

December 2023



## OHCP Grade Two Language Arts Curriculum

## INTRODUCTION

The design and content of the OHPC Language Arts curriculum provide teachers with opportunities to not only reflect on the best of existing practices, but also opportunities to learn about and implement evidence-based shifts in pedagogy that ensure all learners have the best possible chance to succeed. As with any new curriculum there will be questions. Frequently asked “up front” concerns are addressed below as part of the Introduction which provides an overview of implementation of the Language Arts OHPC.

### I. Frequently Asked Questions

#### 1. *If I were to peek inside a Primary School classroom using the curriculum, what would I see?*

The chart below provides an overview of the wide range of daily learning opportunities included in the Language Arts OHPC.

Examples of Daily Opportunities to Engage in Language Arts Learning		
Listening and Speaking	Reading and Viewing	Writing and Representing
<p><i>Learners have daily opportunities to:</i></p> <ul style="list-style-type: none"> <li>- discuss topics of Learner interest</li> <li>- listen, reflect on and contribute to stories, poems, nonfiction, music, conversations, etc.</li> <li>- participate in lessons that build strategies in listening and speaking</li> <li>- view listening and speaking as a tool to communicate with peers, the community and the world</li> </ul>	<p><i>Learners have daily opportunities to:</i></p> <ul style="list-style-type: none"> <li>- browse through a wide range of paper-based books, magazines, digital texts, etc. on topics of interest</li> <li>- engage in reading throughout the day</li> <li>- interact with engaging texts, lessons and that build reading skills and strategies</li> <li>- share reading with small groups of peers</li> </ul>	<p><i>Learners have daily opportunities to:</i></p> <ul style="list-style-type: none"> <li>- explore formal and informal writing in various genres throughout the day</li> <li>- co-construct or independently write on topics of interest using various genres</li> <li>- apply writing lessons in various genres to demonstrate understanding of organisation, ideas style, form, and conventions</li> <li>- share writing with peers and the community</li> </ul>
<p><b>Throughout the day, Learners receive regular feedback from the teacher about progress made and the next steps of learning.</b></p>		

**2. *Will this curriculum improve the literacy rates for all Learners in OHPC?***

This curriculum reflects the principles and practices of international research about equitable and effective instructional practices that increase learners' levels of engagement and learning success.

**3. *Does instruction designed from this curriculum provide an equitable learning experience for all Learners?***

Yes. Suggestions to differentiate instruction for Learners who excel, Learner who make average progress and Learners who struggle are provided.

**4. *Does this curriculum recognise and celebrate on the culture and context of OECS?***

Yes. Teachers will find local images, stories, songs, poetry to use as anchors or prompts throughout the curriculum. Home and community languages and knowledge are valued as foundational building blocks to learning and ensure the culture and context of OHPC are visible, valued and preserved.

**5. *How do the strands of Language Arts connect?***

While Speaking and Listening, Reading and Viewing, Writing and Representing are presented as different strands, teachers know that learning about one strand supports learning about other strands. Strands may be taught independently or integrated with other strands in Language Arts AND among the other strands.

**6. *Does the curriculum provide opportunities to integrate Language Arts with other subject areas?***

Yes. The use of local, national, and international images, nonfiction, poetic, visual and lyrical texts provide anchors to connect Language arts learning with the content of all other subject areas. For example:

a) The leaf of a flamboyant tree can be used as an anchor to teach descriptive language (Language Arts), plant study (Science), symmetry (Mathematics and Art) and food study (Health & Wellbeing).

b) A science experiment focussed on the states of matter can be used as an anchor for interpreting cyclical diagrams (Mathematics), descriptive language in Language Arts and representing the states of matter in artistic formats (the Arts).

## II. Creating Welcoming, Learner Responsive and Engaging Classroom Spaces for Language Arts Learning

Responsive classrooms provide opportunities and learning spaces for learners to work in small groups or individually, etc. Every classroom should be a space that invites learning. This includes:

- a classroom library with books, magazines, pamphlets, etc. of all genres
- walls with Learner and teacher generated poems, stories, schedules, and reference information (Word Wall, What We've Learned, Classroom Rules, etc.) written in large font for ease of viewing throughout the room
- a space for multi-subject exploration (realia table, writing table, science space, math manipulatives, etc.)
- learning centers that invite Learners to explore writing, reading, listening and technology.
- Opportunities to use the school outdoor space and community as learning spaces

### III. Using Formative Assessment as an Opportunity to Observe Learner Learning

There are many opportunities to observe learners learning, to assign tasks for Learners to demonstrate learning, and to provide feedback to Learners. The OHPC provide teachers with a wide range of formative assessment strategies to inform these observations, such as grade level rubrics and checklists, graphic organizers, opportunities for visual, oral, and written displays of learning and quizzes. Suggestions for self-assessments encourage learners to monitor their work and use fix up strategies as needed. Suggestions for peer assessments provide opportunities for peer collaboration about the focus of learning and not on judging a peer's learning.

An important part of teacher observations of learning is feedback: sharing information about what has been accomplished and how these accomplishments provide the foundation for the next steps of their learning.

## Essential Learning Outcome One

### Introduction to the Subject

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 and celebration of culture and of oral languages**.

### Grade Two Expectations for Speaking and Listening

#### For pleasure and personal growth

- Listen to music, stories, information, conversation, and environmental sounds for personal enjoyment.
- Demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories, and information sharing.
- Begin to be aware of how purposeful oral language provides a receptive or expressive venue for sharing emotions.

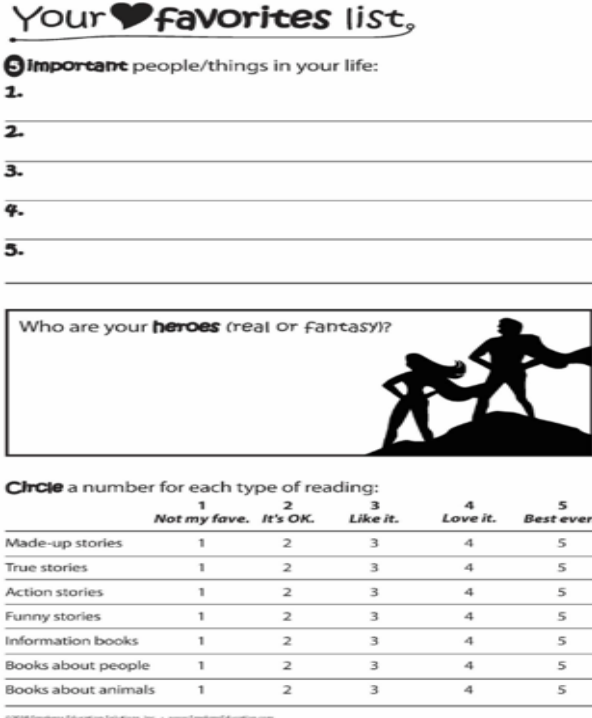


#### To form and foster relationships

- Listen to identify emotional tone and respond with empathy.
- Explain their own views, consider, and respond respectfully to the views of others and take part in frequent small group and class discussions.
- Appreciate the diversity of their Home Language(s) and Standard English.



#### To develop and serve as cognitive tools for engaging in and sharing learning

- Continue to observe and practice using tone, fluency, intonation, impact, meaning, and mood.
- Begin to apply listening comprehension strategies enhance understanding of fiction and nonfiction oral language experiences.
- Develop questioning skills that go beyond the literal level.
- Make simple comparisons and contrasts.
- Further develop oral language vocabularies in all subject areas.
- Further develop understanding of the purpose and authentic use of grammatically structured sentences.
- Continue to develop their understanding of oral word analysis skills.
- Demonstrate understanding by providing a summary of an oral presentation.
- Continue to develop oral fluency and meaningful phrasing.
- Further develop how to maintain focus and order while sharing information.
- Apply lessons in phonological awareness to make predictions about meaningful manipulation of phonemes.
- Develop an understanding of when and why either Home Language(s) or Standard English is appropriate for presentations and discussions.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Suggested Learning Strategies
<p><b>The learner will speak and listen:</b></p> <p><b>For pleasure, personal growth</b></p> <p>1.1 Engage with various genres of music, oral poetry, and oral stories for pleasure.</p> <p>1.2 Offer thoughts and opinions on the meaning and mood of music, stories, and poetry.</p> <p>1.3 Sustain one-to-one conversations and contribute to small and large group interactions with peers.</p> <p>1.4 Continue to develop comfort while engaging in interactions with adults.</p> <p>1.5 Describe a personal experience in sequential order.</p> <p>1.6 Continue to develop</p>	<p><b>Establishing Record Keeping for Teacher Observation of Learning</b></p> <p>Before classes begin, create an electronic or hard copy <b>Observation of Student Learning Journal</b> to record brief, dated comments about learner progress thus far and to determine next steps for instruction.</p> <p><b>Gathering information through Teacher Conversation</b></p> <p><b>Observation and Products</b></p> <p style="text-align: center;"><b>CONVERSATIONS:</b></p> <p><b>Learner Interest Inventory</b></p> <p>Early in the year and throughout the year, have a conversation with learners about their interests. Use this information to make choices for all strands of language Arts, such as Teacher Read Aloud, areas of research, topics for conversation, books for independent reading, topics for writing projects, etc. The sample below should be adapted for the ages and stages of the classroom.</p>	<p><b>NOTE:</b> Learning and Assessment go hand in hand. As learners are engaged in the learning strategies listed below, observe, and listen as learners engage in conversations, movement, the creation of products and share ideas. Record observations in the Observation of learner Learning Journal.</p> <p>The Inclusive Learning Strategies below provide some suggestions; additional support and resources are found below these columns in the Teacher Content and Additional Resources sections.</p> <p><b>The learner will speak and listen: for pleasure, personal growth,</b></p> <p><i><b>Tell me a story (SCO 1.1, 1.2, 1.4, 1.5)</b></i> Celebrate a culture of classroom story telling. Share a story of a community event in your life with the class and engage the class in a discussion about the event. Encourage learners to share stories about community in their lives or a story they have learned from their parents or grandparents.</p> <p>After the story sharing, the storyteller asks learners questions to engage learners in discussion:</p> <ul style="list-style-type: none"> <li>- Did you like the story? Why/why not?</li> <li>-Which characters in the story reminded you of people you know?</li> <li>-Have you ever heard this story before or one which was similar to this one? If so, share your story with us.</li> <li>-If you had to change the ending (or beginning) of the story, how would you?</li> </ul>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Suggested Learning Strategies
<p>vocabulary that reflects interests as well as application of synonyms, antonyms, and descriptive words to build more complex sentences.</p> <p>1.7 Use some transition words to connect phrases.</p> <p>1.8 Respond to and give instructions that involve 3-4 steps.</p> <p>1.9 Demonstrate application of oral comprehension strategies such as:</p> <ul style="list-style-type: none"> <li>- visualising</li> <li>- predicting</li> <li>- connecting</li> <li>- analysis</li> <li>- synthesising</li> <li>- determining importance</li> </ul> <p><b>To form and foster relationships</b></p>	<p><a href="https://www.smekenseducation.com/interest-inventories-for-your-r/">https://www.smekenseducation.com/interest-inventories-for-your-r/</a></p>  <p><b>Questioning:</b> After an anchor activity to introduce a lesson, ask individual learners or groups of learners' questions that focus on understanding at a literal level and beyond. (See the Additional Resources section for</p>	<p>-What lessons can we learn from this story? etc.</p> <p> <b>Integration - Social Studies</b></p> <p>This activity integrates well with the Social Studies outcome where learners are required to give examples of local folktales and illustrate how these serve as expressions of culture.</p> <p> <b>BRAIDING THE STRANDS:</b> Learners write simple versions of the stories that they shared or listened to for composition writing.</p> <p><b>Please Read to Me!: (SCO 1.1, 1.2, 1.9, 1.10)</b></p> <p>Schedule Teacher Read Alouds every day. Before reading a story aloud to learners, introduce the title and author of the text. Provide a one sentence overview of the story and do a picture walk through the text. Then Read the story, pausing every now and then to ask questions to develop learners' listening comprehension strategies, such as predicting, visualising, analysing, etc.</p> <p>Predicting: What do you think will happen next? Why do you think this?</p>



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Suggested Learning Strategies
<p>1.10 Describe, share, and discuss thoughts, feelings, and experiences.</p> <p>1.11 Ask and respond to questions to clarify information and to explore possibilities or solutions to problems.</p> <p>1.12 Consider others' ideas and ask/ respond to questions to clarify information and to explore possibilities or solutions to problems.</p> <p>1.13 Recognize some examples of unfair and hurtful vocabulary, and begin to make vocabulary choices that affirm rather than hurt people.</p> <p>1.14 Experiment with the impact of intonation, expression, and tone while communicating ideas and feelings in small- and whole</p>	<p>suggestions about questions that develop critical thinking.) As learners respond, observe:</p> <ul style="list-style-type: none"> <li>● learner's choice of spoken language</li> <li>● learner's comfort switching from home language to Standard English</li> <li>● understanding of how we "share" a conversation</li> <li>● empathy for peers</li> <li>● comfort level asking questions</li> <li>● oral responses to literal W4 + H questions, such as: Who? What? When? Where? How?</li> <li>● oral responses to questions to demonstrate deeper understanding, such as: Why, What if? How do you know? etc.</li> <li>● use the correct word order to create a question.</li> </ul> <p><b>Opposites/Synonym Chant</b></p> <p>Draw a hopscotch box then write words in each box. Place an object on a word. As you read the word in each box aloud, ask the class / a group / a learner to give an opposite or synonym (depending on the concept the teacher has taught and wishes to reinforce) for the word in the box. When the answer is correct, the class / group / learner "hops" to the next box. Make note of learners' understanding of the concept focussed on.</p>	<p>Visualising? As I read the next section, listen carefully and make a picture in your head about what is happening. I'll ask some of you to share your "in your head" pictures. Analysis: What three things do you know about this (Character, event, etc.?)</p> <p>See Additional resources for more information about the comprehension strategies.</p>  <p> <b>BRAIDING THE STRANDS:</b> Teacher Read Alouds braid listening and speaking with reading and viewing. Note: Books chosen for Teacher Read Alouds should reflect learner interests ( See Learner Inventory in the IAS column).</p> <p><b>Listening to the words ( SCO 1.6, 1.7)</b> Introduce vocabulary lessons in authentic ways by pausing during a Teacher Read Aloud. As you read, pause and discuss a word that provides an example of an upcoming vocabulary lesson. For example, when reading about an enormous elephant, pause at the word <i>enormous</i>, discuss the meaning and other ways of expressing the meaning. Repeat this a few other times with other words. Later,</p>



group situations.

