule time for learners to use the computer and/or texts and pictures to explore the culture of different countries. To begin, they search for local phrases/slang in songs, advertisements, etc. (repetition of words for emphasis e.g., ‘good good’, synonyms for words e.g. pipe-faucet, etc.)

The terms and phrases in the local language can be converted to Standard English by providing learners with a Culture Vibes Thesaurus to complete (see below)

Grenadian Examples

Local Term	Alternative
colgate	toothpaste
jook	pierce/stab

Grenadian Examples

Creole	Standard English
Dem boy and dem	Those boys
Wey dey de dey?	Where were they?

After completion, students will be engaged in a gallery walk to comment/read these words and phrases. This project can be worked on throughout the year.

Icon Cloze Passage (SCO 4.17) Create a cloze passage that emphasizes mood words. The mood words will be left out of the passage and replaced with an emoji. The learners will use the icons, along with the text to guess the mood word and reread the passage.

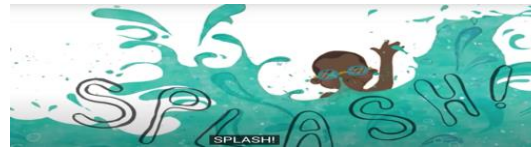
		<p><u>FEELINGS</u></p> <p>How do you feel?</p> <p>Jaden wins a big game. He feels 😊!</p> <p>Aria's kite sticks in the tree. She feels 😞!</p> <p>Josh lost his money. He feels 😡!</p> <p>Maya moves to a new village. She feels 😱!</p> <p>Our feelings are important.</p> <p>How do you feel?</p>
--	--	---

Additional Resources and Materials

Using clues to predict the meaning.

As learners are reading, they demonstrate with meaning.

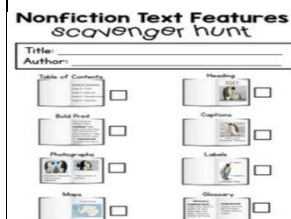
<https://storylineonline.net/books/jabari-jumps/>



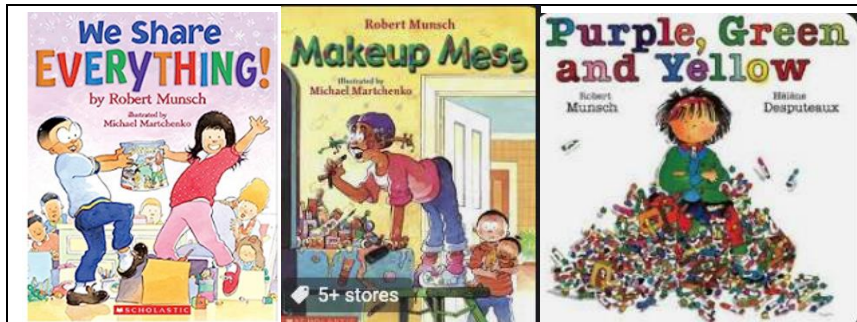
understanding by choosing a new word to illustrate

Independent searches for Text Features

Provide learners with a Scavenger Hunt to search for text features. Once found, learners read the section and discuss with peers how the text feature helped them understand.



Covers reflect author's style Display the covers of an author's book and discuss the images, fonts, colours, etc. Connect the cover to the author's style.



Useful Content Knowledge for the Teacher about the Outcome:

What is meant by Author's Style?

Author's style refers to the unique way a piece of writing is written. It looks at not only what is said but how it is said. Investigating the author's style involves analyzing the writer's distinctive way of communicating ideas. The writer's goal is to deliberately create or convey a specific mood or effect. When looking at an author's style, it is important to look at certain components that set them apart from other authors. These include:

- Using sound devices—zooooooooom, SCREECH! *quiet*
- Choice of words
- Sentence structure, length and variation
- Using dialogue
- Use of local and international culture
- Use of sensory details, figurative language, and other literary devices
- Tone
- Using irony (Not taught in Grade One)

What is meant by the word genre?

Genre refers to the style, form, and content of the text. Types of genres encountered in Grade 1 are pictures, poems, stories, fantasy stories, and informational texts

What are Text Features? Text features provide the reader with additional information about the book or passage. This information helps the reader understand the story better. Examples of text features are illustrations, captions, bold print, index, glossary and chapter headings. Visit <https://4kinderteachers.com/what-are-text-features/> for examples of Kindergarten and Grade One Text features.



What is a Maker Space? Visit <https://www.myteachingcupboard.com/blog/the-benefits-of-a-classroom-maker-space> for information about the purpose and value of maker spaces.

Books to include in classroom maker spaces: <https://www.myteachingcupboard.com/blog/5-picture-books-for-your-classroom-maker-space> Many of these books are available online through YouTube.

Opportunities for Subject integration: Language Arts provides a wealth of opportunities for integration among subjects. Suggestions for integration among subjects are embedded throughout the curriculum with this identifying icon



In addition to the suggestions in the ILS columns, this Sample Planning Template for a curriculum based Integrated Unit of Language Arts and Social Studies may be useful as a guide to begin developing the focus and topics covered in the unit.

Sample Planning Template for Integrated Unit (Language Arts and Social Studies)

THEME: How Did You Make That?		
Subjects		Specific Learning Outcomes
Language Arts (Listening and Speaking)	Essential Learning Outcome: Students will develop their understanding of how an author's purpose and style, <i>genre, text form, text features</i> and choice of vocabulary, language, influence the meaning of text and define the author's craft.	SCOs: 4.5,4.6,4.7,4.8.4.9
Science (Waves: Light and Sound)	Essential Learning Outcome: Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.	Knowledge: Give examples of communicating with sound. Give examples of communicating with light. Skills: Infer certain messages from the type of sound heard. Infer certain messages from the light patterns detected. Create a model of a communication device that uses sound or light or both.

		<p>Participate actively in classroom discussions. Practice new vocabulary in discussions</p> <p>Values: When conducting practical and group work, display sensitivity and offer assistance to peers who may have physical or learning challenges. Participate actively in classroom discussions.</p>
<p>Beginning date: _____ End date: _____</p>		
<p>Culminating project: Learners will invite the principal and learners other grade levels to view their Poster Display of models and labelled diagrams of a light or sound communication device</p>		
<p>Sample Materials to anchor and support lessons:</p> <ul style="list-style-type: none"> - Visit NGSS-Interactive-Read-Alouds.pdf page 11 for sample Teacher Read Alouds that support this integrated unit - Visit https://www.itsalwaysautumn.com/kid-made-drum-set-kazoo-easy-indoor-craft.html for visual and video instructions on how to make a drum and kazoo - Construction materials to create light or sound communication devices (cups, string, combs, tissue paper, flashlights, parchment paper, etc. - Samples of labelled diagrams - Samples of posters including text features such as titles, diagrams, arrows, etc. - Etc. 		
<p>Overview of lessons:</p>		
<p>Language Arts (Reading and Viewing) (Teachers will refer to the SCOs and ILS for ideas to insert 1-2 sentence overview of each proposed Language Arts curriculum based lessons to include in the theme.)</p>	<p>Science (Teachers will refer to the SCOs and ILS for ideas to a 1-2 sentence overview of each proposed Science curriculum based lesson to include in the theme.)</p>	
<p>Overview of formative assessments</p> <p>Conversations: Observations: Products:</p>		

WRITING AND REPRESENTING

OHPC Language Arts Grade One – WRITING AND REPRESENTING

Expected Outcome 5

Introduction to the Subject

Writing and Representing strategies and skills provide opportunities for learners to communicate with their peers and other meaningful audiences within and beyond their community using paper and digital formats. The process of writing includes planning, organizing, revising, refining, and sharing feedback. Throughout this process, ongoing problem solving and critical thinking strategies, applicable to subject areas and to life develop.

Essential Learning Outcome 5

Learners will **generate, gather** and **organize thoughts** to explore, clarify and reflect on ideas, feelings and experiences as they **create a written or representative draft**, independently and collaboratively, for a range of audiences and purposes.