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

1.15 Begin to make vocabulary choices that affirm sensitivity to the personal ideas, cultural contexts, and experiences of others.

1.16 Use social conventions, in range of conversations and cooperative play situations, (turn taking, politeness, when to speak, and when to listen) in multiple cultural contexts.

1.17 Use different forms (Home Language, Standard English) of language dependent upon audience and purpose.

1.18 Recognize that volume

Adaptation for developing vocabulary: After completing a



during a lesson about synonyms, refer to the discussion about *enormous*, etc. and connect the discussion to the use of the word synonym. Repeat this lesson with antonyms.




**BRAIDING THE STRANDS:** Many of the learning strategies in Speaking and Listening can be braided with other strands in Language Arts. During a writing activity, encourage learners to think about the synonyms that were discussed in the Teacher Read Aloud.


**Class chats: (SCO 1.3)** Schedule short “Class Chats” throughout the day on topics chosen from the Learner Interest Inventory (see IAS column). While not every child will participate every day, ensure that every child has an opportunity to contribute in some way several times a week.






**INTEGRATING THE SUBJECTS:** Use topics from other subjects, learner interest, school or community events, etc. as topics for the conversation. Encourage learners who are reluctant to contribute with prompts such as, “(Name of Learner), give a thumbs up if you agree or a thumbs down if you don’t.” As learners engage in chats, make notes about their progress in oral communication in the Observation of learner Journal.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Suggested Learning Strategies
<p>of voice needs to be adjusted according to situation XC.</p> <p>1.19 Continue to develop monitoring and self correction of oral language use.</p> <p>1.20 Develop automaticity with the meaningful application of phonological awareness in oral expression of</p> <ul style="list-style-type: none"> <li>- rhyming</li> <li>- onset and rime</li> <li>- segmenting</li> <li>- blending</li> <li>- beats in a word (syllables)</li> </ul>	<p>unit on synonyms and antonyms , etc. the teacher will read each pair of words and learners will indicate if the meanings are similar or opposite and explain why. As a follow up to demonstrate depth of understanding, ask some learner(s) to think of another word that is either similar or opposite.</p> <p>To expand this activity beyond the spoken word, images may replace the words.</p> <p>E.g.: Hot / Cold = opposites. Why? What’s another word for Hot? What’s another word for cold?</p> <p>End / finish = synonyms. Why? What’s another word for end? What’s another word for finish?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid blue; border-radius: 50%; padding: 5px; text-align: center;">Hot Cold</div> <div style="border: 1px solid blue; border-radius: 50%; padding: 5px; text-align: center;">Big Large</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="border: 1px solid blue; border-radius: 50%; padding: 5px; text-align: center;">Couple Two</div> <div style="border: 1px solid blue; border-radius: 50%; padding: 5px; text-align: center;">Ugly Beautiful</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="border: 1px solid blue; border-radius: 50%; padding: 5px; text-align: center;">Wrong Correct</div> <div style="border: 1px solid blue; border-radius: 50%; padding: 5px; text-align: center;">Also Too</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="border: 1px solid blue; border-radius: 50%; padding: 5px; text-align: center;">End Finish</div> <div style="border: 1px solid blue; border-radius: 50%; padding: 5px; text-align: center;">Over Below</div> </div> <p><b>Class Chats</b></p> <p>Make note of how a learner or group of learners share information. Date each entry to maintain a record of</p>	<p><i>Follow me!</i> ( SCO 1.8, 1.7 )</p>  <p>Teacher indicates to learners that she has hidden a special gift/treat in the classroom/school. While the whole class listens, a small group of learners must follow the teacher’s instructions and work in groups to find the hidden treat. An example of prompts which can be used is below:</p> <ol style="list-style-type: none"> <li>1. First, go six steps to the back of the classroom</li> <li>2. Next, look behind the second desk. There you will see a sheet of paper.</li> <li>3. Throw the piece of paper in the wastebasket and walk towards the door.</li> <li>4. Finally, look behind the door for the hidden treat.</li> </ol> <p>NOTE: The “hidden treat” does not need to be an object; choose a picture, a note, lyrics to a song for the class to sing, or a link to an interesting video to share with the class. Repeat regularly so several groups each week have an opportunity. Over time, the instructions will become more complex and will use transition words; for example: First, Search for an object in the classroom that begins with the sound (sh.) Next, Place the object on the right side of the door. Now, turn to your left and . . . etc.</p> <p><b>To form and foster relationships</b></p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Suggested Learning Strategies										
	<p>progress.</p> <table border="1" data-bbox="531 370 1178 618"> <tr> <td data-bbox="531 370 1178 496">Name:</td> </tr> <tr> <td data-bbox="531 496 1178 618">Date:</td> </tr> </table> <table border="1" data-bbox="531 618 1178 743"> <thead> <tr> <th data-bbox="531 618 730 743">Benchmarks</th> <th data-bbox="730 618 896 743">Sprouting</th> <th data-bbox="896 618 1043 743">Budding</th> <th data-bbox="1043 618 1178 743">Blooming</th> </tr> </thead> <tbody> <tr> <td data-bbox="531 743 730 1448"> <ul style="list-style-type: none"> <li>- listens to others</li> <li>- takes turn speaking</li> <li>- stays on topic</li> <li>-</li> <li>asks/answers questions</li> <li>- contributes to group discussion</li> <li>-uses appropriate volume and tone for speaking occasion</li> <li>- extends</li> </ul> </td> <td data-bbox="730 743 896 1448"></td> <td data-bbox="896 743 1043 1448"></td> <td data-bbox="1043 743 1178 1448"></td> </tr> </tbody> </table>	Name:	Date:	Benchmarks	Sprouting	Budding	Blooming	<ul style="list-style-type: none"> <li>- listens to others</li> <li>- takes turn speaking</li> <li>- stays on topic</li> <li>-</li> <li>asks/answers questions</li> <li>- contributes to group discussion</li> <li>-uses appropriate volume and tone for speaking occasion</li> <li>- extends</li> </ul>				<p><b><i>What's That Sound? (SCO 1.10)</i></b> Begin the year with a focus on active listening. As a classroom management strategy to signal a transition from one subject to the next or to calm the class down, pause and play a sound (see link below) of common sounds and discuss what / who is making the sound and why. Choose a sound that will signal “end of subject time” or “time to listen carefully”, etc.</p> <p>Schedule time for learners to create their own tape recordings of local sounds to share with their peers. <a href="https://youtu.be/VdTzAVSnY1w">https://youtu.be/VdTzAVSnY1w</a></p> <p><b><i>Listening to our feelings and emotions: (SCO 1.10, 1.11, 1.12, 1.13, 1.14 )</i></b>Teacher engages learners in a Read-aloud that focuses on a text that depicts a specific feeling/emotion (joy, sadness, loneliness, etc.). The class then discuss the feeling/emotion that was experienced by the character/s as the teacher chooses one or two questions from suggestions such as:</p> <ol style="list-style-type: none"> <li>1. How did the character feel?</li> <li>2. What did you do to deal with this feeling?</li> <li>3. Have you ever had a similar feeling?</li> <li>4. What causes you to feel that way?</li> <li>5. How did you deal with that feeling?</li> <li>6. Which words made the character feel good?</li> <li>7. Which words could have been hurtful?</li> <li>8. What's another way to say that?</li> </ol>
Name:												
Date:												
Benchmarks	Sprouting	Budding	Blooming									
<ul style="list-style-type: none"> <li>- listens to others</li> <li>- takes turn speaking</li> <li>- stays on topic</li> <li>-</li> <li>asks/answers questions</li> <li>- contributes to group discussion</li> <li>-uses appropriate volume and tone for speaking occasion</li> <li>- extends</li> </ul>												

Specific Curriculum Outcomes	Inclusive Assessment Strategies				Suggested Learning Strategies
	peer's ideas  ADDITIONAL NOTES:				<div data-bbox="1270 332 1795 625"> <p>Visit The Global Digital library for a wide assortment of Teacher Read Aloud books that will support most classroom topics.  <a href="https://digitallibrary.io/book/whats-next/?topic=level-2/#h5pbookid=13989&amp;section=top&amp;chapter=h5p-interactive-book-chapter-b93a5e2a-0840-4d1c-c4f2-332e237517be">https://digitallibrary.io/book/whats-next/?topic=level-2/#h5pbookid=13989&amp;section=top&amp;chapter=h5p-interactive-book-chapter-b93a5e2a-0840-4d1c-c4f2-332e237517be</a> Example: What's Next?</p> </div> <div data-bbox="1837 316 2005 511">  </div> <div data-bbox="1270 657 1995 722" style="background-color: #fff9c4;"> <p><b>To develop an appreciation and celebration of culture and of oral languages.</b></p> </div> <div data-bbox="1270 755 1995 1226"> <p><i>Listening Critically (SCO 1.15)</i> Demonstrate critical listening during a Teacher Read Aloud. (analysing what you hear, connecting it to your own knowledge, and making judgements about it). Learners listen as the teacher reads a book, article, or other written text aloud on an issue of interest (suggested books/texts, No Dress for Timmy, The Rosa Parks Story) and engage the learners throughout the story with open-ended questions about issues that could have multiple perspectives. Learners take positions, then identify reasons to support their positions. They then evaluate the reasons and draw their own conclusions. Provide additional opportunities for children to practise critical listening:</p> </div> <div data-bbox="1312 1258 1890 1404"> <ul style="list-style-type: none"> <li>· guest speakers in the classroom</li> <li>· field trips that include oral presentations</li> <li>· videos, TV programs</li> <li>· classroom discussions/conversations</li> </ul> </div>
<b>OBSERVATIONS:</b>					
<b>Peer Assessment:</b>					
<p>Listen then draw: Learner listens to a peer as he/she retells a story or describes an event. Learner draws a picture to represent details of the story or event. The storyteller examines the drawing and talks about the different elements captured by the learner.</p>					
<p>Here's my picture of your story</p>					

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Suggested Learning Strategies						
	<p>Storyteller’s reflection on peer’s drawing</p> <ol style="list-style-type: none"> <li>Picture captures most details of the story.</li> <li>Some details captured in drawing.</li> </ol> <p>NOTE: When a learner is unsure of the peer’s image, suggest a question such as, “Please tell me about your picture”</p> <p><b>Self assessment: Poetry</b></p> <p>Learner listens to a poem read aloud by the teacher then completes the self-assessment checklist below. After the self-assessment, the learner shares results with teacher or a peer.</p> <p>NOTE: The checklist below is a sample only; adapt the checklist to include only the concepts that have been taught.</p>	 <p><b>BRAIDING THE STRANDS:</b> Provide learners with opportunities to respond in a variety of ways following such presentations. Students can respond by writing a summary of the oral presentation; drawing a representation of what was presented, doing dramatic presentation/ role play.</p> <p><b>Taking Turns (SCO 1.16)</b> Teach learners to take turns by brainstorming with them to show what turn-taking behaviours look like and sounds like.</p> <table border="1" data-bbox="1306 786 1955 1373"> <thead> <tr> <th colspan="2" data-bbox="1306 786 1955 889">Taking Turns</th> </tr> <tr> <th data-bbox="1306 889 1631 987">Looks Like</th> <th data-bbox="1631 889 1955 987">Sounds Like</th> </tr> </thead> <tbody> <tr> <td data-bbox="1306 987 1631 1373"> <ul style="list-style-type: none"> <li>-Nodding head or other gestures</li> <li>-Making and maintaining eye contact</li> <li>-Listening attentively</li> <li>-Waiting until speaker is finished</li> <li>-Waiting for one's turn to speak</li> <li>-Raising your hands</li> </ul> </td> <td data-bbox="1631 987 1955 1373"> <ul style="list-style-type: none"> <li>-Have you finished?</li> <li>-Is it my turn?</li> <li>-Do you want to say more?</li> <li>-That’s interesting!</li> <li>-May I go now?</li> <li>-I respect what you’re saying.</li> <li>-I’m ready to contribute.</li> </ul> </td> </tr> </tbody> </table>	Taking Turns		Looks Like	Sounds Like	<ul style="list-style-type: none"> <li>-Nodding head or other gestures</li> <li>-Making and maintaining eye contact</li> <li>-Listening attentively</li> <li>-Waiting until speaker is finished</li> <li>-Waiting for one's turn to speak</li> <li>-Raising your hands</li> </ul>	<ul style="list-style-type: none"> <li>-Have you finished?</li> <li>-Is it my turn?</li> <li>-Do you want to say more?</li> <li>-That’s interesting!</li> <li>-May I go now?</li> <li>-I respect what you’re saying.</li> <li>-I’m ready to contribute.</li> </ul>
Taking Turns								
Looks Like	Sounds Like							
<ul style="list-style-type: none"> <li>-Nodding head or other gestures</li> <li>-Making and maintaining eye contact</li> <li>-Listening attentively</li> <li>-Waiting until speaker is finished</li> <li>-Waiting for one's turn to speak</li> <li>-Raising your hands</li> </ul>	<ul style="list-style-type: none"> <li>-Have you finished?</li> <li>-Is it my turn?</li> <li>-Do you want to say more?</li> <li>-That’s interesting!</li> <li>-May I go now?</li> <li>-I respect what you’re saying.</li> <li>-I’m ready to contribute.</li> </ul>							

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Suggested Learning Strategies																		
	<table border="1" data-bbox="577 337 1150 784"> <thead> <tr> <th>Things I can do after reading a poem</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>I can identify the title of the poem.</td> <td></td> <td></td> </tr> <tr> <td>I can identify the stanzas or verses in the poem.</td> <td></td> <td></td> </tr> <tr> <td>I know what is the main idea of the poem.</td> <td></td> <td></td> </tr> <tr> <td>I can recognise two or more rhyming words in the poem</td> <td></td> <td></td> </tr> <tr> <td>I can explain how the poem makes me feel</td> <td></td> <td></td> </tr> </tbody> </table> <p><b>PRODUCTS:</b></p> <p><b>Phonological Awareness Checklist:</b> Use a checklist to record learner progress in phonological awareness. <a href="https://www.readingrockets.org/sites/default/files/Component_check.pdf">https://www.readingrockets.org/sites/default/files/Component_check.pdf</a></p> <p><b>Sound Segmentation</b></p> <p>Teacher engages learners in the following activity to assess their ability to segment sounds.</p> <p>“How many sounds do you hear in the word, "cat "?”          “Now, tell me each sound in...” (The test teacher does not stretch out the test words. He/She only stretches out the word when giving the initial example).</p> <p>1. mat (3) _____</p>	Things I can do after reading a poem	Yes	No	I can identify the title of the poem.			I can identify the stanzas or verses in the poem.			I know what is the main idea of the poem.			I can recognise two or more rhyming words in the poem			I can explain how the poem makes me feel			<p><b><i>This is How We Say It (1.17)</i></b> Explore Home Language by sharing common spoken expressions to describe various scenarios. Learners provide examples and the class shares various ways to communicate information about the scenario. Teacher will read the anchor text (Frenz Agen – an OECS Write to Read book) displayed below as a model of use of home language and Standard English. Suggested scenario: You want to share a special event with your teacher or peers. Say how you will communicate this to your teacher using Standard English and your friends using home language.</p>  <p> <b>BRAIDING THE STRANDS:</b></p> <p>Listening comprehension strategies are the same as reading comprehension strategies. Throughout the day, as learners listen to stories, poems, music, and nonfiction, encourage them to:</p> <ul style="list-style-type: none"> <li>● Make predictions</li> <li>● Make connections</li> <li>● Create visualizations</li> <li>● Analyze the parts of the piece</li> <li>● Summarize or synthesize what was heard</li> </ul> <p>See Teacher Content section for more information about comprehension strategies.</p> <p><b><i>Catch the Beat, Hear the Rhyme: (SCO 1.20)</i></b>          Schedule time to play with the sounds of language</p>
Things I can do after reading a poem	Yes	No																		
I can identify the title of the poem.																				
I can identify the stanzas or verses in the poem.																				
I know what is the main idea of the poem.																				
I can recognise two or more rhyming words in the poem																				
I can explain how the poem makes me feel																				

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Suggested Learning Strategies
	<p>2. home (3) _____</p> <p>3. on (2) _____</p> <p>4. shoe (2) _____</p> <p>5. stand (5) _____</p> <p><b>Sound Blending</b></p> <p>Teacher engages learners in the following activity to assess their ability to blend sounds.</p> <p>“Listen to the sounds and tell me what this word is /’uh’, ‘s’/. (The word is /us/). Tell me what this word is....”</p> <p>1. /m-e/ (me) _____</p> <p>2. /s-oo-p/ (soup) _____</p> <p>3. /h-a-t/ (hat) _____</p> <p>4. /t-ah-p/ (top) _____</p> <p>5. /s-p-oo-n/ (spoon) _____</p> <p><a href="https://www.uen.org/syc/downloads/Handout6_QP_AS.pdf">https://www.uen.org/syc/downloads/Handout6_QP AS.pdf</a></p>	<p>(simple cloze rhyming, clapping a beat to a song or poem, tapping the beats to learner’s names, etc.).</p> <p><b>Sound Scavenger Hunt SCO 1.20)</b> Say a letter sound, a blend, a prefix, suffix, etc. aloud. Learners listen to the sound then search the classroom or display image of a scene/s to identify words and pictures with the same beginning, ending, or medial sound(s), prefix, or suffix. NOTE: As various word solving strategies are taught throughout the year, this activity can be repeated with increasingly difficulty focus points.</p> <p><b>Sound and match (1.20)</b> Provide learners with opportunities to review letter sounds and combinations using sites such as: <a href="https://www.starfall.com/h/ltr-classic/?mg=m">https://www.starfall.com/h/ltr-classic/?mg=m</a> Provide opportunities for learners to create their own recordings and/videos to share with peers and learners in lower grades.</p>

**Useful Content Knowledge for the Teacher about the Outcome:**

**How do we develop oral language (speaking and listening) in learners?** Provide opportunities to develop oral language throughout the day and in all subjects, e.g., sharing background information before field trip and after field trip, viewing videos or TV programmes, after listening to guest speaker, giving oral book talk, dramatization, puppet show about a topic of interest, creating radio advertisements about an upcoming local event, etc., The sites below will provide more information on oral language development strategies

- [Key Strategies for developing oral language](#) (1-3-6 strategy, jigsaw, discussion prompts, Think-pair-share Jigsaw)
- Audio books (create audio in different dialects and standard English) [Listen and watch learning](#) provides examples that can be supplemented with local songs, stories, etc. in recordings made by learners.
- Listening centers create a designated space where learners can listen to audio recordings such as audiobooks or podcasts-[Listening Center Ideas](#).



- Teachers' guide to help with tone and pitch. Style After viewing the humorous video, learners can practice changing tone and pitch with sentences from their own stories.
- Engage students in books talks - [Book Talks](#)

## What is Active Listening?

Active listening involves paying attention not only to the words spoken but also to the speaker's tone of voice, body language, and other non-verbal cues. The goal of active listening is to create a safe and open environment where the speaker can feel heard and understood. Below are links to help develop active listening skills in learners.

## Listening Skills

**Stop talking.** You can't listen if you are talking.

**Concentrate on what the other person is saying.** Actively focus your attention on the person's words, ideas and feelings related to the main ideas and not the illustrative material. [Listen](#) ☑ to what Beyonce is saying.

**Understand the other person.** Try to put yourself in the other person's place so that you can see what he or she is trying to get at.

**Avoid jumping to assumptions.** Don't assume that you know the situation. Assumptions often get in the way of your understanding and reaching an agreement. See [how people experience stress differently](#) ☑ .

**Recognize your own prejudices, be objective.** Put your personal opinions aside and respond in a way that simply says the speaker has been heard but not judged. How well can you read emotion? [Test yourself](#) ☑ .

**Allow for silence.** Give them time to say what they have to say (write it down if you are afraid you will forget it). Don't speak too soon and try not to interrupt the other person. Ask questions. Do this to understand better and clarify or to show the other person you are listening. It is important that the speaker knows that you not only listened, but also heard and understood them.

**Use open-ended questions.** This encourages the speaker to say more.

The approach you decide to take will determine the type of information you will receive. If you approach a conflict with a genuine concern to hear the other person's issues, they will become more comfortable, and it is more likely that they will let their guard down.

**Listen Actively.** Check out these podcasts (<http://www.wnyc.org/series/listen/> ☑ ) that discuss the different facets of actively listening and opening up conversations.

<https://umatter.princeton.edu/connecting/listening>

## Listening activities for small groups

### Engaging Listening Activities

#### Speaking and listening activities

#### Speaking and Listening Activities

**What are examples of questions that provide practice in listening with critical thought?** Critical thinking questions provide learners with opportunity to think deeply, search for alternate perspectives, acknowledge others' opinions, and consider the opportunities to problem solve with understanding and fairness. Examples include the following, which have been adapted from the Hun School at Princeton. Choose a question or questions to suit the context.

WHAT DO YOU THINK YOU HEARD?

HOW DO YOU KNOW THIS?

HOW WOULD YOU SOLVE THIS PROBLEM?

DO YOU AGREE OR DISAGREE?

WHY?

HOW COULD WE AVOID THIS PROBLEM IN THE FUTURE?

WHY DOES IT MATTER?

HOW WOULD <INSERT NAME OF A PERSON OR AN ANIMAL> LOOK AT THIS ISSUE?

CAN YOU GIVE ME AN EXAMPLE?

HOW COULD IT HAVE ENDED DIFFERENTLY?

WHEN WILL WE BE ABLE TO TELL IF THIS IDEA WORKED?

WHY DO YOU THINK THEY ASKED THAT QUESTION?

WHO WOULD BE AFFECTED BY THIS?

WHAT CAN THIS STORY TEACH US ABOUT OUR OWN LIVES?

WHY IS THIS A PROBLEM?

**What is the difference between a Teacher Read Aloud and an Interactive Read Aloud?** A Teacher Read Aloud is for the learner and teachers' pleasure and should be a component of everyday. An interactive read aloud provides the teacher with the opportunity to use a text to demonstrate a key concept. Visit <https://www.youtube.com/watch?v=YyA7vA2JTUE> for more information.

**What are The Listening Comprehension Strategies?** Because the goal of listening and speaking is to listen for meaning or speak to share information, the listening comprehension strategies are very similar to the reading comprehension strategies: accessing background knowledge, main idea, predicting, visualising, synthesising, analysing, determining importance.

**What is a Book talk?** A book talk is great way to braid the strands of Listening and Speaking with Reading and Viewing. The purpose of a book talk is to generate interest in the book and encourage others to read it. During a book talk, the speaker may provide information about aspects of the book that they found interesting or noteworthy. They may also read excerpts from the book or show visual aids such as images or videos related to the story

**Book talk prompter**

**When I give a book talk I:**

Speak clearly using a sharing voice  
Talk about the author and the book  
Show and talk about some pictures  
Read interesting parts aloud  
Make self and text connections  
Talk about the book to get others  
interested



- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Did I tell the audience how I feel about the topic?</li><li>• Did I use interesting, specific words?</li><li>• Did I use visuals to make the speech interesting?</li></ul> |  |
|--|--|

### Speaking and listening - Games.

Listening games help students build confidence and communicate with each other in fun ways. Students can listen attentively, think critically, and react appropriately to each other's input.

This link shares some listening and speaking games and other listening activities.

[Speaking and Listening Activities](#)

### Making poetry fun

- Choose poems student enjoy or allow students to choose their favourite poems.
- Read aloud with whole class, in pairs or individually.
- Experiment with expression, volume and speed.

[How to teach poetry](#)

[Best grade 2 poems](#)

**Can you follow oral directions?** This site provides some activities to reinforce learners' ability to follow directions.

<https://study.com/academy/popular/following-directions-activities-games.html>



Create a chart depicting different emotions that students can use for role plays and during read aloud story time to show their feelings about the story. <http://www.clipartbest.com/emotion-faces>

**Opportunities for Subject Integration:**

Field Trips for discovery and to generate discussions. Students can write about their experiences and create booklets for reading.

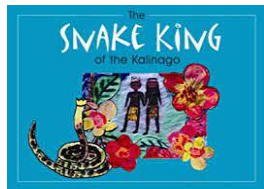
Impromptu talk on topics from science and social studies content.

**Elements from Local Culture:**

Listen and discuss messages in local calypsos.

Invite community members to share stories in various dialects.

Caribbean Read Alouds  
[Kallaloo- A Caribbean Tale](#)



[Caribbean Dream - Book](#)  
Snake King: Dominica

Learners record/audios or podcasts for listening/monitoring activity : intonation, expressions tones.

**Listen and watch:**

**Speaking and Listening Sharing Activities:**

These suggestions provide learners an opportunity to share their knowledge about topic of interest.

<https://www.teachingexpertise.com/classroom-ideas/show-and-tell-activity/>

[Classroom management of speaking and listening listen and speak](#)

**Strategies that Support the Curriculum and Assessment Framework**

JUST WHEN YOU THINK  
YOU'RE FAILING AS  
A TEACHER, A STUDENT  
WILL SUDDENLY "GET IT" ...  
AND THAT MAKES IT ALL  
WORTH IT.

BORED  
TEACHERS



**OHPC Grade Two Language Arts: Reading and Viewing  
Essential Learning Outcome Two**

**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 2: Reading and Viewing**

The learner will demonstrate a variety of ways to select and engage critically with a range of culturally diverse paper based, visual and digital texts for a variety of purposes, including pleasure, and personal growth.

**Grade Two Expectations**

**Read for pleasure and personal growth**

- Read familiar Early Level texts independently and with confidence.
- Continue to browse books of interest in a wide range of genres.
- Continue to make imaginative and real-life connections to their own experiences.

**Use background knowledge**

- Use prior knowledge and background experience to construct meaning in a text.
- Notice a favourite author's writing style.

**Interact meaningfully with a wide range of genres and text forms**

- Participate in shared reading with a partner, a small group or whole class.
- Develop fluency to foster understanding of what they have read.
- Identify and describe why passages are described as fiction, nonfiction, and poetry.
- Use various reading strategies to monitor their own understanding of texts and repair misunderstandings.
- Make inferences about ideas, events and information presented in texts that they read.
- Draw conclusions about texts they read and those read to them.
- Express a personal response to texts they have read.
- Use charts and diagrams to interpret and clarify meaning of an expository text.
- Participate in small group discussions about text and represent their understanding and critical reflection in a variety of ways.

**Develop vocabulary**

- continue to develop and apply known vocabulary.
- Begin to connect subject area words in meaningful categories.

**Recognise and use language structures**

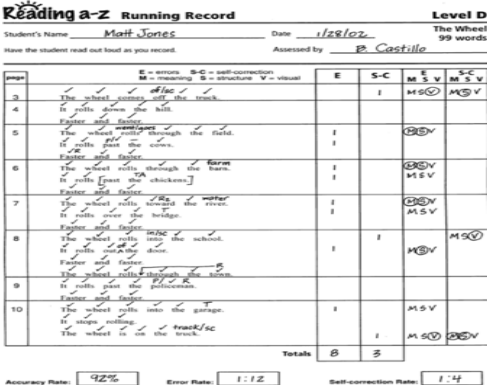
- Understand how word order affects meaning.
- Engage with the work of favourite authors and develop a beginning awareness of author's craft.