Grade Level Expectations:

Write for pleasure and personal growth

- use the writing process to share ideas with peers
- *identify personal strengths as writers and search for new ways to explore ideas*

Engage in the writing process

- understand that the printed word conveys a message
- *participate in the plan, draft, revise, edit and share cycle*
- use classroom tools and resources to improve writing
- *communicate through a variety of written forms, for various purposes and to a specific audience.*
- *begin to notice and attempt to self correct some errors*
- continue to develop a legible and efficient style of printing
- notices a variety of presentation style elements including print, script, fonts, graphics, and layout


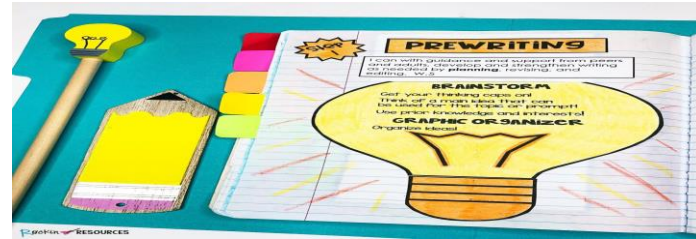
Explore language structures



- use a combination of home language(s) and English to share their ideas in writing
- use symbols, letters, images and words to communicate ideas about objects, pictures and events
- *become aware of how language structure influence meaningful sentences*
- *begin to organize information around a central idea*
- *experiment with writing simple sentences in a variety of genres and formats*

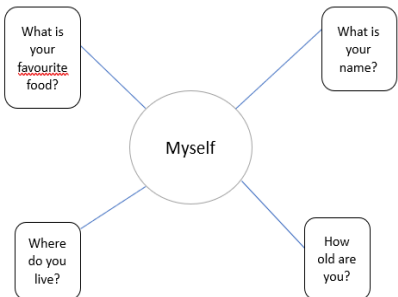
Explore word solving


- focus on spelling words of personal importance
- continue to connect phonological awareness with phonemic information
- spell more high frequency words correctly
- *further develop their use of sound symbol strategies, word structure and word meanings to spell unfamiliar words*



Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
<p>By the end of Grade One, learners will be expected to:</p> <p>Generate and gather thoughts to explore, ideas, feelings and experiences</p> <p>5.1 Begin to develop strategies for the prewriting stages of the writing process</p> <p>5.2 Talk about the ideas they plan to write about; provide learners with prompts that are of interest and relevant</p> <p>5.3 Draft some illustrations to accompany ideas and write thoughts that match the ideas in their drawings</p> <p>5.4 Use role play to assist with brainstorming ideas</p> <p>Use organisational strategies to arrange thoughts to explore,</p>	<p>Suggestions for formative assessments of ELO 5 that provide information about learning</p> <p>The formative assessment strategies listed below not only provide opportunities to determine learning prior to instruction, observe learner progress during and after learning, they provide the information needed to inform the next steps of instruction.</p> <p>The Writing Journal (see ILS column) provides a very useful source of ongoing progress to record in the Observation of Student Learning Journal.</p> <p style="text-align: center;">Assessment Tools</p> <p><i>Formative Writing Rubric</i></p> <p>In Grade One, there is a wide range of writers at varying stages of development. The Northwestern</p>	<p>Suggestions for Inclusive Learning Strategies for ELO 5</p> <p>NOTE:</p> <div data-bbox="1285 507 1899 992" data-label="Image"> </div> <p>ELO 5 focuses on the Prewriting and Drafting stages of the the Writing Process. The suggestions below may be applied to all genres</p> <p>Generate and gather thoughts to explore, ideas, feelings and experiences</p> <p><i>Pre-writing strategies (SCO 5.1, 5.3, 5.4)</i></p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
<p>clarify and reflect on ideas, feelings and experiences</p> <p>5.5 Begin to use simple graphic organizers to brainstorm and plan</p> <p>5.6 Begin to become familiar with the purpose of various genres and how different genres look and sound:</p> <ul style="list-style-type: none"> ✓ narratives, ✓ poetry ✓ expository <p>5.7 Begin to develop strategies for the connecting prewriting to the drafting stages of the writing process</p> <p>Create a written or representative draft</p> <p>5.8 Write to match text to their brainstorm, planning and drawings</p> <p>5.9 Begin to identify the topic, purpose, audience and form for writing</p> <p>5.10 Begin to experiment with creating a draft in different forms e.g.</p>	<p>Illustrated Rubric provides teachers with an excellent resource to monitor progress in each of the Traits of Writing throughout Kindergarten to Grade Two. Visit https://educationnorthwest.org/sites/default/files/gradesK-2-6pt-rubric.pdf for a sample that can be copied and inserted as a reference in the Observation of Student Learning Journal. See the Teacher Content section for a sample page.</p> <p style="text-align: center;">OBSERVATION, CONVERSATION AND PRODUCT</p> <p><i>Purpose of Writing Treasure Hunt</i></p> <p>After the Teacher’s explanation of each purpose for writing, the learners’ understanding of the concept will be assessed -</p> <p>Step 1: Learners gather pieces of writing in and around their school; for example, items on notice boards, signs, murals etc. When possible,</p>	<p>See Teacher Content sections for suggestions of how to manage the prewriting session.</p> <p>Provide each learner with a writer’s notebook to keep track of their brainstorming (planning or prewriting), drafting, revising and editing. Refer to each learner’s writer’s notebook regularly for evidence of progress and areas requiring support. Use this notebook throughout the year with all writing projects.</p>   <p><i>BRAIDING THE STRANDS:</i> As learners begin writing, revisit anchor/mentor texts introduced during Teacher Read Aloud or Shared Reading to provide learners with opportunities to access their background knowledge and build interest for writing. Observe the</p> <p>Bebopbooks.com illustrations in texts and let learners tell how these illustrations aid in their understanding of the texts.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
<p>poems, invitations, excuses, informal letters</p> <p>5.11 Begin to experiment with writing in simple sentences that may include descriptive words or simple transition words (and, but, then etc.).</p> <p>5.12 Begin to organise sentences into paragraphs by writing narratives with two or more appropriately sequenced events and some sense of closure</p> <p>5.13 With assistance, begin to become familiar with the keyboard for individual or shared writing</p> <p>5.14 Work with a partner, in small groups and independently, to create a draft writing in both print and/or digital format</p> <p>5.15 Continue to use role plays to assist with drafting process planning, convey and enhance meaning</p>	<p>learners use their devices to take pictures of the items seen.</p> <p>Step 2: Learners explain the purpose of the piece of writing to their teacher and classmates.</p> <ul style="list-style-type: none"> - As each Treasure Hunt unfolds, the teacher observes, asks questions and provides feedback. - How do you know this is a list? - Why is this list important? - How do you know this is a story? Who do you think will enjoy this story? - How do you know this information is true? - How can this information be used? <p style="text-align: center;">OBSERVATION</p> <p>During the prewriting phase, the teacher observes learners as they gather ideas and records observations. Based on the recorded observations, the teacher asks learners questions to guide their</p>	<p>Have discussions about the audience and purpose (friends, parents, teachers, etc.) for writing with examples e.g. to send a message, to give information, to entertain.</p> <p><i>Appreciation of our Nation:</i> The outdoor community is an excellent source of ideas for writing and representing. Learners are encouraged to go out and make notes about what they see, hear, touch, etc. This is also a wonderful “homework” assignment for whole families to participate in.</p> <p> INTEGRATING THE SUBJECTS Integrate with Social Studies (communities and directions) or Science (sound) Provide each learner with a Writing Notebook. Take the class out and face North. Ask questions that prompt them to use all senses and talk about them:</p> <p>Look up, down, to the right, to the left: What do you see?</p> <p>Focus on listening: What do you hear?</p> <p>Focus on feeling: How does the air feel?</p> <p>Touch the ground; how does it feel? etc.</p> <p>Focus on smelling: Are there any scents in the air?</p> <p>After this observation chat, provide time for learners to make notes to use for their writing. Have discussions about how special each sight described is. Repeat and face South, East and West.</p> <p><i>Starting with a Prompt and a Picture Poster (SCO 5.3)</i>To provide additional support to begin writing, the teacher and learners</p> 