**Apply graphophonic elements meaningfully**


- Recognize or decode words with common spelling patterns.
- Continue to notice reading errors and use graphophonic elements or different strategies meaningfully and structurally to self-correct.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Suggested Learning Strategies
<p><b>Use background knowledge and interests to select books</b></p> <p>1.0 Continue to make engaging and ‘just right’ book choices for Independent Reading based on:</p> <ul style="list-style-type: none"> <li>✓ -interests</li> <li>✓ various cultures (theirs and others)</li> <li>✓ difficulty level</li> <li>✓ genre</li> </ul> <p>1.1 Reflect on various sources of background knowledge to predict and make connections before, during and after reading a piece of:</p> <ul style="list-style-type: none"> <li>- fiction</li> <li>- nonfiction</li> <li>- poetry</li> </ul> <p>1.2 Increase time (build stamina) while engaged in Independent Reading</p> <p><b>Engage critically with a range of texts for pleasure.</b></p>	<p><b>Suggestions for formative assessment strategies ELO 2 that provide information about learning.</b></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><b>Gathering information through COP</b>  <b>C: Conversation</b>  <b>O: Observation</b>  <b>P: Products</b></p> <p style="text-align: center;"><b>CONVERSATIONS</b></p> <p><b>The Concepts About Print Assessment</b> 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: <a href="https://connect.readingandwritingproject.org/file/download?google_drive_document_id=0B3yKjAsMtuECVXFvM1NVZ1BJenc">https://connect.readingandwritingproject.org/file/download?google_drive_document_id=0B3yKjAsMtuECVXFvM1NVZ1BJenc</a></p> <p><b>Teacher – Learner After Reading interview</b></p> <p>During Independent Reading time, engage 2-3 learners each day in a conversation about the text they are reading. Using</p>	<p>Reading Instruction is divided into various opportunities to Read and learn about reading throughout the day.</p> <p>The focus of ELO 2 is on Independent Reading Time, a daily time when learners have an opportunity to practice what they are learning about reading using texts that provide just the right amount of challenge.</p> <p><b>Use background knowledge and interests to select books</b></p> <p><i>Enjoying and learning from the class library (SCO 2.1, 2.2):</i> Provide a variety of paper based and digital books, articles, poems, lyrics and images of different topics and genres and levels in the class library available for students to choose, both for shared reading and independent reading. Schedule time each day for learners to choose a text and read and respond with understanding to the text in oral, visual, or written format. See Additional Resources section for suggestions of reading responses.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Suggested Learning Strategies
<p>1.3 Regard reading/viewing as sources of interest, enjoyment, and information.</p> <p>1.4 Share ideas and opinions about favourite authors or favourite genres with peers.</p> <p>1.5 Make meaningful personal, text and community/world connections that enhance comprehension.</p>	<p>language familiar to the learner, and relevant to the genre, choose a few of these suggestions to guide this conversation:</p> <p><i>What is the title of this book?</i></p> <p><i>Who is the author?</i></p> <p><i>Why did you choose to read this book?</i></p> <p><i>Which pictures were special?</i></p> <p><i>Tell me about one of those pictures?</i></p> <p><i>What was your favorite part of the book?</i></p> <p><i>If you could talk to the author of this book, what would you tell (ask) tell him/her?</i></p> <p><i>Did this book make you laugh? cry? worry? smile? cheer? Explain.</i></p> <p><i>What connections are there between the book and your life? Explain.</i></p> <p><i>What did this book make you wonder about?</i></p> <p><i>What was the author's purpose for writing this book?</i></p> <p><i>Do any of the characters remind you of friends, family members, or classmates? Explain.</i></p> <p><i>Show me a few words you know really well.</i></p> <p><i>Show me a word that you weren't sure of.</i></p>	<div data-bbox="1367 305 1591 479" data-label="Image"> </div> <p><b>Choosing a book for Independent Writing (2.1)</b></p> <p>Review lessons learned in Grade One about choosing a book of interest that provides just the right amount of challenge.</p> <p><a href="https://ellkij.weebly.com/blog/choosing-just-right-books-for-independent-reading">https://ellkij.weebly.com/blog/choosing-just-right-books-for-independent-reading</a></p> <p>At the beginning of the school year, provide learners with a range of books at various levels of difficulty and encourage learners to use the five finger rule to choose a book for Independent Reading Time. See Useful Teacher Content section for more information.</p>
<p><b>Select and engage critically with a range of texts for personal growth.</b></p>	<p><b>OBSERVATIONS</b></p>	<p><b>Setting the stage for Independent Reading (SCO 2.1, 2.2)</b></p>
<p>1.6 Demonstrate understanding and application of reading strategies while reading Early level texts.</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>Using a section of an anchor text that represents the concept being taught, engage learners in a “reminder” mini lesson focussed on a reading and viewing strategy taught in ELO 2,3, or 4. Reminder Mini lessons include topics such as:</p> <ul style="list-style-type: none"> <li>-Comprehension strategies</li> <li>-Fluency</li> <li>-Word work</li> <li>-etc.</li> </ul>
<p>1.7 Ask critical questions of fiction, nonfiction and poetry (Why, what if, is it possible, etc.)</p>	<p><b>OBSERVATIONS</b></p>	<p><b>INTEGRATING THE SUBJECTS:</b></p>
<p>1.8 Make connections between wellbeing and information texts on topics such as:</p>	<p><b>OBSERVATIONS</b></p>	<p>Independent Reading Time provides a great</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Suggested Learning Strategies
<p>- physical activity - health - emotions</p> <p>1.9 Recognize different points of view of the author of print and/or digital text.</p> <p>1.10 Continue to develop an understanding and respect for diversity in text and illustrations.</p> <p>1.11 Use illustrations and details in a text to describe and interpret characters, setting, and events.</p> <p>1.12 Reflect on the purpose of different types of texts e.g., local newspaper articles, local stories, poems, ads, e-texts, etc.</p>	<p><b>The Oral Reading Record (Running Record)</b> provides teachers with an</p>  <p>in-depth overview of a learner’s reading. Each learner should participate in a running record at least twice per term; learners who struggle should have the opportunity more often. Teachers who are unfamiliar with running records should request professional development.</p> <p>Additional information is available at:  <a href="https://www.readinga-z.com/newfiles/levels/runrecord/runrec.html">https://www.readinga-z.com/newfiles/levels/runrecord/runrec.html</a></p> <p><b>Observing Book Club</b> Observe and make notes about learners in groups of 3, as 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 these observations to begin</p>	<p>opportunity for learners to explore and read about topics of interest studied in other subject areas.</p> <p><b>Let’s Compare: (SCO: 2.2)</b> Provide opportunities for learners to focus on the images and words in text. Give students opportunities to compare information (similarities and differences) about various cultures from books read and videos seen.</p> <p><b>Engage critically with a range of texts for pleasure</b></p> <p><b>Let’s share! (SCO 2.4, 2.5)</b>- Plan reading responses that encourage learners to share the pleasures of reading:</p> <ul style="list-style-type: none"> <li>- group chats</li> <li>- illustrations or dramatisations of favourite parts</li> <li>- sharing favourite books on the school or class Facebook page</li> <li>- Read and share, dramatize age appropriate poems as well as culturally relevant poems.</li> </ul> <p><b>Dramatising Poetry: (SCO 2.4, 2.5)</b> Visit sites such as Ken Nesbitt’s <a href="https://poetry4kids.com/poems/">https://poetry4kids.com/poems/</a> and search for Grade Two poems. Share a poem with the class and choose some learners to assist you in dramatising the poem. After learners observe the dramatization, create small groups of learners to choose a poem and then dramatize for the class.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Suggested Learning Strategies
	<p>the next lesson on reading comprehension, word work, vocabulary, etc.</p> <p><b>Observing Word Work:</b> Assessments of graphophonic information should always provide learners with opportunities to figure out words in the context of a sentence and not in isolation. This allows learners to use various sources of information to solve unknown words.</p> <p>Assessments for automaticity of sight words may occur as the presentation of individual word cards. Rather than presenting cards individually, teachers may wish to place a group of 5-8 words in front of the learner and ask the learner to find and read the words they know. This reduces the time stress on the learner and encourages the learner to apply the strategy of looking for the known first word.</p> <p style="text-align: center;"><b>PRODUCTS</b></p> <p>Ensure that all learners have opportunities to respond to their reading at various levels of understanding and in various modalities. For example:</p> <p>Various levels of understanding: Include questions that tap into understanding beyond the literal level; The additional resources section below provides example, or visit: <a href="https://www.saydel.k12.ia.us/cms_files/resources/ela%20reading%20hots.pdf">https://www.saydel.k12.ia.us/cms_files/resources/ela%20reading%20hots.pdf</a></p> <p>Modalities: provide various paper based and digital opportunities to demonstrate learning through illustrations, drama, model or diorama construction, song, etc. Visit:</p>	<p><b>(SCO:2.5) Kwik Kwak:</b> Listen to and discuss elements in Caribbean folk tales. Give opinions about different events in the stories such as the Anansi tales.</p> <p><a href="https://www.youtube.com/watch?v=rTGhTNoPTyU">https://www.youtube.com/watch?v=rTGhTNoPTyU</a></p> <p> <b>BRAIDING THE STRANDS:</b> Braid listening with reading and viewing with close captioned YouTube stories.</p> <p style="background-color: #fff9c4; padding: 5px;"><b>Select and engage critically with a range of texts for personal growth</b></p> <p><i>Why do I have to learn how to read? (SCO 2.9)</i> Answer this common question by inviting learners to choose books and various forms of text that will really capture their attention and demonstrate the value of reading. Suggestions include:</p> <ul style="list-style-type: none"> <li>-websites of favourite athletes</li> <li>-advertisement for favourite activities, toys</li> <li>-‘how to guides’ to play a favourite game, build a structure, etc.</li> <li>-recipes to make delicious treats out of easily accessible fruits and vegetables</li> </ul> <p>Encourage all learners to share what they have learned by reading these “unconventional” learn to read texts.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Suggested Learning Strategies
	<p><a href="https://www.saydel.k12.ia.us/cms_files/resources/ela%20reading%20hots.pdf">https://www.saydel.k12.ia.us/cms_files/resources/ela%20reading%20hots.pdf</a></p> <p><b>Self assessment before, during and after reading:</b></p> <p>While the KWL is well known, this updated TWHL version provides individual and small groups of learners reading the same text with more opportunities to think about their before, during and after reading experiences. Individually, or in groups of two or three, learners respond to the questions in the TWHL chart below. This may be completed orally or in written format.</p> <p>NOTE: The TWHL is often used as an opportunity to consider comprehension of text, but it may also be applied to word solving strategies.</p> <p>T - What do I <b>think I</b> know?  W - What do I <b>want</b> to know?  H - <b>How</b> will I find that information?  L - What have I <b>learned</b>?</p>	<p><b><i>Look beyond the words (2.14)</i></b> Display a page of fiction, nonfiction or poetry and ensure that all words are covered. Explain that there is more to reading than words and sentences. Provide time for learners to peruse the images independently and then with a peer(s). Open a discussion about the information provided by the images. Direct the conversation by asking Where? What do you think is happening and why? etc. Make note of learner responses; then uncover the text and read aloud (or share read) for confirmation or opportunities to re-examine the images. Repeat this strategy throughout the year with various genres of text.</p> <p><b><i>Different points of view (SCO 2.15)</i></b> Select a range of nonfiction texts and schedule a nonfiction Independent Reading time. After learners choose and read their selected text, provide time for learners to meet with partners to discuss how and why their chosen text looks the same or different that the others.</p> <p> <b>BRAIDING THE STRANDS:</b> Use the texts chosen by the learners as anchors for ELO 7 lessons focussed on using text features and illustrations to enhance written work.</p>



**Useful Content Knowledge for the Teacher about the Outcome:**

**Braiding Oral Language and Reading:**

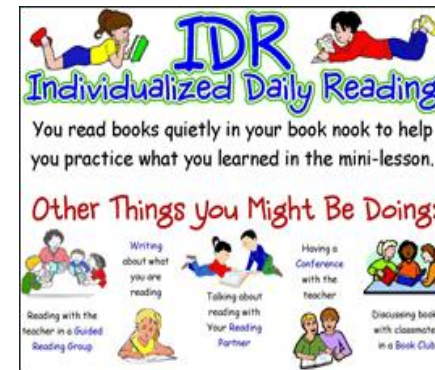
Students’ experiences with listening and speaking, help build their vocabulary, language structure, awareness of meaning, and forms a foundation for reading and writing. Remember to include Teacher Read Alouds every day; the texts read may serve as anchors for lessons. Occasionally, share a digital read aloud with learners. Visit <https://justbooksreadaloud.com/for> examples.

**ELO 2 focus on Independent Reading. What is Independent Reading?**



**Independent Reading At A Glance**

- Independent learning
- During independent reading, children read books of their choosing. Minilessons, brief conferences, and opportunities to share ideas support children’s learning
- Texts are generally at a child’s independent reading level
- Children share their thinking through discussion and writing
- Teaching occurs in brief conferences that support children’s thinking.



Mrs. Judy Araujo

**What are the expectations for Reading Level by the end of Grade Two?** Every Grade Two classroom has a range of readers. Some learners enter Grade Two at the Emergent level (Levels A-D) and some at the Early Level (Levels E -K) . During the year and with lots of opportunities to read and learn about reading, learners move toward the Transitional Level (K – P). Samples of what various levels of books look like are available online. Visit <https://www.hameraypublishing.com/pages/kid-lit-narrative-text-sample> Although this is a commercial site, it provides free viewing samples of the difficulty of each level.



## How do learners choose books for Independent Reading?

Visit <https://ellkijj.weebly.com/blog/choosing-just-right-books-for-reading> for more information about the % Finger Rule.

## What Do Proficient Readers Do?

<https://lordkelvinschool.ca/wp-content/uploads/2017/01/Strategies-Used->



Children need to learn how to choose "just right" books for independent reading.

An easy strategy for young readers is the "5 Finger Rule." This is a simple way to teach students how to select "just right" books at their level.

In addition, parents and teachers can guide children towards selecting "just right" books by asking the following questions to readers in the guideline below.

- Too Easy
  - Have you read it lots of times before?
  - Do you understand the story very well?
  - Do you know almost every word?
  - Can you read it smoothly?
- Just Right
  - Is the book new to you?
  - Do you understand a lot of the book?
  - Are there just a few words on a page you don't know?
  - When you read, are some places smooth and some choppy?
- Too Hard
  - Are there more than five words on a page you don't know?
  - Are you confused about what is happening in most of this book?
  - When you read, does it sound choppy?

Reference: [https://www.professionalpractice.org/about-us/selecting\\_just\\_right\\_books/](https://www.professionalpractice.org/about-us/selecting_just_right_books/)

[independent-](#)

[by-Readers.pdf](#)



### EIGHT STRATEGIES USED BY PROFICIENT READERS

Use these ideas when you talk to your children about books they are reading.

1. **Proficient readers use existing knowledge to make sense of text.**
  - They refer to personal experience, activate prior knowledge of the content, style, structure, as well as the strategies or learning processes they are using.
2. **Proficient readers make connections between new information and that which is known.**
  - They apply personal experience to text ("This reminds me of a personal experience..."), text to the world ("This reminds me of something in the world..."), and text to text connections ("This reminds me of something in another text...").
3. **Proficient readers ask questions about the text before, during, and after the reading.**
  - They wonder about content, concepts and outcomes, question the author, question the ideas and information, and design inquiry.
4. **Proficient readers create images of the text in their minds.**
  - They generate pictures which include sensory details (sounds, textures, scents, movement, feelings), and imagine as they read.
5. **Proficient readers draw inferences from the text before, during and after reading.**
  - They predict outcomes and events, identify messages, draw conclusions, surface and refine underlying themes.
6. **Proficient readers determine what is important in text.**
  - They sift important ideas from rich details, choose what to remember, weigh evidence, set priorities, and isolate variables.
7. **Proficient readers synthesize information to create new meaning before, during and after reading.**
  - They anticipate from textual clues and generate informed hypotheses; take stock of meaning while reading; use parts to see the whole; read for the 'gist'; generate emerging understandings; merge what is known with new information to form a new idea, perspective or insight, revise and refine thinking.
8. **Proficient readers monitor and repair comprehension throughout the reading process.**
  - They check and recheck understandings, stop and reread for clarification, read on to construct meaning, examine evidence, and use all of the above strategies to check and extend meaning.



## How does a teacher monitor a learner's progress in reading?

**Reading a-Z Running Record** **Level D**  
 Student's Name: Math Jones Date: 1/28/22 The Wheel 99 words  
 Have the student read out loud as you record. Assessed by: P. Castillo

page	E = error S-C = self-correction M = misreading I = intrusion V = visual	E	S-C	M	S	V	M	S	V
3	The wheel comes off the track. It rolls down the hill. Finger and finger		I	M	S	V	M	S	V
4	The wheel rolls through the field. It rolls past the cows. Finger and finger		I						
5	The wheel rolls through the farm. It rolls past the chickens. Finger and finger		I						
6	The wheel rolls through the river. It rolls over the bridge. Finger and finger		I						
7	The wheel rolls into the school. It rolls past the door. Finger and finger		I						
8	The wheel rolls through the street. It rolls past the policeman. Finger and finger								
9	The wheel rolls into the garage. It stops rolling. The wheel is on the track.		I						
10									
Totals		8	3						

The running record provides teachers with information about how a learner approaches text and problem solves while reading at their instructional reading level. This information provides the teacher with the information needed to plan the next steps of instruction. Visit <https://www.readinga-z.com/helpful-tools/about-running-records/marking-a-running-record/> for more information and request professional development about running records from your teaching peers or the school administration.

**FLUENCY RUBRIC**

	1	2	3	4
<b>Expression and Volume</b>	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.
<b>Phrasing</b>	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.
<b>Smoothness</b>	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.
<b>Pace</b>	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

Scores of 10 or more indicate that the student is making good progress in fluency.

Score \_\_\_\_\_

Scores below 10 indicate that the student needs additional instruction in fluency.

Rubric modified from Tim Rasinski - Creating Fluent Readers

**What is Reading Fluency** - Fluency is the ability to read with accuracy, phrasing, expression, and rate appropriate to the genre and text. Fluent readers identify words and anticipate phrasing with greater skill and ease, thereby impacting their comprehension skills positively.

<https://www.landmarkoutreach.org/strategies/oral-reading-fluency/>

**What are some examples of reading comprehension questions?** The following examples provide the stems of questions that encourage learners to think beyond the literal level of text. Source: [https://www.saydel.k12.ia.us/cms\\_files/resources/ela%20reading%20hots.pdf](https://www.saydel.k12.ia.us/cms_files/resources/ela%20reading%20hots.pdf)

**Cue Questions Based on Bloom's Taxonomy of Critical Thinking**

Lower-Order Thinking Skills	Higher-Order Thinking Skills
<p><b>1. Knowledge</b>            What is ...?            How is ...?            Where is ...?            When did __ happen?            How would you explain ...?            Why did ...?            How would you describe ...?            Can you recall ...?            How would you show ...?            Can you select ...?            Who (what) were the main ...?            Can you list three ...?</p>	<p><b>4. Analysis</b>            What are the parts or features of ...?            How is __ related to ...?            Why do you think ...?            What is the theme ...?            What motive is there ...?            What conclusions can you draw ...?            How would you classify ...?            Can you identify the different parts ...?            What evidence can you find ...?            What is the relationship between ...?            Can you make a distinction between ...?            What is the function of ...?            What ideas justify ...?</p>
<p><b>2. Comprehension</b>            How would you classify the type of ...?            How would you compare ...? Contrast ...?            How would you rephrase the meaning ...?            What facts or ideas show ...?            What is the main idea of ...?            Which statements support ...?            Can you explain what is meant ...?            What can you say about ...?            Which is the best answer ...?            How would you summarize ...?</p>	<p><b>5. Evaluation</b>            Do you agree with the actions?            Do you agree with the outcomes?            What is your opinion of ...?            How would you prove ...? Disprove...?            Can you assess the value or importance of ...?            What would you recommend ...?            How would you rate or evaluate the ...?            What choice would you have made ...?            How would you prioritize ...?            What details would you use to support the view ...?            Why was it better that ...?</p>
<p><b>3. Application</b>            How would you use ...?            What examples can you find to...            How would you solve __ using what you have learned ...?            How would you organize __ to show ...?            How would you show your understanding of ...?            What approach would you use to ...?            How would you apply what you learned to develop ...?            What other way would you plan to ...?            What would result if ...?            Can you make use of the facts to ...?            What elements would you choose to change ...?            What facts would you select to show ...?            What questions would you ask in an interview with ...?</p>	<p><b>6. Synthesis</b>            What changes would you make to solve ...?            How would you improve ...?            What would happen if ...?            Can you elaborate on the reason ...?            Can you propose an alternative ...?            Can you invent ...?            How would you adapt __ to create a different ...?            How could you change the plot (plan) ...?            What could be done to minimize (maximize) ...?            What way would you design ...?            What could be combined to improve (change) ...?            How would you test or formulate a theory for ...?            Can you predict the outcome if ...?            Can you construct a model that would change ...?            Can you think of an original way for the ...?</p>

©2006 Center for Resource Management, Inc.

What are some examples of Reading Comprehension activities? Source:

[https://www.saydel.k12.ia.us/cms\\_files/resources/ela%20reading%20hots.pdf](https://www.saydel.k12.ia.us/cms_files/resources/ela%20reading%20hots.pdf) NOTE: adapt to grade level.

**Suggested Activities for Bloom's Taxonomy**

<p><b>1. Knowledge</b></p> <p>Describe the ____.            Make a timeline of events.            Make a facts chart.            Write a list of ____ or facts about ____.            List all the people in the story.            Make a chart showing ____.            Make an acrostic.            Recite a poem.</p>	<p><b>4. Analysis</b></p> <p>Design a questionnaire about ____.            Conduct an investigation to produce ____.            Make a flow chart to show ____.            Construct a graph to show ____.            Put on a play about ____.            Review ____ in terms of identified criteria.            Prepare a report about the area of study.</p>
<p><b>2. Comprehension</b></p> <p>Cut out or draw pictures to show an event.            Illustrate what you think the main idea was.            Make a cartoon strip showing the sequence of ____.            Write and perform a play based on the ____.            Compare this ____ with ____.            Construct a model of ____.            Write a news report.            Prepare a flow chart to show the sequence.</p>	<p><b>5. Evaluation</b></p> <p>Prepare a list of criteria you would use to judge a ____.            Indicate priority ratings you would give.            Conduct a debate about an issue.            Prepare an annotated bibliography.            Form a discussion panel on the topic of ____.            Prepare a case to present you opinions about ____.            List some common assumptions about ____.            Rationalize your reactions.</p>
<p><b>3. Application</b></p> <p>Construct a model to demonstrate using it.            Make a display to illustrate one event.            Make a collection about ____.            Design a relief map to include relevant information about an event.            Scan a collection of photographs to illustrate a particular aspect of the study.            Create a mural to depict ____.</p>	<p><b>6. Synthesis</b></p> <p>Create a model that shows your new ideas.            Devise an original plan or experiment for ____.            Finish the incomplete ____.            Make a hypothesis about ____.            Change ____ so that it will ____.            Propose a method to ____.            Prescribe a way to ____.            Give the book a new title.</p>

Adapted from Gregory, G.H. & Chapman, C. (2007) *Differentiated Instructional Strategies: One Size Doesn't Fit All* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin.

**What are the expectations of decoding in Grade 2?** By the end of Grade 2, students are refining their decoding skills and developing more automaticity and fluency.

**What is Choral reading?** - Reading aloud in unison with a whole class or group of students provides an opportunity to practice what they learned about reading. Be sure to choose texts that are at or just slightly above the learners' reading level.

**What is Readers' Theatre?**

Reader's theater involves children in oral reading activity by reading different parts in a script. The script is not memorised; ensuring the focus is on reading text and not memorising text. Visit [https://youtu.be/P-Suvry\\_pw8](https://youtu.be/P-Suvry_pw8) for a sample Readers' Theatre session.

**What's the difference between fiction and nonfiction texts?**

- **Fiction or Narratives** - tell a story using a familiar story structure that includes a beginning, middle, and end. Some narratives include short stories, folktales, tall tales, fables, mysteries, and some poetry. Discussing story structure or story grammar can help students understand how narrative text is organized and sequenced.
- **Nonfiction or Informational texts** - Share and explain factual information on different topics. They might also tell you how to do something. Informational texts can include content-area textbooks, newspapers, magazines, brochures, catalogs, and recipe books. Students need lots of opportunities to read a variety of interesting texts in order to improve their ability to read words quickly and effortlessly and with increasing enjoyment and understanding.

**Additional Resources and Materials**

**Assessment of comprehension:**

**Exit slip** - An exit slip is a formative assessment tool used at the end of a lesson or class to measure students' understanding and to determine if they are ready to move on to a new lesson. Students can also use exit slips to process information and express their thoughts. Search for "exits slip samples" to find a wide range of daily, weekly, or monthly exit slips.

Give pupils an exit slip at the end of the lesson and choose one or two questions for the learner to answer. For example:

What did you read during Independent Reading?

Was it fiction or nonfiction?

What was this book (or story, poem, etc.) about?

Write 2 things you found interesting (or funny, or exciting, etc.)

Would you recommend this book to a friend?

If you could talk to the author, what would you ask him/her?

**Think-pair-share-** a collaborative learning strategy where students work together to solve a problem or answer a question about an assigned reading. View site for more insight on the strategy.

T : (Think) Teachers begin by asking a specific question about the text. Students "think" about what they know or have learned about the topic.

P : (Pair) Each student should be paired with another student or a small group.

S : (Share) Students share their thinking with their partner. Teachers expand the "share" into a whole-class discussion.

[Daily 5 | TheDailyCAFE.com](#) The Daily 5 is a literacy framework that guides both pupil and teacher behaviors to create a classroom of engaged and independent readers and writers.

**Tasks of The Daily Five:**

- Ø Read to Self
- Ø Read to/with someone
- Ø Listen to Reading
- Ø Work on Writing
- Ø Word Work

**Opportunities for Subject Integration:**

**Oral retelling** - opportunities for students to demonstrate understanding by talking about books they have read. Students can use retelling props such as puppets or retelling cards.

**Retelling card for narratives**

In the beginning	Next
The problem is ....	After that ...

Then.....	Finally
-----------	---------

After retelling, students need to be given the opportunity to write about the text or write a text with similar content.

**Suggested Responses to Independent Reading**

writing journal entries

write a book report, summary

oral retelling

dramatization

draw pictures and write sentences or a paragraph



**Elements from Local Culture:**

**Read aloud Folktales such as Brer Anansi stories**

**Encourage listening and reading from:** Local newspapers, Dominica News Online DNO-[Dominica News online](http://Dominica News online) ), stories from local authors, videos from Local Festivals e.g., Creole Day Activities, 4H Clubs.

**Reading apps: Read Along by Google**



Partner read and partner retelling strategy is great way to develop reading buddies throughout the school. Pair with another teacher and schedule time for paired readers from different grades to take turns in reading and also to retell/describe settings.



**Strategies that Support the Curriculum and Assessment Framework**

**"The biggest mistake teachers make in reading instruction is squashing the joy of reading."**

Shaeley Santiago in Education Week Teacher

*Our job is to teach the students we have. Not the ones we would like to have. Not the ones we used to have. Those we have right now. All of them.*

*Dr. Kevin Maxwell*

**OHPC Grade Two Language Arts**  
**Essential Learning Outcome 3 Reading and Viewing**

**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 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 Two Expectations**

**Read for pleasure and personal growth**

- Read familiar Early Level texts independently and with confidence.
- Continue to browse books of interest in a wide range of genres.
- Continue to make imaginative and real-life connections to their own experiences.

**Use background knowledge**

- Use prior knowledge and background experience to construct meaning in a text.
- Notice a favourite author's writing style.

**Interact meaningfully with a wide range of genres and text forms**

- Participate in shared reading with a partner, a small group or whole class.
- Develop fluency to foster understanding of what they have read.
- Identify and describe why passages are described as fiction, nonfiction, and poetry.
- Use various reading strategies to monitor their own understanding of texts and repair misunderstandings.
- Make inferences about ideas, events and information presented in texts that they read.
- Draw conclusions about texts they read and those read to them.
- Express a personal response to texts they have read.
- Use charts and diagrams to interpret and clarify meaning of an expository text.
- Participate in small group discussions about text and present their understanding and critical reflection in a variety of ways.

**Develop vocabulary**

- continue to develop and apply known vocabulary.
- begin to connect subject area words in meaningful categories.



**Recognise and use language structures**

- Understand how word order affects meaning.

- Engage with the work of favourite authors and develop a beginning awareness of author’s craft.
- Apply graphophonic elements meaningfully**
- Recognize or decode words with common spelling patterns.
  - Continue to notice reading errors and use graphophonic elements or different strategies meaningfully and structurally to self-correct.