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
<p>5.16 Apply lessons learned about writing to record feelings, thoughts and ideas during Independent or Journal writing time.</p>	<p>oral, visual or written elaboration of ideas.</p> <p style="text-align: center;">Prewriting and Drafting Observation</p> <p>Learners will use the first two steps of the writing process - prewriting and drafting and begin to organise their ideas into sentences and simple paragraphs.</p> <p>The teacher observes the process unfold and provides feedback where needed.</p> <div data-bbox="728 906 1124 1204" style="text-align: center;">  <pre> graph TD A((Myself)) --- B[What is your favourite food?] A --- C[What is your name?] A --- D[Where do you live?] A --- E[How old are you?] </pre> </div>	<p>discuss a writing prompt and learners make a poster with drawings about the person, object or event they will be writing about. Drawing a picture before writing, instead of after writing is a successful strategy to engage writers of all ages.</p> <p>Remember that learners should have choices in writing topics. For example: For a piece of “How To” writing, the learner or a group of learners draws or takes a picture of their choice a topic for a piece of “how to” writing.</p> <p>Brainstorming (SCO 5.4): An important component of prewriting is the Brainstorming process. Learners participate in teacher directed brainstorming activities to generate ideas to write on a selected topic. Learner generated ideas/words about the picture and ideas are recorded.</p> <p>Ask questions to generate ideas about a group of children on an adventure e.g.</p> <ul style="list-style-type: none"> -Where are the children? -Why are they there? -What are they doing? - How are they feeling? -What can you see? -What words can be used to tell about the activity? -What do you think will happen next? <p>NOTE: See the Additional Resources section for sample Brainstorming activities.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
	<p style="text-align: center;">Peer Assessment</p> <p>As a peer assessment, learners work in small groups and use a given picture to create three to five sentences about what is happening in the picture. As the sentences are developed, peers provide each other with feedback about how the ideas connect and the organization of the ideas.</p>	<p>Use organisational strategies to arrange thoughts to explore, clarify and reflect on ideas, feelings and experiences</p> <p><i>Organising the Brainstorm (SCO 5.5)</i> Demonstrate how to interpret the graphic organiser to place ideas in a logical order. For an extensive range of examples of graphic organisers to support brainstorming a wide range of genres, visit: https://www.hmhco.com/blog/free-graphic-organizer-templates</p>  <p>NOTE: Always demonstrate how to complete a graphic organiser before assigning one.</p> <p>Create a written or representative draft</p> <p><i>Drafting (SCO 5.8,5.9)</i> After the prewriting process and brainstorming for ideas, begin the drafting process. Remind the learners that during the drafting process, learners:</p> <ul style="list-style-type: none"> -use their pre-writing ideas -write freely to get ideas on paper - keep focus on writing a rough draft rather than on spelling and grammar. -ensure details are relevant

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
		<p><i>Interactive Writing of a Draft (SCO 5.9, 5.10)</i> Use Interactive Writing to provide differentiated opportunities for learners to contribute a letter, a word, a sentence, punctuation, capitals etc. to demonstrate how to create a draft of a class or group story, poem or nonfiction piece of writing. For a full description of the Interactive Process and an example, visit the Useful Content Knowledge for the Teacher about the Outcome section.</p> <p> <i>INTEGRATING THE SUBJECTS:</i> Use Interactive Writing to create a teacher and class co-constructed summary of what was learned in Mathematics, Science, Social Studies, Art, etc.</p> <p></p> <p>Begin with sentences. Provide a demonstration of how to organize and develop ideas in the brainstorm into a sentence. Begin drafting sentences based on familiar ideas or pictures/objects. e.g.</p> <ul style="list-style-type: none"> ➤ Remind learners of their audience and purpose as they draft . ➤ Remind learners that what they say, can be written down and read by others. ➤ Share with learners that writers can draft many times ➤ Encourage learners when writing sentences to use known words, word walls, class charts and words encountered when reading ➤ Provide support for different levels of writers e.g. use writing

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
		➤ frames, checklists, conferencing.
<p>Additional Resources and Materials</p> <p>What is Interactive Writing? Interactive writing provides the teacher and the learners an opportunity to co-write. As the co-write develops, the teacher engages the students in opportunities to help with word choice, spelling, punctuation, etc. Visit https://www.readingrockets.org/article/interactive-writing for more information about Interactive Writing lessons and resources</p> <p>Share poetry to encourage learners to think about how words and sentences create pictures</p> <p>A Wet Day Dark clouds in the sky Raindrops on my tie Pat, pat, patter Lots and lots of water It is wet and cold I feel shivery and old.</p> <p>Prompts for writing: The most engaging ideas for writing topics (prompts) come from the lived and imagined experienced of learners. If additional ideas are required, visit https://www.journalbuddies.com/grade-1/ and https://www.education.com/worksheet/article/journal-writing-task-cards-1/ for sample prompts for writing</p>		

Opportunities for Subject Integration:



In addition to the suggestions in the ILS columns, this Sample Planning Template for a curriculum based Integrated Unit of Language Arts and Social Studies may be useful as a guide to begin developing the focus and topics covered in the unit.

Sample Planning Template for Integrated Unit (Language Arts and Mathematics)

THEME: Grade One Problem Solvers		
Subjects		Specific Learning Outcomes
Language Arts	Essential Learning Outcome: Learners will generate, gather and organize thoughts to explore, clarify and reflect on ideas, feelings and experiences as they create a written or representative draft, independently and collaboratively, for a range of audiences and purposes.	SCOs: 5.5, 5.6, 5.11, 5.14, 5.15
Mathematics	Essential Learning Outcome: This Integrated Unit may be used with any ELO or SCOs	This Integrated Unit may be used with any ELO or SCOs
Beginning date:		End date:
Culminating project: Learners will plan, draft and revise a class booklet of short vignettes that reflect a real life application of a mathematical concept		
Sample Materials to anchor and support lessons:		
<ul style="list-style-type: none"> - Mathematical manipulatives - Sample stories to model real life mathematical vignettes; for example https://www.countingwithkids.com/early-math/number-stories-joining-separating - Book making materials 		
Overview of lessons:		
Language Arts (Reading and Viewing) (Teachers will refer to the SCOs and ILS for ideas to insert 1-2 sentence overview of each proposed Language Arts curriculum based lessons to include in the theme.)		(Teachers will refer to the SCOs and ILS for ideas to a 1-2 sentence overview of each proposed Mathematics curriculum based lesson to include in the theme.)
Overview of formative assessments		
Conversations: Observations: Products:		

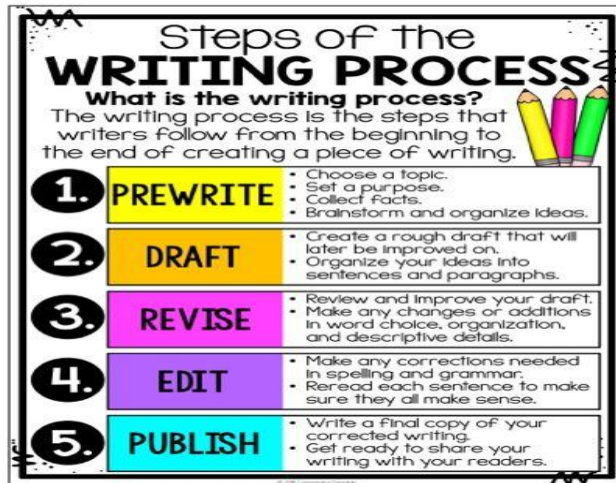
Useful Content Knowledge for the Teacher about the Outcome:

Writing instruction focuses on developing an understanding of the purpose and use of the Traits of Writing, which include Ideas/content, Organization, Voice, Word Choice (vocabulary), Sentence Fluency (grammar), and Conventions (spelling, punctuation, tidiness and presentation)



<http://issliteracy.weebly.com/six-traits-a-guide-for-parents.html>

Writing instruction is organized according to the stages of the writing process:



www.raise-the-bar-reading.com

The Focus of the OHPC Writing ELOs

- **ELO 5:** Brainstorming and Writing the First Draft. Think your ideas out loud or draw them before writing them down so that the thoughts are expressed clearly.
- **ELO 6:** Revising. After completing the first draft, reread it and perhaps share it before revising it.
- **ELO 7:** Editing. Writing the final version using best efforts at spelling and visual presentation.

Personal Professional Development for Teachers: As topics for writing are developed, it is important to ensure that each student has the topic in his/her personal experience. Due to access, cultural and religious differences, it's wise to avoid topics that reflect privilege, celebration of birthdays or religious holidays, and writing about contexts unfamiliar to the learner, unless these topics are being studied as reflections of various cultural celebrations in Social Studies, Science, etc.

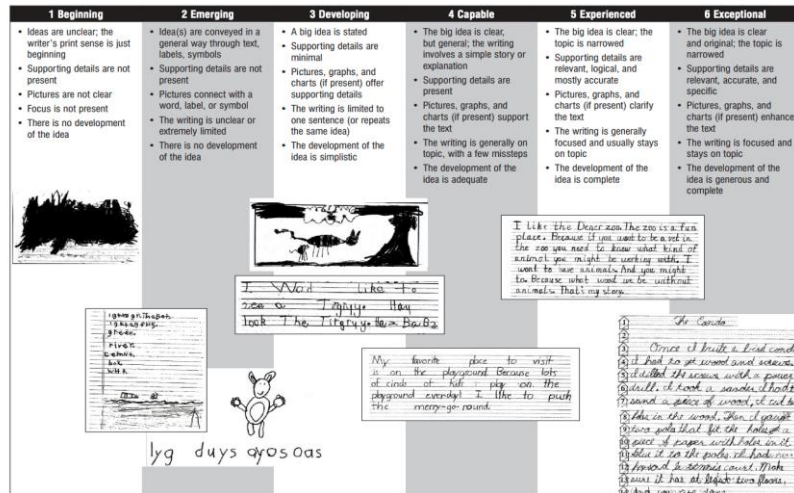
What is Interactive Writing?

Visit <https://eleducation.org/resources/k-2-skills-block-interactive-writing> for a video about Grade One learners engaged in the writing process and <https://www.readingrockets.org/article/interactive-writing> for a description of Interactive Writing.

Northwestern Illustrated Writing Rubric (sample pages) This rubric provides excellent examples of authentic learner writing from the initial stages of lines and scribbles to more complex and accurate representations of writing. A follow up rubric is available for higher grades. The message of this rubric is what the learner has under control at each stage of writing.

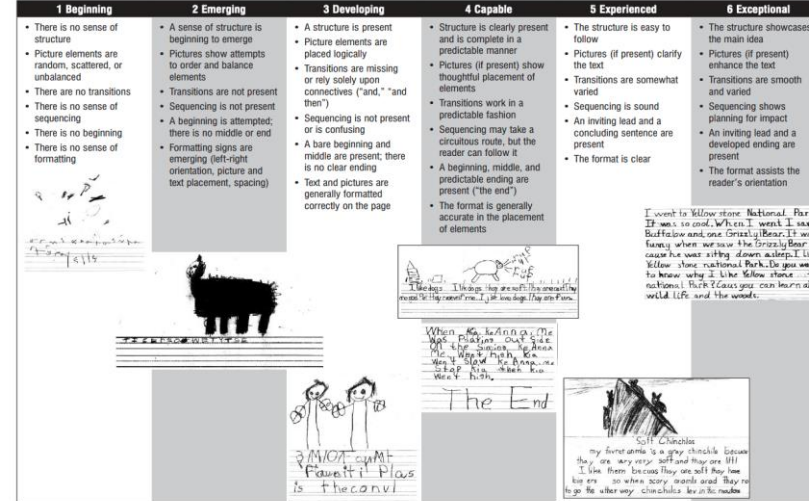
Grades K-2 Traits Rubric for Ideas

1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
<ul style="list-style-type: none"> Ideas are unclear; the writer's print sense is just beginning. Supporting details are not present Pictures are not clear Focus is not present There is no development of the idea 	<ul style="list-style-type: none"> Idea(s) are conveyed in a general way through text, labels, symbols Supporting details are not present Pictures connect with a word, label, or symbol The writing is unclear or extremely limited There is no development of the idea 	<ul style="list-style-type: none"> A big idea is stated Supporting details are minimal Pictures, graphs, and charts (if present) offer supporting details The writing is limited to one sentence (or repeats the same idea) The development of the idea is simplistic 	<ul style="list-style-type: none"> The big idea is clear, but general; the writing involves a simple story or explanation Supporting details are present Pictures, graphs, and charts (if present) support the text The writing is generally on topic, with a few missteps The development of the idea is adequate 	<ul style="list-style-type: none"> The big idea is clear; the topic is narrowed Supporting details are relevant, logical, and mostly accurate Pictures, graphs, and charts (if present) clarify the text The writing is generally focused and usually stays on topic The development of the idea is complete 	<ul style="list-style-type: none"> The big idea is clear and original; the topic is narrowed Supporting details are relevant, accurate, and specific Pictures, graphs, and charts (if present) enhance the text The writing is focused and stays on topic The development of the idea is generous and complete



Grades K-2 Traits Rubric for Organization

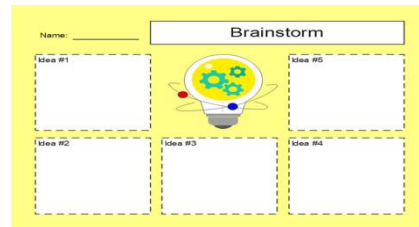
1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
<ul style="list-style-type: none"> There is no sense of structure Picture elements are random, scattered, or unbalanced There are no transitions There is no sense of sequencing There is no beginning There is no sense of formatting 	<ul style="list-style-type: none"> A sense of structure is beginning to emerge Picture elements are placed logically Transitions are not present Sequencing is not present A beginning is attempted; there is no middle or end Formatting signs are emerging (left-right orientation, picture and text placement, spacing) 	<ul style="list-style-type: none"> A structure is present Picture elements are placed logically Transitions are missing or rely solely upon connectives ("and," "and then") Sequencing is not present or is confusing A bare beginning and middle are present; there is no clear ending Text and pictures are generally formatted correctly on the page 	<ul style="list-style-type: none"> Structure is clearly present and is complete in a predictable manner Pictures (if present) show thoughtful placement of elements Transitions work in a predictable fashion Sequencing may take a circuitous route, but the reader can follow it A beginning, middle, and predictable ending are present ("the end") The format is generally accurate in the placement of elements 	<ul style="list-style-type: none"> The structure is easy to follow Pictures (if present) clarify the text Transitions are somewhat varied Sequencing is sound An inviting lead and a concluding sentence are present The format is clear 	<ul style="list-style-type: none"> The structure showcases the main idea Pictures (if present) enhance the text Transitions are smooth and varied Sequencing shows planning for impact An inviting lead and a developed ending are present The format assists the reader's orientation



Prewriting Conversations:

Guide learners to ask questions: Why am I writing? Who am I writing to? What do I want to write about?

Model through "Think Aloud"- how to choose a topic for writing e.g. writing about things of interest, personal experiences, things learners love and know a lot about, favourite characters etc.



Create a list of topics and allow learners to participate in choosing what they would like to write about e.g. myself, pets, family, toys, friends, fruits, animals, familiar pictures, birthday party, when you lost a tooth, when you got a pet, when you got a toy, beach picnic etc.

Model ways to plan for writing activities e.g. brainstorming ideas and representing through webbing, asking questions, making a list ...

Writing about self, teachers ask questions e.g. What is your name? Are you a boy or a girl? Where do you live? What do you like to eat? What do you enjoy doing? Learners can respond orally before writing.

What is a Brainstorming Graphic Organizer? A brainstorming graphic organizer is a visual representation of ideas and concepts that help create new ideas, solve problems, organize information, and communicate with others. Teachers use these graphic organizers to help students improve their writing skills and organize their ideas. It also helps with idea generation and finding creative solutions for complex problems. Professionals use these organizers to plan their research and create presentations. You can also use it to get out of writer's block and develop fresh ideas.

How to use a graphic organizer

-Start with picking a graphic organizer template and edit it with a diagramming software such as EdrawMax Online. Or you can grab a blank paper to get started

-Enter the title or the main idea of your topic.

-Write your ideas and connect with other ideas to come up with something new.

<https://www.edrawmax.com/article/brainstorming-graphic-organizer-examples.html>

Morning Message - pre-writing activity The morning message is simply the plan for the day. The morning message lets students know what is happening each day. It provides them much needed structure and routine and gives them a heads up about changes in schedule or new things happening. The message can also give them some insight into what they will learn that day. And the morning message provides some academic instruction as well. In Grade One, teachers may begin to leave out a word or a sentence and engage the learners in an Interactive Writing experience to figure the spelling, spacing, capitalisation and punctuation.

OHPC Language Arts Grade One – WRITING AND REPRESENTATION

Essential Learning Outcome 6

Introduction to the Subject

Writing and Representing strategies and skills provide opportunities for learners to communicate with their peers and other meaningful audiences within and beyond their community using paper and digital formats. The process of writing includes planning, organizing, revising, refining, and sharing feedback. Throughout this process, ongoing problem solving and critical thinking strategies, applicable to subject areas and to life develop.

Essential Learning Outcome 6: learners will **revise the organization, and language use (vocabulary and grammar)** of drafted writing or representation, collaboratively and independently, for a variety of purposes and audiences.