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p><b>The learner will:</b></p> <p style="background-color: #e1eef6;"><b>Interact with understanding and critical thought to a wide range of genres and text forms using comprehension strategies,</b></p> <p>1.1 Recognise the purpose and basic similarities and differences in paper based and digital genres of:</p> <ul style="list-style-type: none"> <li>- fiction</li> <li>- nonfiction</li> <li>- poetry</li> </ul> <p>1.2 Apply a variety of comprehension strategies to create meaning</p> <ul style="list-style-type: none"> <li>✓ activating background</li> <li>✓ knowledge</li> <li>✓ determining importance</li> <li>✓ visualisation</li> <li>✓ prediction</li> <li>✓ inferring</li> <li>✓ synthesising</li> </ul>	<p><b>Use the Observation of Student Learning Journal</b> to record brief, dated comments about learner progress thus far and to determine next steps for instruction.</p> <p style="text-align: center;"><b>CONVERSATIONS</b></p> <p>During Time to Practice, circulate among learners and ask them to read a short selection of the text they are reading. As you listen, make notes about:</p> <ul style="list-style-type: none"> <li>- accuracy (if there are many errors, provide the learner with an easier text)</li> <li>- fluency (use the fluency rubric provided ELO 2)</li> <li>- comprehension (use suggested questions from the Additional resources section)</li> <li>- word solving</li> </ul> <p>Make note of learner progress using a rubric or checklist, such as the examples in the Teacher Content section below.</p> <p style="text-align: center;"><b>OBSERVATIONS</b></p> <p>Throughout Time to Teach, Time to practice and Time to Reflect and Share, observe learner engagement and participation. When participation or engagement wanes, chat with the learner about possible questions or misunderstandings. If the learner is slow to complete</p>	<p>The focus of ELO 3 is learning the various sources of information (background knowledge, comprehension, vocabulary, grammar, and word solving strategies) that learners use as single or multiple avenues to developing their understanding and application of all formats and genres and text. Learning Strategies connect to times scheduled for Guided Reading and Shared Reading</p> <p style="background-color: #e1eef6;"><b>Interact with understanding and critical thought to a wide range of genres and text forms using comprehension strategies,</b></p> <p><i><b>Reviewing what we know about genre before we move on (SCO 3.1)</b></i></p> <p>Create a selection of a wide range of texts representing various genres and engage the learners in a genre classification activity. Post signs that say fiction (make believe), nonfiction (true) and ask learners to choose a book, skim through it and decide where to place the book. Once books are placed, have a discussion about why books were chosen as fiction or nonfiction. Co-create a chart about the characteristics of fiction and nonfiction text.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<ul style="list-style-type: none"> <li>✓ analysing</li> <li>✓ questions</li> <li>✓ make connections</li> </ul> <p>1.3 Use illustrations, graphics etc. of nonfiction text to ask questions, make inferences, and search for answers.</p> <p>1.4 Use various tools to retell a narrative, referring to characters, problem (what happened), and solution (ending).</p> <p>1.5 Read simple mathematics or science problems to:</p> <ul style="list-style-type: none"> <li>✓ search for information</li> <li>✓ ask questions</li> <li>✓ find solutions</li> </ul> <p>1.6 Demonstrate understanding through various responses to text, such as:</p> <ul style="list-style-type: none"> <li>✓ artistic representations (visual arts, dance)</li> <li>✓ discussions</li> <li>✓ graphic organisers</li> <li>✓ oral and written responses to questions</li> <li>etc.</li> </ul>	<p>assignments, ensure the instructions are understood and that the learner can read the words included in the assignment.</p> <p style="text-align: center;"><b>PRODUCTS</b></p> <p>In Language Arts, all conversations, assignments, and presentations provide opportunities to observe learning and progress over time. While informal, and often in collaboration with peers, the notes gathered throughout the day provide teachers with lots of information to plan the next steps of instructions. Plan regular opportunities for learners to demonstrate their learning independently. Refer to these opportunities as times to “Show What <b>I Know</b>”. Review each learner’s completed work for evidence of what has been accomplished (the known) and what the learner needs to know next (moving to the new).</p>	<p>At another time, provide a selection of poetry texts and repeat the above.</p> <p><b><i>To read is to understand (SCO 3.2):</i></b>            Demonstrate each comprehension strategies during an interactive read aloud - before, during and after reading, using a text of interest that provides a good example of how the comprehension strategy is applied. Refer to SCO 3.6 for the list of comprehension strategies and choose the focus for the lesson. Introduce the strategy with an example of what the process looks like and then apply the strategy during the interactive read aloud. For example:</p> <p>Activating prior knowledge: Before reading questions refer to the book cover - title of the book, what you already know about the topic, illustration on the cover, etc.</p> <p style="padding-left: 40px;">- visualisation: after reading a sentence or paragraph, pause and think aloud about how the words create images in your mind AND how that image helps you to understand the text.</p> <p>NOTE: Remember that comprehension strategies often work together, so learners may visualise and connect at the same time or connect and predict simultaneously.</p> <p>After the demonstration, provide time to practice comprehension strategies in small</p>


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies																								
<p>1.7 Follow written instructions to create an object, find a location, etc.</p> <p>1.8 Begin to connect background knowledge re: community and culture to support comprehension of culturally relevant text</p> <p>1.9 Respond critically to texts by asking and formulating responses to questions such as:</p> <ul style="list-style-type: none"> <li>✓ what if</li> <li>✓ is it possible that . . .</li> <li>✓ what else</li> <li>✓ what was the author trying to tell us</li> <li>✓ do I agree/why</li> </ul> <p>1.10 Respond to text focussed on diverse cultures/ways of life with interest, respectful questions and thought.</p> <p><b>Develop Vocabulary</b></p> <p>1.11 Continue to develop use of context (meaning, illustrations,</p>	<p>Examples of rubrics used to keep note of learner progress throughout the year include:</p> <p>Weareteachers.com</p> <p><b>Comprehension Questions:</b> Review students’ responses to comprehensions questions and provide feedback on how their answer demonstrates understanding of the</p> <table border="1" data-bbox="646 654 1272 1089"> <thead> <tr> <th colspan="4">COMPREHENSION RUBRIC</th> </tr> </thead> <tbody> <tr> <td><b>1</b> Tells 1 or 2 events or key facts</td> <td><b>2</b> Tells some of the events or key facts</td> <td><b>3</b> Tells many events, in sequence for the most part, or tells many key facts</td> <td><b>4</b> Tells most events in sequence or tells most key facts</td> </tr> <tr> <td><b>1</b> Includes few or no important details from text</td> <td><b>2</b> Includes some important details from text</td> <td><b>3</b> Includes many important details from text</td> <td><b>4</b> Includes most important details and key language or vocabulary from text</td> </tr> <tr> <td><b>1</b> Refers to 1 or 2 characters or topics using pronouns (he, she, it, they)</td> <td><b>2</b> Refers to 1 or 2 characters or topics by generic name or label (boy, girl, dog)</td> <td><b>3</b> Refers to many characters or topics by name in text</td> <td><b>4</b> Refers to all characters or topics by specific name</td> </tr> <tr> <td><b>1</b> Responds with incorrect information</td> <td><b>2</b> Responds with some misinterpretation</td> <td><b>3</b> Responds with literal interpretation</td> <td><b>4</b> Responds with interpretation that shows higher level thinking</td> </tr> <tr> <td><b>1</b> Provides limited or no response to teacher questions and prompts</td> <td><b>2</b> Provides some response to teacher questions and prompts</td> <td><b>3</b> Provides adequate response to teacher questions and prompts</td> <td><b>4</b> Provides insightful response to teacher questions or prompts</td> </tr> </tbody> </table> <p>strategy(ies) reflected in the questions. Examples are provided below. NOTE: while comprehension strategies are introduced individually, they are rarely used in isolation. Assessment of comprehension involves looking for how a learner uses and combines strategies.</p> <p>Examples:</p> <p>Predicting: is the learner’s response plausible and does the learner use information from the text to support their prediction? <b>Yes, somewhat, not yet</b></p>	COMPREHENSION RUBRIC				<b>1</b> Tells 1 or 2 events or key facts	<b>2</b> Tells some of the events or key facts	<b>3</b> Tells many events, in sequence for the most part, or tells many key facts	<b>4</b> Tells most events in sequence or tells most key facts	<b>1</b> Includes few or no important details from text	<b>2</b> Includes some important details from text	<b>3</b> Includes many important details from text	<b>4</b> Includes most important details and key language or vocabulary from text	<b>1</b> Refers to 1 or 2 characters or topics using pronouns (he, she, it, they)	<b>2</b> Refers to 1 or 2 characters or topics by generic name or label (boy, girl, dog)	<b>3</b> Refers to many characters or topics by name in text	<b>4</b> Refers to all characters or topics by specific name	<b>1</b> Responds with incorrect information	<b>2</b> Responds with some misinterpretation	<b>3</b> Responds with literal interpretation	<b>4</b> Responds with interpretation that shows higher level thinking	<b>1</b> Provides limited or no response to teacher questions and prompts	<b>2</b> Provides some response to teacher questions and prompts	<b>3</b> Provides adequate response to teacher questions and prompts	<b>4</b> Provides insightful response to teacher questions or prompts	<p>groups, pairs, individually - during their reading. Simple visuals can be displayed to serve as reminders for students e.g., anchor charts, bookmarks, etc.</p> <p> <b>INTEGRATING THE SUBJECTS: <i>Make It Come Alive (SCO 3.10, 3.15)</i></b> Integrate Reading with the arts and TVET by inviting learners to use “loose parts” to create puppets to demonstrate comprehension through puppets plays. Use puppets to act out events in stories read.</p> <p> <b>BRAIDING THE STRANDS:</b> Once puppets are made opportunities to write scripts braids with writing.</p> <p><b>Develop Vocabulary</b></p> <p><b>Word detectives (SCO 3.19)</b> Engage students in a search for new and interesting words throughout all subject areas. The learner posts the word on a Word Detective bulletin board. The teacher uses these words for sorting activities such as:</p>
COMPREHENSION RUBRIC																										
<b>1</b> Tells 1 or 2 events or key facts	<b>2</b> Tells some of the events or key facts	<b>3</b> Tells many events, in sequence for the most part, or tells many key facts	<b>4</b> Tells most events in sequence or tells most key facts																							
<b>1</b> Includes few or no important details from text	<b>2</b> Includes some important details from text	<b>3</b> Includes many important details from text	<b>4</b> Includes most important details and key language or vocabulary from text																							
<b>1</b> Refers to 1 or 2 characters or topics using pronouns (he, she, it, they)	<b>2</b> Refers to 1 or 2 characters or topics by generic name or label (boy, girl, dog)	<b>3</b> Refers to many characters or topics by name in text	<b>4</b> Refers to all characters or topics by specific name																							
<b>1</b> Responds with incorrect information	<b>2</b> Responds with some misinterpretation	<b>3</b> Responds with literal interpretation	<b>4</b> Responds with interpretation that shows higher level thinking																							
<b>1</b> Provides limited or no response to teacher questions and prompts	<b>2</b> Provides some response to teacher questions and prompts	<b>3</b> Provides adequate response to teacher questions and prompts	<b>4</b> Provides insightful response to teacher questions or prompts																							



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>text features, etc.) clues to solve unknown vocabulary.</p> <p>1.12 Self check on the basis of what makes sense in the text.</p> <p>1.13 Refer to personal dictionaries and published dictionaries as a reference for new vocabulary.</p> <p>1.14 Continue to make connections between the language of text written with Home Language vocabulary and Standard English vocabulary.</p> <p>1.15 Apply known oral vocabulary to text vocabulary by recognising root words or rimes to solve unknown words.</p> <p>1.16 Continue to develop automaticity with additional high-frequency words and words of personal interest.</p> <p>1.17 Begin to understand the meaning of Early level prefixes and suffixes.</p> <p>1.18 Create and use a personal word bank.</p>	<p>Visualising: does the learner’s description match the information provided in the text? <b>Yes, somewhat, not yet.</b></p> <p>Connecting: does the learner connect information from the text as requested (to personal experiences, other text, or actual events). <b>Yes, somewhat, not yet</b></p> <p>Inferring: does the learner base their inference on an accumulation of information? <b>Yes, somewhat, not yet</b></p> <p>Synthesising: does the learner refer to specific facts or incidences? <b>Yes, somewhat, not yet</b></p> <p>Quizzes can be useful for on-the-spot checks of learning. Ensure questions are focussed on meaningful application of concepts (synonyms, prefixes, vocabulary, etc.) and not on definitions of terms. Example: Read this sentence.</p> <p>The joke was <u>funny</u>. What is another word for <u>funny</u>? _____</p> <p style="text-align: center;"><b>Self and Peer assessment</b></p> <p><b>Scavenger hunt:</b> Conduct scavenger hunt for text features in various fiction and non-fiction texts, through the use of table/record sheets, students cite the type of text feature, book title, page number as well as tell how the text feature helped them understand the text. When the learner is finished, the results are shared with peers.</p>	<p>Categorising by topic (describing words, people, places, things)</p> <ul style="list-style-type: none"> <li>- Demonstrate how the Frayer Model provides a guide to understanding new vocabulary.</li> </ul> <p><b><i>The parts of words are meaningful (SCO 3.14, 3.16, 3.19)</i></b> Create word puzzles of words with prefixes, suffixes, and root words. Cut the words along the puzzle lines and learners can connect the puzzles meaningfully. Learners then search for words with similar prefixes, suffixes and roots and create puzzles for their peers to connect.</p> <p>As the year proceeds, learners will begin to notice that prefixes, suffixes, and roots provide the foundation to the meaning of the word. At this point, learners and the teacher begin to co-create root word explosions.</p> <p><b><i>Using parts of words to figure out new words: ( SCO 3.11, 3.14)</i></b> Continue to demonstrate and offer opportunities for learners to “chunk” a word to determine how to read it and to understand it. Present a sentence with a tricky word digitally or on chart paper. The teacher pretends to not know the tricky word and uses a Think Aloud and a marker or digital highlighter to point out syllables, prefixes, suffixes etc. and how they work together to make a meaningful word. Once</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies																
<p>1.19 Develop an understanding that words may have similar meanings.</p> <p><b>Recognise and use language structures</b></p> <p>1.20 Continue to notice and apply knowledge of how word order creates and maintains meaning.</p> <p>1.21 Use punctuation appropriately to:</p> <ul style="list-style-type: none"> <li>✓ enhance fluency</li> <li>✓ guide intonation</li> <li>✓ demonstrate expression</li> </ul> <p>1.22 Further develop fluency by using knowledge of:</p> <ul style="list-style-type: none"> <li>✓ effective problem solving of unknown words</li> <li>✓ predictable language structures</li> </ul> <p>1.23 Use fluency to assist:</p> <ul style="list-style-type: none"> <li>✓ comprehension</li> <li>✓ the mood of the text</li> <li>✓ the intent of the text</li> </ul>	<table border="1" data-bbox="640 435 1325 948"> <thead> <tr> <th data-bbox="640 435 827 678">Text Feature</th> <th data-bbox="827 435 993 678">Where did I find it? <b>PAGE</b></th> <th data-bbox="993 435 1127 678">What it tells me</th> <th data-bbox="1127 435 1325 678">How did it help me understand the information in the text</th> </tr> </thead> <tbody> <tr> <td data-bbox="640 678 827 818">Table of contents</td> <td data-bbox="827 678 993 818"></td> <td data-bbox="993 678 1127 818"></td> <td data-bbox="1127 678 1325 818"></td> </tr> <tr> <td data-bbox="640 818 827 883">Illustrations</td> <td data-bbox="827 818 993 883"></td> <td data-bbox="993 818 1127 883"></td> <td data-bbox="1127 818 1325 883"></td> </tr> <tr> <td data-bbox="640 883 827 948">Glossary</td> <td data-bbox="827 883 993 948"></td> <td data-bbox="993 883 1127 948"></td> <td data-bbox="1127 883 1325 948"></td> </tr> </tbody> </table> <p><b>Peer/student self assessment:</b> Change a text or part of a text from standard English to home language, recreating the text to give meaning and flavour according to one's culture. Peers provide options of how to express various feelings, emotions, and descriptions.</p>	Text Feature	Where did I find it? <b>PAGE</b>	What it tells me	How did it help me understand the information in the text	Table of contents				Illustrations				Glossary				<p>the word has been “solved” the sentence is reread to ensure the word solving was meaningful.</p> <p> <b>INTEGRATING THE SUBJECTS:</b> Science and Social Studies provide learners with all sorts of interesting words. Apply the strategy above to the new vocabulary of each unit of study.</p> <p><b>Synonym Dominos (SCO 3.19)</b> Create synonym domino cards created to match synonyms to their partners. Throughout the year, as learners' vocabulary grows, they may create new synonym, antonym, homonym, and homophone dominos.</p> <p><b>Recognise and use language structures</b></p> <p><b>Drama = fluency=understanding (SCO 3.20, 3.21, 3.22, 3.23)</b> Include opportunities for Readers' Theatre, poetry reading and singing throughout the day. Each of these reading opportunities provides authentic opportunities for learners to experience how important it is to read and express phrases, sentences, and punctuation fluently. See Additional resources for information about Readers' Theatre.</p>
Text Feature	Where did I find it? <b>PAGE</b>	What it tells me	How did it help me understand the information in the text															
Table of contents																		
Illustrations																		
Glossary																		