Grade Level Expectations:

Write for pleasure and personal growth

- use the writing process to share ideas with peers
- *identify personal strengths as writers and search for new ways to explore ideas*

Engage in the writing process

- understand that the printed word conveys a message
- *participate in the plan, draft, revise, edit and share cycle*
- use classroom tools and resources to improve writing
- *communicate through a variety of written forms, for various purposes and to a specific audience.*
- *begin to notice and attempt to self correct some errors*
- continue to develop a legible and efficient style of printing
- notice a variety of presentation style elements including print, script, fonts, graphics and layout

Explore language structures

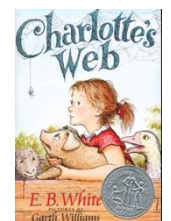
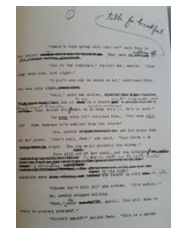
- use a combination of home language(s) and English to share their ideas in writing
- use symbols, letters, images and words to communicate ideas about objects, pictures and events
- *become aware of how language structure influence meaningful sentences*
- *begin to organize information around a central idea*
- *experiment with writing simple sentences in a variety of genres and formats*

Explore word solving

- focus on spelling words of personal importance
- continue to connect phonological awareness with phonemic information
- spell more high frequency words correctly
- *further develop their use of sound symbol strategies, word structure and word meanings to spell unfamiliar words*

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>By the end of Grade One, learners will be expected to:</p> <p>Revise organization styles of drafted writing and representation</p> <p>6.1 engage in teacher assisted and peer collaboration to review the organisation of the written draft through the process of ARMS: Add, Remove, Move, Substitute</p> <p>6.2 revisit brainstorming and illustration and illustration to add details to and/or delete details.</p> <p>6.3 Reread their draft and begin to recognize where they can make changes to better organise the beginning, middle, and end; first, second third, etc.</p>	<p>Suggestions for formative assessment of ELO 6 that provide information about learning</p> <p>The formative assessment strategies listed below not only provide opportunities to determine learning prior to instruction, observe learner progress during and after learning, they provide the information needed to inform the next steps of instruction.</p> <p style="text-align: center;">PRODUCT</p> <p>On demand writing</p> <p>Writing is often a shared experience, so every now and then throughout the term, provide learners with opportunities to demonstrate what they have learned about writing.</p>	<p>Suggestions for Inclusive Learning Strategies for ELO 6</p> <div data-bbox="1272 619 1886 1098" data-label="Image"> </div> <p>www.raisethebarreading.com</p> <p>NOTE: The focus of ELO 6 is on revising the draft developed in ELO 5, using strategies that encourage learners to acknowledge their progress as well as add, remove, move or make substitutions to the</p>

<p>6.4 Experiment with developing writing with a sense of flow</p> <p>6.5 Begin to establish a personal voice in their writing by using pictures and words that convey their attitude or feelings towards the subject or audience</p> <p>Develop language use when revising written drafts (vocabulary)</p> <p>6.5 Begin to extend writing to include vocabulary learned during reading and conversation</p> <p>6.6 Experiment with using multi-sensory words (hearing, smell, taste, etc.) to improve writing</p> <p>6.7 Begin to use comparison words to distinguish one thing from another—size, shape, texture</p> <p>6.8 Become comfortable making decisions about when to include Home Language and/ or Standard English</p>	<p>Learners will choose a topic of their choice or a topic chosen from the topic bundle box. (A box that contains topics written on cards).</p> <p>Learners write about the topic independently. Review the learner’s writing and use a single point rubric to record learner progress. The “got it” column lists the SCO(s) being observed. Place a check and a comment to reflect the learner’s progress. Provide feedback to the learner.</p> <p>Getting there Got it Not yet</p> <p style="text-align: center;">OBSERVATIONS</p> <p>Writing in sequence</p> <p>After a lesson on writing in sequence, the teacher checks in on progress. Learners will work together in pairs to create “How To Books”. Each pair writes 3 to 5 steps on how to perform a specific task/activity then make drawings or use pictures to depict each step. Each pair will create their book. Learners will create books on the following topics:</p> <ul style="list-style-type: none"> - How to get dressed - How to brush your teeth 	<p>Writing Traits of Ideas, Organization, Grammar (Sentence Fluency) and Vocabulary.</p> <p>NOTE: Spelling, punctuation, tidiness and presentation are the focus of ELO 7/</p> <p>Revise organization styles of drafted writing and representation</p> <p>Going from good to better (SCO 6.1) Engage the class in a discussion about how we learn something and then learn more and get better. Compare this process to learning a sport, a game, a baby learning to walk, learning to print, etc. Link the conversation to writing and how the best authors write, make changes, and make more changes. It takes time, thought and help from our peers. This example, taken from E.B. White’s first draft of <i>Charlotte’s Web</i>, https://i0.wp.com/www.themarginalian.org/wp-content/uploads/2013/10/charlottesweb_manuscript3.jpg?w=680&ssl=1 may help to illustrate how even the best authors make lots of changes and the best authors know that it takes a lot of work to write a prize winning book.</p> <p>How do we go from good to better? (SCO 6.1, 6.2) Prepare a simple sample of writing to share. For example: The day was windy. I like the wind. I see the trees in the wind. Read the sample to the learners and engage them in a discussion about a windy day. First, ask the learners to make a picture in their head about a windy day, then share ideas about what happens on a windy day. As they share ideas, jot them down on a chart paper. Once a few ideas are down; work together to recreate the story of the windy day. Compare the new story to the original story and share ideas why it was better:</p> <ul style="list-style-type: none"> - We made a picture in our heads about the windy day.
---	--	--




<p>Develop language use when revising written drafts (grammar and sentence fluency)</p> <p>6.8 Monitor and revise writing to ensure simple but complete sentences are meaningful</p> <p>6.9 Develop more understanding of how and when to use descriptive or action words to extend meaning of draft</p> <p>6.10 apply knowledge of spoken language to know when to use pronouns, plurals, and words indicating position (above, below, under, etc.)</p> <p>6.11 experiment with some variety in first sentences (leads) of writing</p> <p>6.12 demonstrate understanding of the connection between word order and meaningful writing</p> <p>6.13 Begin to use various types of sentences: declarative, question, and exclamation</p> <p>Develop language use when revising written drafts (voice)</p>	<ul style="list-style-type: none"> - How to fold clothes - How to tie your shoelace - How to make your bed <p>As books are written, the teacher observes, makes anecdotal notes and provides feedback.</p> <p style="text-align: center;">Self and Peer Assessment</p> <p>Provide learners with a checklist to review their writing before beginning the revision process. Once complete, learners may wish to share their writing and their self assessment with a peer. Together, revisions to the original writing are made.</p> <p>Checklist includes:</p> <p style="text-align: right;">3 2 1</p> <ul style="list-style-type: none"> - Is my first sentence interesting? - Do I use different types of sentences? - Do I use some interesting words? - Does my writing let the reader “see” what’s happening? - Do the events happen in order? - Etc. 	<ul style="list-style-type: none"> - We wrote the words we spoke - We used ideas from others - We made it better! <p>Provide time for learners to work with a peer(s) to follow this process of revision.</p> <p>Keeping it in order (SCO 6.3) Create a list of scrambled sentences about an activity familiar to the learners (playing football, walking to school, an imagined story sequence, etc.). Discuss how to organise the sentences into a meaningful order. Learners review their draft with a peer and discuss how sentences could be moved to improve the flow of the writing. This serves as a good introduction to the concept of a paragraph.</p> <p>Better writing everyday (SCO 6.3, 6.5, 6.6, 6.7, 6.8) As the revision process unfolds throughout the year, provide and repeat brief mini lessons on the traits of writing listed below. With each mini lesson share examples of personal, student or published writing and engage learners in discussions about how to make changes to improve the writing. Topics for revisions include:</p> <ul style="list-style-type: none"> ➤ Ideas: How do add ideas to give more information OR remove ideas that are repeated or unnecessary? ➤ Organization: How do we make sure the writing starts at the beginning and takes on a path to the end. ➤ Sentence Fluency: Can we add questions? Can we make it exciting with exclamation marks? ➤ Voice: Does my writing sound like the way I talk? ➤ Word choice: Can I use more interesting words to describe what’s happening?
--	--	--

6.14 Use techniques demonstrated by favorite authors (descriptive words, funny words, short sentences, long sentence, asking questions, etc.)

6.16 Use expressive language to elaborate and create interest

After each mini lesson, learners review their drafts. Observe draft revisions for changes, make notes and share feedback with the learner. Visit <https://www.smekenseducation.com/teaching-even-the-youngest-writ/> for lesson plan suggestions and <https://www.geneva304.org/Downloads/six%20traits2.pdf> for lesson plans that include suggested anchor texts.

INTEGRATING SUBJECTS Begin the process of learning to  sequentially organise with images from a storyboard based on a topic from Science (patterns of the moon), or Social Studies (history of family). Mix them up and encourage learners to make suggestions about meaningful order.