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>1.24 Become more aware how the phrases and sentences of text language may be used to describe in positive or negative ways.</p> <p>1.25 Continue to demonstrate understanding of how word order in fiction and nonfiction text impacts meaning.</p> <p>1.26 Make connections between common, simple basic digital text vocabulary and meaning.</p> <p><b>Interact with and meaningfully apply Emergent/Early graphophonic cues to a variety of genres and text forms.</b></p> <p>1.27 begin to monitor for errors by cross checking phonics, meaning, and structure clues.</p> <p>1.28 Use picture cues to support /enhance graphophonic word solving.</p> <p>1.29 Continue to develop meaningful use of graphophonic elements to decode meaningfully such as:</p> <ul style="list-style-type: none"> <li>✓ -initial, final, and medial consonants</li> </ul>		<p> <b>BRAIDING THE STRANDS:</b> Connect Reading with Writing by providing practice in writing short scripts, dramatic sections of a narrative text, etc.</p> <p><b>Examining icons (SCO 3.24)</b> Observe learner use of digital images; if learners regularly use icons to express feelings or communicate, have discussions about intended and unintended messages and how to avoid using images to hurt someone’s feelings.</p> <p><b>Interact with and meaningfully apply Emergent/Early graphophonic cues to a variety of genres and text forms</b></p> <p><b>Letters work together: SCO 3.29</b> Continue to build on learners’ knowledge of how letters and various groups of letters work together to create a word. Choose words from class discussions, anchor texts or other subject areas to deconstruct for:</p> <ul style="list-style-type: none"> <li>✓ initial, final, and medial consonants</li> <li>✓ Early stage blends</li> <li>✓ Early stage digraphs</li> <li>✓ Early stage consonant vowel patterns</li> <li>✓ Early Stage affixes and visible root words</li> </ul> <p>Activities include:</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<ul style="list-style-type: none"> <li>✓ -Early-stage blends</li> <li>✓ -Early-stage digraphs</li> <li>✓ -Early-stage consonant vowel patterns</li> <li>✓ -simple affixes and visible root words</li> </ul>		<ul style="list-style-type: none"> <li>✓ using manipulatives to deconstruct and build words</li> <li>✓ creating word walls of similar letter patterns</li> <li>✓ establish personal dictionaries</li> <li>✓ connecting word solving in text to context clues and illustrations</li> </ul> <p><b>NOTE: Visit the additional resources section for lesson suggestions.</b></p>

Useful Content Knowledge for the Teacher about the Outcome:

The focus of ELO 3 is on the multiple sources of information a reader develops:

- building on background knowledge
- comprehension
- vocabulary
- language use (grammar)
- word work (graphophonics)

**Why is this Strand called Reading *and* Viewing?** **Viewing refers to** Visual Literacy, which is understanding how people perceive objects/pictures, interpret, analyze, evaluate, draw conclusions, unlock meaning of what they see and tell what they learn from them. For more information and teaching suggestions, visit [What is Visual Literacy? https://www.highspeedtraining.co.uk/hub/what-is-visual-literacy/#:~:text=Visual%20literacy%20is%20the%20ability,using%20images%20to%20communicate%20meaning](https://www.highspeedtraining.co.uk/hub/what-is-visual-literacy/#:~:text=Visual%20literacy%20is%20the%20ability,using%20images%20to%20communicate%20meaning)

**How can I braid the Language Arts strands?** The Language Experience strategy provides authentic opportunities to braid speaking/ listening, reading/viewing, and writing/representing.  
[Understanding LEA Approach https://k12teacherstaffdevelopment.com/tlb/understanding-the-language-experience-approach-lea/](https://k12teacherstaffdevelopment.com/tlb/understanding-the-language-experience-approach-lea/)

**What is Readers' Workshop?** A teaching model that allows pupils to engage in authentic reading experiences

#### **Components of the Reader's Workshop**

**Mini lesson** – teacher focuses on modelling a specific literacy skill/strategy –e.g., word attack skills, fluency, comprehension strategies etc. (10-15 min).

**Guided practice** – small group - pupils are trying out skill/strategy with the assistance of teacher.


**Teacher/student conferencing** - teacher works one on one or in small groups - independent work (reading) – application of strategy (20-30 mins)  
Pupils are engaged in reading individually or in pairs.

**Sharing** – Pupils share about the book read, or listened to, the activity completed, or their experience using the strategy.

**How do I set up Literacy Centers?** A useful Teachers' guide for new and experienced teachers to setting up effective literacy centers in the classroom is available at:

[Designing Effective Literacy https://www.esc4.net/users/0001/docs2/120-501-1108%20Second%20DELC%20Book.pdf](https://www.esc4.net/users/0001/docs2/120-501-1108%20Second%20DELC%20Book.pdf) This site contains resources, tools, and strategies to provide teachers and students with essential reading skills and comprehension strategies for both guided reading sessions and independent reading tasks.

[Reading skills and strategies https://literacyideas.com/reading-overview/](https://literacyideas.com/reading-overview/)



**Reading Comprehension Strategies:** Comprehension strategies are cognitive processes that good readers use to make sense of texts. Reading comprehension skills are the daily learning activities that provide practice and application of those strategies. Teach students these specific text comprehension strategies, then show them how and when to use them in reading both fiction and non-fiction texts. These sites highlight researched based comprehension strategies for teaching text comprehension.

<https://justcaracarroll.com/reading-comprehension/>

Further information about comprehension strategies is available at: [Reading Comprehension https://www.scholastic.com/content/dam/teachers/lesson-plans/migrated-files-in-body/9SixComprehension.pdf](https://www.scholastic.com/content/dam/teachers/lesson-plans/migrated-files-in-body/9SixComprehension.pdf)

[Teaching Comprehension https://beverlyhg-h.schools.nsw.gov.au/content/dam/doe/sws/schools/b/beverlyhg-h/localcontent/documents/teacher-excellence/Teaching-Comprehension-Strategies-DEC.pdf](https://beverlyhg-h.schools.nsw.gov.au/content/dam/doe/sws/schools/b/beverlyhg-h/localcontent/documents/teacher-excellence/Teaching-Comprehension-Strategies-DEC.pdf). Provides practice with the Big Five comprehension strategies (scroll to page 5).


**What are Graphic organisers?** Graphic organisers provide a useful way for learners to demonstrate their understanding. Examples are available at: <https://www.hmhco.com/blog/free-graphic-organizer-templates> NOTE: Use a “Think Aloud” to Always provide learners an example of how the graphic organiser is used.

**What are Narrative texts?** Narrative texts tell a story. Elements of a story are:  
 setting – where and when  
 characters – people, animals, or objects  
 a plot – events that happen in order. This site explores narrative text structure:

**How can parents help their children at home?** Visit [https://youtu.be/cwGI7eI\\_xZA](https://youtu.be/cwGI7eI_xZA) for an example of how parents can use phonics and other strategies to work out tricky words.

**How do I teach Vocabulary in Grades K -2**  
[How to teach Vocabulary https://www.youtube.com/watch?v=i3OgosvU0pI](https://www.youtube.com/watch?v=i3OgosvU0pI) provides teachers with authentic and relevant ways to teach vocabulary

**What are some questions to ask when learning about narrative text?** choose the questions that reflect the developmental level of the learner(s).



<p><b>Remember</b></p> <p>Who are the main characters? When did the story take place? (setting) Where did the story take place? (setting)</p>	<p><b>Apply</b></p> <p>Does the story remind you of anything? What do you predict will happen next if the story continues? What is the problem in this story? How is the problem solved in this story? Can you think of other possible solutions to the problem?</p>	<p><b>Evaluate</b></p> <p>A place in the story I'd like to be is _____ because _____. A place in the story I would not like to be is _____ because _____. My favorite part of the story was _____ because _____. I like this story because _____. I do not like this story because _____.</p>
<p><b>Understand</b></p> <p>What is the main idea of the story? What are the major events in the story? Sequence the events of the story. Retell the story. Describe the setting. Describe the main character. What is the mood of this story? Give examples of when _____ (a character) felt _____.</p>	<p><b>Analyze</b></p> <p>Why do you think _____ (a character) did _____ (an action)? How did _____ (a character) change/grow during the story? What caused _____ (a character) to change/grow? Why do you think _____ (a character) felt _____? _____ (a character, setting, problem) is like _____ (another character, setting, problem) because _____. _____ (a character, setting, problem) is different</p>	<p><b>Create</b></p> <p>What if you were _____ (a character, a place), what would you do? How could you change the story to make it more _____? Suppose _____, then what would have happened? Create a new setting/problem for the story. Imagine you are _____ (a character) and plan a day in her/his life.</p>

**Additional Resources and Materials**

**Building background knowledge in students**

[Building background Knowledge https://www.youtube.com/watch?v=DzTFgKLMJZo](https://www.youtube.com/watch?v=DzTFgKLMJZo)

**Classroom activities to reinforce homophone** (words that have different spellings but the same pronunciation)

Student guide for the text feature walk [Guiding Students Through Expository Text with Text Feature Walks | Reading Rockets](#)

**Text Feature Game** (teacher may use Kaboot)

In this timed game, students are to identify various text features on a given page by matching - caption, photograph, heading, bold word label, and/or diagram to its correct text feature.

<https://wordwall.net/resource/7455968/english/text-features>

**Phonics activities for home and school.** Visit <https://www.readingrockets.org/literacy-home/reading-101-guide-parents/your-second-grader/phonics-and-decoding-activities> for a selection of activities such as:

**Extra, extra!** Ask your child to find and cut out all the words in a newspaper or magazine that she can read. Glue or tape them onto a piece of paper and practice reading them together.

**The “H Brothers”** Explain to your child that sometimes two letters will stand together to create one new sound. The “H Brothers” join with other letters to make the sounds: sh, ch, th, wh and ph. Write down some example words and use multisensory props and gestures to help your child remember the new letter combination. Here’s a fun idea for [telling the story of the H Brothers \(opens in a new window\)](#) to reinforce the concept.

**Build-a-word** Prefixes are sets of letters that are added to the beginning of a word, and suffixes are added to the end. Give your child a simple action word, such as *beat*. Ask your child to think of variations of the word by adding a prefix or suffix. For example: *rebeat, heated, beater, beating*.

**Word ladders** On a sheet of paper, draw a ladder with two long sides and up to 10 rungs. Write a word at the bottom of the ladder. Challenge your child to come up with new words by just changing one letter at the beginning, middle, or end of the word. For example, if the bottom word is *line*, your word ladder could look like this:

- tape
- cape
- cake
- lake
- like

- live
- dive
- five
- fine
- line

**Cereal box read aloud** Your breakfast table can offer some easy practice in sounding out words. Together look at the words on your child’s cereal box, choose a variety of words from easy to “stretch” words, and see if your child can sound out the letters as you point to each. For longer unfamiliar words, you can break up the word into easier parts by covering up letters with your finger, and then encouraging your child to blend the parts into a whole word.

**Grocery store literacy** Lots of grocery items come in different flavors. Ask your child to help you find a particular flavor by reading the labels. For example, can she find the low fat milk? The tuna fish packed in water? She’ll be using her reading skills to find the right item. Put your child in charge of the grocery list. As you put items into the cart, say the word and ask your child to cross it off the list.

**Words in the wild** Words are everywhere! When you’re out for a walk or shopping together, look at signage and point out some simple words for your child to sound out. Then try more challenging words like “Hardware Store” or some of the words on a movie poster or a menu in a restaurant window. look at a movie poster together. Ask your child if they can sound out the words. Keep it fun and brisk as you walk together.

**Listen, listen** Decoding is hard work! Try setting aside time each day to listen to your child read to you and let him know how much you enjoy hearing him read and how proud you are. If your first grader has a preschool sibling, encourage him to read to his sister or brother (guaranteed to make you smile!).

[Homophone games https://emile-education.com/fun-homophone-games-and-activities/](https://emile-education.com/fun-homophone-games-and-activities/)

Having fun with **homonyms** (words that are spelled the same but have different meaning) and homonyms [Fun with Homonyms](https://brainninja.ca/fun-with-homonyms/)  
<https://brainninja.ca/fun-with-homonyms/>

**Suggestions for teaching the Cause and Effect comprehension skill**

[12 Easy Cause and Effect Activities and Worksheets - Teach Junkie](https://www.teachjunkie.com/language-arts/ela-cause-effect-inference/) <https://www.teachjunkie.com/language-arts/ela-cause-effect-inference/>

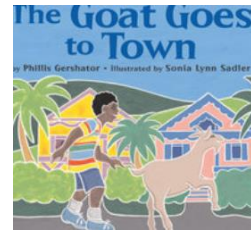
**Games for high frequency words**

Visit: [High frequency word games](https://rhodygirlresources.com/high-frequency-word-games-for-kindergarten/) <https://rhodygirlresources.com/high-frequency-word-games-for-kindergarten/>

To develop vocabulary and decoding, visit : [Word Ladders](https://www.eaieducation.com/pdf/104653.pdf) <https://www.eaieducation.com/pdf/104653.pdf>

**Opportunities for Subject Integration:**

Using (ELP) anchor text **Goat Goes to Town** to show integration.



**Interactive Read Aloud Strategy**

**Before reading**

Have discussion and ask questions to capitalize on students' background knowledge e.g.

- Have you ever seen a farm animal walking around a town or city?
- What might happen if a farm animal walked around there?
- Tell me what you know about goats.
- What would you do if a goat escaped from a farm?
- Connect the story with children's experiences with animals.
- Highlight sight and high frequency that are unknown.
- Remind children of the strategies they know and can use with unfamiliar words.
- Set a purpose for reading.