Develop language use when revising written drafts (vocabulary)



INTEGRATING THE STRANDS

Better words, better writing (SCO 6.5) Co-create a chart of interesting words that come up when learners are reading or having conversations in all subject areas. Add to the chart throughout the year. Refer learners to this chart when they are looking for new words to better describe the people, places and things in their writing. To provide more engagement, encourage learners to use non-standard examples. For example:

How big is it?	How do I feel?	How fast is it?
Huge	Excited	Slow as a turtle
Teeny weeny	Nervous	Speedy
Ginormous	Giggly	Super-fast

As learners are writing, ask if there's a more exciting, funny, scary word to use and refer them to the chart.

		<p>Develop language use when revising written drafts (grammar and sentence fluency)</p> <p>NOTE: Grade One learners often write as they speak; at this stage, their writing should be acknowledged as personal expression. The learner’s grammar provides a good source of authentic information to create a class thesaurus of different ways to say the same things.</p> <p>Language Use lessons focus on different ways to express ideas, not correct and incorrect ways. As their writing skills develop, learners discover that we write for different audiences and adjust our language use to fit the structure.</p> <p><i>Begin at the beginning (SCO 6.9):</i> Read aloud the first sentence of various familiar stories. Make note of how the author writes the “lead” sentence and provide learners with a list of options to make their writing more interesting at the beginning. Suggestions include:</p> <ul style="list-style-type: none"> - Begin with a time: One day, Last week, When I woke up, etc. - Begin with a question: Did you know? What was that noise? Do you like to _____? - Begin with a one-word exclamation: Wow! Crash! <p>As learners are writing, have conversations about their first sentence and if there are other ways to begin. Learners choose among the possibilities created.</p> <p>Visit https://bit.ly/2DipPbW for examples of how to move from a simple lead to an engaging lead. You may wish to adapt some of these examples to fit the age and context of the learners.</p>
--	--	---

Leads in Narrative Writing

TALKING LEAD

This lead begins with dialogue.

Boring:

There was a bat in our house last summer.

Better:

"Quick, hit the floor," my dad yelled. "Whatever you do, don't look up!" my mother added as I dropped to the floor and hid myself under my bed. It was a terrifying night for my family when we discovered a bat in our house.



SOUND EFFECT LEAD

This lead gets the reader quickly involved in the story by starting with an event or some kind of action.

Boring:

There was a loud storm outside my house last night.

Better:

Smash! The window cracked, the wind howled, and the door flung open. Rain poured in through the screen, drenching the welcome mat inside our house. I will never forget the fierce storm that invaded my house last night.



ACTION LEAD

You can get the reader quickly involved in the story by starting with an exciting event or some kind of action.

Boring:

I was excited for my birthday party.

Better:

I threw on my favorite red dress and scrambled down the stairs as fast as I could. It was my 8th birthday, and I couldn't wait for the party to begin.



SNAPSHOT LEAD

When you paint a picture with words, you draw the reader in.

Boring:

Ice-creaming is my favorite sport.

Better:

It's ten degrees below zero, and the river is frozen a foot thick. It makes snapping sounds like the limbs of a tree cracking. A lone figure glides along the black ice, moving towards the city. The only sound is the scraping of each blade as it bites into the river. That's me, doing my favorite sport, ice-creaming.



QUESTION LEAD

This lead begins by asking an interesting question.

Boring:

In this story I will tell you about playing football with my friends.

Better:

In what sport can you tackle opponents, catch 30-yard touchdown passes in overtime, and sack the quarterback before he can even complete a pass? In football, of course. It's my favorite sport.



FLASHBACK LEAD

This lead takes the reader back to a specific event in the past that relates to the topic.

Boring:

I remember the time when I won the game for my team.

Better:

I could feel the sweat pouring off my body as I watched the seconds tick off the clock. It was as if I was dribbling in slow motion, weaving in and out of the defenders, and heading towards the hoop. As the buzzer sounded, I felt the ball roll off of my finger tips, and I watched anxiously as it spun around the rim for what seemed like an eternity. I finally heard the swish of the net. I had won the game for my team!



BRAIDING THE STRANDS: During Independent Reading, schedule time for learners to search through a variety of fiction and nonfiction books to search for different types of opening sentences (Leads).

Develop language use when revising written drafts (voice)

Who said that? (SCO 6.15)



BRAIDING THE STRANDS

Use suggestions from ELO 4 Teacher Read Aloud to discuss how favourite local authors and international authors, such as Robert Munsch, Bill Martin Jr. and Dr. Seuss write in a way that is very identifiable.

The voice of cartoons (SCO 6.15, 6.16)

Use lessons in the writing trait of voice to celebrate representing various ways of communicating information. Project and play some



paper based or digital comics and cartoons to chat about how an author/illustrator's images are identifiable, how characters speak and why they are enjoyable to watch. Compare the language and grammar

choices of favourite characters with discuss how they are the same and different. *Images from Tayo and Bluey cartoons.*

Author's Chair (SCO 6.16) During Writing Workshop, provide regular Author's Chair sessions for learners *who wish to* share the revised copy with peers. The learner reads fluently and expressively and peers provide comments about what was good and perhaps a suggestion about what could be added or changed. The reader considers these suggestions as revisions evolve. NOTE: If a learner is uncomfortable sharing with peers, the teacher will provide the feedback.



INTEGRATING THE STRANDS: As learners solve problems in Mathematics, they *may* wish to share their writing and representations at a Mathematician's Chair.

Additional Resources and Materials

Include the parents in the writing process. Share <https://youtu.be/pz8682lMF0c> as an example of how to encourage young writers to write their ideas, without an over emphasis on correct spelling.

Support for revising the trait of Organization <https://app.lumi.education/run/ZhnOpC>

Support for revising Vocabulary:

Examples of sensory words include:

smell (burnt, stink, rotten, smoky, fragrant, etc.)

sound (buzzing, humming, roar, hush, etc.)

taste (sweet, salty, sour, spicy, sugary, bitter, etc.)

sight (dim, dark, glowing, glossy, colourful, etc.)

touch (rough, coarse, smooth, hairy, warm, cold, slimy, etc.)

Link to sensory words usage worksheet:

<https://www.education.com/download/worksheet/170727/fill-in-the-sensory-details.pdf>

Each week, assign one of these suggestions for writing at home

<https://www.readingrockets.org/reading-101-guide-parents/first-grade/writing-activities-your-first-grader> For example:

List maker Ask your child to help you make a grocery list or a "to-do" list for weekend chores. Your child can dictate the list as you write, to model the process. Then switch roles and ask your child to write the list as you dictate.

Family stories Ask your child to draw a picture of a family activity and then write a sentence about it below the picture. Encourage your child to say the sentence and write letters to match the sounds in each word. Then have your child read what she wrote. Display the story on the refrigerator or a bulletin board — and celebrate the work!

Bookmaker Turn your child's writing into books! Paste her drawings and writings on pieces of construction paper. For each book, make a cover out of heavier paper or cardboard, and add special art, a title, and her name as author. Punch holes in the pages and cover, and bind the book together with yarn or ribbon.



Field notes Encourage your child to take notes on trips or outings, and to describe what she saw, using all of her senses. This could include a description of a walk outside, a ride in a car or a bus, or other events that lend themselves to note taking.

Message board Hang a family message board in the kitchen and leave notes there for your child. Encourage your child to write a message back and post it to the board.

Label it Young children love to name things! Ask your child to write out labels for the rooms and objects in your house. Don't worry about invented spellings! Help your child safely tape them up for temporary display. See a real-life example in this blog post, [Using but confusing, with laundry](#).

Writing to remember If your child likes a particular song, suggest that she learn the words by writing them down. Also encourage copying favorite poems or quotations from books and plays.

Reader's theater Encourage your child to read her stories out loud. Listen carefully without interrupting, and give her positive feedback about her ideas and her writing!

Make an “I can” book As your child learns to write, she'll also be learning other new skills. Making an “I Can” book will let her practice writing skills and keep track of her other accomplishments. Staple together a bunch of blank sheets of paper to make a book. As your child reaches a new milestone, such as learning to tie her shoes or hit a baseball, she can draw a picture on a new page of the book. Younger kids can then write, “I can tie my shoes.” Older kids can write a few sentences about what they've accomplished.

Useful Content Knowledge for the Teacher about the Outcome

Personal Professional Development for Teachers:

Revision in the Writing Process

By: Fran Lehr



To many students, revision means correction. This article defines revision and suggests ways teachers can encourage their students to truly revise their work.

What does Grade One Writing Look Like? Visit <https://www.readingrockets.org/looking-at-writing/first-grade-writing-sample-1> for a useful overview of the expectations for Grade One writing. An important point to note is that teachers view writing as a developmental process and always review writing from the perspective of what a student has accomplished and what the next steps of learning should be.

What is revision? <http://www.readingrockets.org/article/revision-writing-process> Merely requiring learners to revise or just to spend more time revising will not necessarily produce improved writing (Adams, 1991). Calkins (1986) recommends that learners discuss positive rather than negative aspects of their

writings. Ask them to find bits of their writing—words, lines, passages—which seem essential, and then ask them to explore why these sections are so very significant?

Writing assessment: Teachers often struggle with writing assessment. “Spelling and mechanical errors (found in ELO 7) are obvious to see, and too often become the focus of the assessment. It is important to consider other aspects of the sample and to include the writers themselves in the assessment process. Learners work with a piece of writing, and guide it through four general stages: prewriting, drafting, revising/editing, and publishing.” From: <http://www.readingrockets.org/looking-at-writing>

Opportunities for Subject Integration:



Ideas for subject integration and integration among the strands are embedded throughout the curriculum with icons and explanations. Keep in mind that all subject areas provide valuable sources of vocabulary for writing and text features to experiment with.

OHPC Language Arts Grade One – WRITING AND REPRESENTATION**Essential Learning Outcome 7**

Introduction to the Subject: Writing and Representing strategies and skills provide opportunities for learners to communicate with their peers and other meaningful audiences within and beyond their community using paper and digital formats. The process of writing includes planning, organizing, revising, refining, and sharing feedback. Throughout this process, ongoing problem solving and critical thinking strategies, applicable to subject areas and to life develop.

Essential Learning Outcome 7: learners will use their knowledge of spoken language, written language and writing conventions to **refine the precision** and **enhance the meaning and clarity** of their written work.

Grade Level Expectations:**Write for pleasure and personal growth**

- use the writing process to share ideas with peers
- *identify personal strengths as writers and search for new ways to explore ideas*

Engage in the writing process

- understand that the printed word (print and pictures/illustrations) conveys a message
- *participate in the plan, draft, revise, edit and share cycle*
- use classroom tools and resources to improve writing
- *communicate through a variety of written forms, for various purposes and to a specific audience.*
- *begin to notice and attempt to self correct some errors*
- continue to develop a legible and efficient style of printing
- notices a variety of presentation style elements including print, script, fonts, graphics and layout

Explore language structures

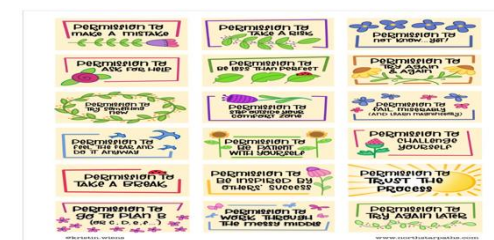
- use a combination of home language(s) and English to share their ideas in writing
- use symbols, letters, images and words to communicate ideas about objects, pictures and events
- *become aware of how language structure influence meaningful sentences*
- *begin to organize information around a central idea*
- *experiment with writing simple sentences in a variety of genres and formats*


Explore word solving

- focus on spelling words of personal importance
- continue to connect phonological awareness with phonemic information
- spell more high frequency words correctly
- *further develop their use of sound symbol strategies, word structure and word meanings to spell unfamiliar words*

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>By the end of Grade One, learners will be expected to:</p> <p>Develop and use traits of good writing to enhance the meaning and clarity of their written work.</p> <p>7.1 Develop increased confidence, and accuracy willingness to try out various strategies (risk taking) to increase spelling and punctuation accuracy, tidiness and presentation</p> <p>7.2 Write from left to right and from top to bottom consistently</p> <p>7.3 Use some conventional spacing</p> <p>7.4 Continue to develop a relaxed hand while writing</p> <p>7.5 Attempt to make letter formation readable by various audiences</p> <p>7.6 Monitor and check high frequency words with the aid of:</p>	<p>When assessing learner progress in ELO 7, remember to look for progress and not perfection.</p> <p>Suggestions for formative assessment of ELO 7 that provide information about learning</p> <p>The formative assessment strategies listed below not only provide opportunities to determine learning prior to instruction, observe learner progress during and after learning, they provide the information needed to inform the next steps of instruction.</p> <p style="text-align: center;">PRODUCTS</p> <p>Spelling tests? It's common knowledge that although learners may do well in spelling tests, they</p>	<p>Suggestions for Inclusive Learning Strategies for ELO 7</p> <div data-bbox="1294 571 1915 1056" data-label="Image"> <p>Steps of the WRITING PROCESS What is the writing process? The writing process is the steps that writers follow from the beginning to the end of creating a piece of writing.</p> <ol style="list-style-type: none"> 1. PREWRITE <ul style="list-style-type: none"> Choose a topic. Set a purpose. Collect facts. Brainstorm and organize ideas. 2. DRAFT <ul style="list-style-type: none"> Create a rough draft that will later be improved on. Organize your ideas into sentences and paragraphs. 3. REVISE <ul style="list-style-type: none"> Review and improve your draft. Make any changes or additions in word choice, organization, and descriptive details. 4. EDIT <ul style="list-style-type: none"> Make any corrections needed in spelling and grammar. Reread each sentence to make sure they all make sense. 5. PUBLISH <ul style="list-style-type: none"> Write a final copy of your corrected writing. Get ready to share your writing with your readers. </div> <p>www.raisethebarreading.com</p> <p>NOTE: The focus of ELO 7 is on Editing and Publishing. The Conventions of writing: spelling, punctuation, tidiness and presentation. Remember that while these conventions are important to share one's writing with clarity, the learning that occurs in ELO 5 and 6, which focuses on the Writing Traits of Ideas, Organisation, Vocabulary (Language Use) and Grammar (Sentence Fluency) provides the essence of the authors' ideas,</p>

<p>- environmental print - word walls - personal dictionaries</p> <p>7.7 Generate temporary and accurate spelling based on phonological strategies such as:</p> <ul style="list-style-type: none"> - using words posted on the word wall and/or in an individual word book. - stretching out sounds or use sound boxes. -developing awareness of sequencing and blending sounds (beginning, middle and ending of a word) - clapping syllables and spelling each syllable separately. -thinking about spelling patterns from known or rhyming words. <p>7.8 Continue to develop spelling of single syllable words by applying knowledge of:</p> <ul style="list-style-type: none"> - beginning and ending consonants - two-letter initial consonant blends - beginning and some ending consonant digraphs - short and long vowel sounds - knowledge of vowel clusters <p>7.9 Become increasingly familiar with predictable letter patterns to spell more accurately:</p> <ul style="list-style-type: none"> - CVC (consonant, vowel, consonant) 	<p>often do not apply that expertise to their daily writing. Researchers agree that it’s time to shift away from a heavy reliance on spelling tests.</p> <p>Try:</p> <ul style="list-style-type: none"> - reviewing daily writing to gather information about the increasing number of words the learner is spelling correctly. - reviewing daily writing to gather information about areas of difficulty. This information informs decisions about next steps in spelling instruction. - shifting from spelling lists of words to providing learners with a few brief sentences on topics of interest to write. Embed words that have been used regularly throughout the week. As students write the sentences, assure them that not all words have to be spelled correctly, they just have to write the letters they know. - Correct the spelling by acknowledging parts of 	<p>thoughts and questions and their desire to engage their audience in a shared experience with those thoughts, ideas and questions.</p> <p>Develop and use traits of good writing to enhance the meaning and clarity of their written work.</p> <p><i>Set the tone for success (SCO 7.1)</i> Encourage learners to always show what they can do and not be afraid to take risks with their editing. As learners edit their writing, have a conversation with a few individuals each day and ask each to point out something in their writing that they are doing well and something they’re not sure of. Provide verbal or written feedback with note that provides an encouraging word.</p> <p>http://northstarpaths.com/visuals/</p> <p>Oops!(SCO 7.7, 7.8, 7.9, 7.10) Include a few spelling errors in the morning messages. As you and they share read the message, tell learners they should look out for spelling errors. Provide learners with an “oops” card. When an error is noticed, the learner holds up the “oops”card. Ask the learner which word has an error and then which letters are correct and incorrect. As a class, decide on how to correct the error and check that the correction is accurate. Demonstrate how to edit the word (draw a line through the word and write the correct spelling above), and check the correction by:</p> <ul style="list-style-type: none"> - rereading and the sentence -looking at the corrected word and asking. “Does this look right now?” -stretching out the word and asking, “Do our sounds match what we know about these letters?”
--	---	--



<p>- CVCC (consonant, vowel, consonant, consonant) -CVVC (consonant, vowel, vowel, consonant) - CVCE (consonant, vowel, consonant, e)</p> <p>7.10 Apply letter and word knowledge strategies during the writing process to monitor (notice errors), edit errors and check for correctness.</p> <p>7.11 Apply sight word knowledge gathered through reading and writing to “try out” different spellings of a word to see which one looks right.</p> <p>7.12 Begin to be aware of digital features such as spell check</p> <p>7.13 Spell commonly used sight words and phonetically regular words with increasing correctness in final copies</p> <p>7.14 Begin to add a few grade-level punctuation conventions: -full stops -question marks -exclamation marks -capitals on names and at the beginning of a sentence.</p>	<p>words or entire words that are correct and then elements that are incorrect. Use the information to plan next steps lessons.</p> <ul style="list-style-type: none"> - Always provide feedback to the learner about what was completed correctly and what they will learn next. <p>Patterns of progress</p> <p>As learners prepare their final draft in writing, make note of the words and letter patterns that cause the most difficulty in the class. Share what you’ve noticed with the class and create a special Wonky Word Wall for these troublesome words. Over time, as you notice certain words are being mastered, make the removal of the word from the Wonky Word Wall.</p> <p style="text-align: center;">OBSERVATION</p> <p>The Phonics checklist (see ELO 3) provides an indication of how learners are developing and applying phonological awareness strategies. Relationships between this progress</p>	<p>-asking, “What is an important part of this word we should remember?” Repeat this activity throughout the year and focus on spelling, spacing, punctuation, capitalisation.</p> <p> INTEGRATING THE SUBJECTS: When introducing vocabulary related to a new topic in Social Studies, Mathematics, Science etc., make an intentional spelling error and think aloud through the noticing and correcting process.</p> <p>Actions help us learn to spell new words (SCO 7.7) When learners study spelling words, they often memorize a sequence of letters and forget the correct spelling once the test is over. Learners often try to memorize a spelling as if it were an arbitrary string of letters string, so, when spellings are understood as pronunciation maps, they are much easier to remember. Demonstrate these steps and provide regular opportunities to practice how playing with letters sounds phonological awareness (ELO1), helps us to spell :</p> <ul style="list-style-type: none"> ➤ Say the word ➤ Stretch the word ➤ Chunk the word ➤ Draw a space for each letter and then fill in the spaces while saying the word ➤ Look at the word and say 3 sentences with the word in it ➤ Write the word <p>Make note of learner progress in spelling and provide feedback.</p> <p>Reading to learn spelling (SCO 7.10, 7.11) During Independent Reading (ELO 2), ask students to write the word(s) and the sentence containing the word they do not know in a notebook.</p>
---	---	---

7.15 Develop hand created or digital presentation styles using various forms of hand or digitally generated:

- illustrations
- titles
- fonts

7.16 Participate in opportunities to share (through in person or digital format) a chosen piece of writing with peers or an invited audience

and accurate spelling should be visible.

Words Their Way Spelling Progress Checklist



<https://bit.ly/2Xe4nMI> provides teachers with detailed insight into student spelling progress throughout the Primary grades.





During Writing Workshop, provide opportunities for individual learners to choose one of these words and share it and the sentence with the class. The class discusses the word and clues as to how to remember the spelling and the meaning. Words can be added to the classroom word wall.

Error checker (SCO 7.10): As a small group activity, provide learners with a set of cards. Each card has a word that correctly spelled and incorrectly spelled. The learner decides which is correct and why. Learners then explore a grade level dictionary, word walls and the spell check function on devices to confirm their choice.



INTEGRATING SUBJECTS: Science (weather vocabulary): Demonstrate how to look at each word and determine which “looks right”. Then check in a dictionary. *Note: Pictures can be deceiving (while these pictures may be obvious to the teacher, some LEARNERS may see the pictures as of heart, lightning, and cloud, so talk about the pictures to ensure learners are searching for the correct word.*

	<p>clowd cloud claud</p>
	<p>storm stern sturm</p>

		<table border="1" data-bbox="1323 193 1998 416"> <tr> <td data-bbox="1323 193 1718 416">  </td> <td data-bbox="1718 193 1998 416"> rane rain rean </td> </tr> </table> <p data-bbox="1227 480 1406 552"><i>Be a spelling</i></p> <p data-bbox="1543 448 1630 536">  </p> <p data-bbox="1653 480 1998 512"><i>detective (SCO 7.10, 7.11, 7.13):</i></p> <p data-bbox="1227 580 2047 691">Grade One is an opportunity to think about spelling in a positive light. Approach spelling lessons as opportunities to problem solve using clues from looking, listening, speaking, reading and writing.</p> <p data-bbox="1227 719 2047 791"><i>How do I teach spelling?</i> Useful, meaningful and context based spelling lessons include:</p> <p data-bbox="1346 804 1720 863" style="text-align: center;">Teaching Spelling in 1st Grade: Simple & Fun Ideas</p> <p data-bbox="1227 874 1883 895"> https://grammar.yourdictionary.com/word-lists/1st-grade-spelling-words.html </p> <p data-bbox="1227 959 2047 1110"><i>The creation of punctuation (SCO 7.14)</i> YouTube has a wide range of lesson suggestions to teach punctuation. To choose the most appropriate for Grade One, choose lessons that ensure punctuation is used in context. Check out</p> <p data-bbox="1227 1123 2047 1342"> https://www.youtube.com/watch?v=x3XWoTGN0OE; this technique not only reinforces punctuation, it teaches learners how to monitor for errors. When videos offer information about a few punctuation marks, such as https://www.youtube.com/watch?v=LdCOswMeXFQ\ , use each as an introduction and follow up with examples from reading and writing experiences. </p>		rane rain rean
	rane rain rean			

Make a book (SCO 7.15): Encourage learners to present their writing in various formats: Search “folding paper to make a book” for a variety of ideas about how to make a book. NOTE: making a book could be used as a prompt for a writing project on writing in sequence.

Online and Paper based options (SCO 7.15): Schedule opportunities for learners to explore a range of paper based and online texts:

- different fonts
- illustrations
- charts
- covers

Take pictures of the examples and co-create a class PPT of the examples. As each mini lesson about presentation is taught, display the slides that provide illustration. After learners create their final draft and presentation style, add pictures of their work to the PPT.

I'm a STAR speller! (SCO 7.16) Share this video with learners and encourage them to create their own short videos using the same format for different spelling patterns, vocabulary related to



topics of interest, etc.

<https://www.youtube.com/watch?v=AwokkKaafU>

Author's Chair (SCO 7.16) Author's Chair provides an excellent opportunity to braid the strands of listening, speaking, reading, viewing, writing and representing. When writing projects are complete, learners may wish to share their work with peers, parents or other classes. Writing can be shared as a Read Aloud or a recording, PPT, etc.

Additional Resources and Materials

The best resource for a learner who is struggling, is a teacher who understands that Grade One is an excellent opportunity to give all learners a sense of “I CAN” do it!” Teachers who provide feedback that begins with an acknowledgement of what a learner has accomplished since the last observation (no matter how minimal) and what the next goal will be, provide learners with the best possible mindset for learning.

Depending on the genre for the writing project, anchors and mentor texts that represent the local community and culture provide opportunities for learners to write in formal and informal language.

Local authors appreciate talking to or receiving letters from young learners who have read the author’s book(s) and written their own.

Useful Content Knowledge for the Teacher about the Outcome:

Personal Professional Development for Teachers: One of the best resources for a teacher is the opportunity to share ideas and learn from school professional learning communities. For example, share this video about learning to spell with teachers (and parents): <https://youtu.be/QZiz12UYFPE>



ELO 7 is focussed on editing spelling, punctuation, tidiness and creating a presentation. This is often referred to as the CUPS process.



EDIT WITH C.U.P.S.

C	U	P	S
CAPITALIZE	UNDERSTANDING	PUNCTUATION	SPELLING SPACES
<ul style="list-style-type: none"> • Beginning of sentence • Proper names • I 	<ul style="list-style-type: none"> • Does my writing make sense? 	<ul style="list-style-type: none"> • Did I use punctuation? • . ? ! * , 	<ul style="list-style-type: none"> • Are my words spelled correctly? • Do I have spaces between my words?

<https://www.teachingexpertise.com/classroom-ideas/writing-process-activity/>

Which words are Grade One learners expected to spell? While there is a great variety in the spelling progress of Grade One learners, the Dolch word pre-primer, primer and grade 1 and grade two provide a developmental overview of expected spelling progress.
<http://printables.atozteacherstuff.com/1103/printable-dolch-word-lists/>