**During reading-** The teacher reads aloud the text whilst students participate



- Students make predictions, draw conclusions, identify details.
- Students confirm predictions.
- Listen for targeted words.

#### **After reading**

- Draw pictures and write sentences.
- Answer more questions.

#### **Cross curricular Activities**

##### **Arts**

Create a poster to find a lost goat.

##### **Science**

Investigate goats – what they eat, where they live, type of animals, etc.

##### **Social studies**

Reread page 14 and discuss what it means to be a hero.

Discuss heroes in the community.

##### **Language Arts – Writing**

Write a thank you note to the boy who helped the goat.

Visit the site below for more ideas on using the text [Goat goes to Town - Teacher's Guide](#)

**Using Environmental print** Students encounter environmental prints on a daily basis. It is important that students understand the meaning of these prints, when and where they are used.



[Environmental Print | Reading Rockets](#)

[Identify the Meaning of Signs: Using Environmental Print](#)

### Elements from Local Culture:



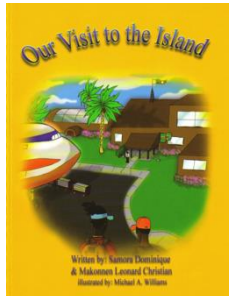
Caribbean ABCs By Karllen Lawrence [Caribbean Books](#)

Stories based on our cuisine. Each island can choose their cuisine.

### Our Visit to the Island

By Irving W. Andre and  
Gabriel J. Christian

Local stories and  
information



### Strategies that Support the Curriculum and Assessment Framework

Every child needs a champion. An adult who will never give up on them.  
Rita Pierson



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



**OHPC Grade Two Language Arts  
Essential Learning Outcome Four**

**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 4**

Students will develop their understanding of how an **author's purpose and style, genre, text form, text features and choice of vocabulary, and language** influence the meaning of text and define the author's craft.

**Grade Two Expectations**

**Read for pleasure and personal growth**

- Read familiar Early Level texts independently and with confidence.
- Continue to browse books of interest in a wide range of genres.
- Continue to make imaginative and real-life connections to their own experiences.

**Use background knowledge**

- Use prior knowledge and background experience to construct meaning in a text.
- Notice a favourite author's writing style.

**Interact meaningfully with a wide range of genres and text forms**

- Participate in shared reading with a partner, a small group or whole class.
- Develop fluency to foster understanding of what they have read.
- Identify and describe why passages are described as fiction, nonfiction, and poetry.
- Use various reading strategies to monitor their own understanding of texts and repair misunderstandings.
- Make inferences about ideas, events and information presented in texts that they read.
- Draw conclusions about texts they read and those read to them.
- Express a personal response to texts they have read.
- Use charts and diagrams to interpret and clarify meaning of an expository text.
- Participate in small group discussions about text and represent their understanding and critical reflection in a variety of ways.

**Develop vocabulary**

- Continue to develop and apply known vocabulary.
- Begin to connect subject area words in meaningful categories.

**Recognise and use language structures**

- Understand how word order affects meaning.
- Engage with the work of favourite authors and develop a beginning awareness of author's craft.


**Apply graphophonic elements meaningfully**


- Recognize or decode words with common spelling patterns.
- Continue to notice reading errors and use graphophonic elements or different strategies meaningfully and structurally to self-correct.


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p><b>The learner will:</b></p> <p><b>Develop understanding of how author’s purpose and style influence meaning</b></p> <p>1.1 Become familiar with the style of favourite authors and illustrators.</p> <p>1.2 Use the work of a range of authors to compare and contrast purpose and style:</p> <ul style="list-style-type: none"> <li>✓ humorous stories</li> <li>✓ exciting stories</li> </ul> <p>1.3 Work with a peer to begin digital searches to gather information about an author.</p> <p><b>Develop understanding and recognise use of genres and publishing text features to influence meaning</b></p> <p>1.4 Become familiar with the text feature design choices of the author and publishers</p> <ul style="list-style-type: none"> <li>✓ front and back cover illustrations</li> <li>✓ back blurb information</li> </ul>	<p>ELO 4 provides opportunities to observe learner interests and how they respond to certain genres and the craft of authors and illustrators. Add this information to the Student Learning Inventory that is provided in ELO 1.</p> <p style="text-align: center;"><b>CONVERSATIONS</b></p> <p>Use <i>Why do you think the author. . .?</i> questions to include the author in conversations about fiction, nonfiction, and poetry texts. Use a Think, Pair, Share format for responses. Listen as responses are shared for how well learners’ explanations connect to the text. For example:</p> <p>Purpose: Why do you think the author decided to write about this?</p> <p>Plot: Why do you think the author decided this should happen next?</p> <p>Etc.</p> <p style="text-align: center;"><b>OBSERVATIONS</b></p> <p>Throughout Guided Reading lessons and Time to Practice, continue to use Running Records (see ELO 2) to monitor learner progress.</p> <p style="text-align: center;"><b>PRODUCTS</b></p>	<p>The focus of ELO 4 is to learn about how author’s make specific choices genre, words, language use and voice to engage the reader and convey meaning. This ELO provides an opportunity to “get to know” authors and their craft. <b>The samples provided below should, whenever possible, be replaced by local authors and illustrators.</b></p> <p><b>Develop understanding of how author’s purpose and style influence meaning</b></p> <p><b><i>First Glance (SCO 4.1, 4.2, 4.3, 4.4)</i></b> Create an excitement about reading and a respect for the work of authors and illustrators by introducing an author through the front and covers of books and a quick glance through the pages of the books. For example, the front covers of Robert Munsch books provide lots of fun details to provide hints about the story, the characters and setting. These glances also provide the learners with a sense of how authors and illustrators work together. As you and the learners peruse the covers, provide prompting questions such as:</p> <ul style="list-style-type: none"> <li>-<i>What do you notice on this cover?</i></li> <li>-<i>What do you think is happening?</i></li> <li>-<i>What do the pictures tell you about the characters?</i></li> </ul> <p><i>Etc.</i></p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies																					
<p>✓ choice of words to enhance interest</p> <p>✓ use of local and international culture</p> <p>1.5 Engage in the research process with teacher and peer assistance</p> <p>✓ generate questions to guide research</p> <p>✓ locate appropriate information with assistance (classroom, library, home, community)</p> <p>✓ organise information (see ELO 6)</p> <p>✓ share information</p> <p><b>Develop understanding of how author's choices of vocabulary and language use, influence the meaning and mood of the text.</b></p> <p>1.6 Express opinions about the work of authors and illustrators.</p> <p>1.7 Discuss and respond to the author's use of interesting words and dialogue that evoke emotions, describe, create humour, etc.</p> <p>1.8 Continue to develop an understanding of how written word order impacts meaning.</p> <p>1.9 Compare texts by different authors for differences in language and mood.</p>	<div data-bbox="661 316 1157 852" data-label="Form"> <p>Name: _____</p> <p><b>AUTHOR'S PURPOSE</b> Directions: Cut and paste into the correct column.</p> <table border="1"> <thead> <tr> <th>PERSUADE</th> <th>INFORM</th> <th>ENTERTAIN</th> </tr> </thead> <tbody> <tr> <td>Chocolate is better than hard candy.</td> <td>a commercial to buy shoes at a great price</td> <td>if we work really hard, can we have a 2<sup>nd</sup> recess?</td> </tr> <tr> <td>a biography about Abraham Lincoln</td> <td>a newspaper article</td> <td>reading a map for directions</td> </tr> <tr> <td>a comic book about a super hero</td> <td>a book about a boy's adventure</td> <td>Humpty, Dumpty sat on a wall Humpty, Dumpty had a great fall</td> </tr> <tr> <td></td> <td></td> <td>Once upon a time, in a faraway land...</td> </tr> <tr> <td></td> <td></td> <td>a book about how to bake a cake</td> </tr> <tr> <td></td> <td></td> <td>a sign to vote for Tom Jones for mayor</td> </tr> </tbody> </table> </div> <p><b>Website Review:</b> Schedule time for learners to visit an author's website and a set of questions to answer about the website:</p> <ol style="list-style-type: none"> <li>1. What is the first thing you notice about this website?</li> <li>2. What did you learn about the author?</li> <li>3. What books has this author written?</li> <li>4. Who do you think will enjoy these books?</li> </ol> <p>Etc.</p>	PERSUADE	INFORM	ENTERTAIN	Chocolate is better than hard candy.	a commercial to buy shoes at a great price	if we work really hard, can we have a 2 <sup>nd</sup> recess?	a biography about Abraham Lincoln	a newspaper article	reading a map for directions	a comic book about a super hero	a book about a boy's adventure	Humpty, Dumpty sat on a wall Humpty, Dumpty had a great fall			Once upon a time, in a faraway land...			a book about how to bake a cake			a sign to vote for Tom Jones for mayor	<div data-bbox="1331 305 1577 669" data-label="Image"> </div> <div data-bbox="1640 318 1923 652" data-label="Image"> </div> <p>scholastic.ca</p> <p><b>Calypso Fever (SCO 4.2):</b> Introduce the concept of Author's Purpose by having a discussion of why authors choose to write. Collect a list of reasons learners provide. Listen to local calypso music to identify the purpose, of the author's lyrics whether to persuade, inform or entertain – <b>or a combination</b> – and explain why. Explain how to use P.I.E. (see below) to make these decisions. Throughout the year, as learners are reading a variety of books, revisit this activity to develop increased understanding of not only the purpose but, how the author uses his style to reflect the purpose.</p>
PERSUADE	INFORM	ENTERTAIN																					
Chocolate is better than hard candy.	a commercial to buy shoes at a great price	if we work really hard, can we have a 2 <sup>nd</sup> recess?																					
a biography about Abraham Lincoln	a newspaper article	reading a map for directions																					
a comic book about a super hero	a book about a boy's adventure	Humpty, Dumpty sat on a wall Humpty, Dumpty had a great fall																					
		Once upon a time, in a faraway land...																					
		a book about how to bake a cake																					
		a sign to vote for Tom Jones for mayor																					



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies			
		<div data-bbox="1335 305 1961 667" style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p style="text-align: center;"><b>WHAT IS THE AUTHOR'S PURPOSE?</b></p> <p style="text-align: center;"><b>PIE</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; border-right: 1px solid black; padding: 5px;"> <p><b>Persuade</b></p> <p>To convince the reader to think or do something</p> </td> <td style="width: 33%; border-right: 1px solid black; padding: 5px;"> <p><b>Inform</b></p> <p>To give/teach information about a topic</p> </td> <td style="width: 33%; padding: 5px;"> <p><b>Entertain</b></p> <p>To tell a story that you will enjoy</p> </td> </tr> </table> <p style="text-align: right; font-size: small;"><b>Mometrix</b> TEST PREPARATION</p> </div> <p>Read a poem or a selection of poems to depict which element of PIE it identifies with.</p> <p><b><i>We are Book Reviewers (SCO 4.5)</i></b> Teachers model by sharing their opinion of books they have read and enjoyed or even disliked, focussing on how the illustrations and the author's words helped or didn't help in their understanding of the characters, setting and/or plot.</p> <p> <b>BRAIDING THE STRANDS</b> Connect ELO 4 with Speaking and Listening: Teacher and learners make short oral presentations on books they have read, stating elements of the story, and sharing their opinions in a fun, exciting and engaging manner in the hope of persuading others to read the book/story.</p> <div style="background-color: #d4edda; padding: 5px; margin-top: 10px;"> <p><b>Develop understanding and recognise use of genres, and publishing text features influence meaning</b></p> </div>	<p><b>Persuade</b></p> <p>To convince the reader to think or do something</p>	<p><b>Inform</b></p> <p>To give/teach information about a topic</p>	<p><b>Entertain</b></p> <p>To tell a story that you will enjoy</p>
<p><b>Persuade</b></p> <p>To convince the reader to think or do something</p>	<p><b>Inform</b></p> <p>To give/teach information about a topic</p>	<p><b>Entertain</b></p> <p>To tell a story that you will enjoy</p>			

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p><b><i>Getting to know you author study (SCO 4.6)</i></b>            Select an author with a series of books - for example Eric Carle, Dr Seuss, look for interesting vocabulary usage and discuss how it enhances the descriptions of the setting or character, mood, etc. of the story. Learners search online for the author’s website or contact information and begin an author study research project . Questions to guide the research are based on a BIG question, such as, What do I want to know about this author?            -Where does the author live?            -What are the titles of his/her books?            -Why did he/she decide to start writing?            - What is his/her favourite book by another author?            - What tips could the author give to an author in Grade two.</p> <p> <b>BRAIDING THE STRANDS:</b> Research provides an excellent opportunity to braid reading and viewing with writing and representing.</p> <p><b>Develop understanding of how author’s choices of vocabulary and language influence the meaning and mood of the text</b></p> <p><b><i>Creating movies in my mind (SCO 4.7)</i></b>            Develop word consciousness in students, emphasize words from text that ‘show’ not ‘tell’ - have students visualize as text is read, discussing, and drawing the images created in their minds. Students could also talk about how they feel, highlighting the words or phrases from the text that support their mood/feelings.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p><i>[The author]’s words help me see/feel _____. Words I add to the word journal/personal thesaurus/class word wall:</i></p> <p><b>Authors have fun with sentences (SCO 4.8):</b> Choose an interesting selection of language use from a favourite story.</p> <div data-bbox="1276 492 1638 852" style="border: 1px solid #ccc; padding: 5px; margin: 10px 0;"> <p>It took two hours because Ashley’s mom braided her hair back and forth and back and forth and back and forth, AND up and down and up and down and up and down, AND round and round and round and round and round and round.</p> </div> <p style="text-align: right;">(Braids by Robert Munsch)</p> <p>Share read the passage with the class and alter the speed and tone with each reading. Encourage the learners have to have fun with the shared reading.</p> <div data-bbox="1276 1008 1329 1109" style="text-align: center;">  </div> <p><b>BRAIDING THE STRANDS:</b> Connect the lesson above with a narrative writing project.</p>

**Useful Content Knowledge for the Teacher about the Outcome:**

**ELO 4** is focused on author’s craft and includes topics such as author’s purpose and style, genre, text form, text features and choice of vocabulary, and language to influence the purpose and meaning of text and to define the author’s craft.

### 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)

**Who are some local authors that Grade Two Learners would be interested?** <insert samples of local authors of books, poems, songs, etc.

**What is meant by Author's purpose?** The author's reason for writing. Students need to identify authors and explore their purpose for writing, for example to persuade, inform, describe, or entertain. View the sites to get further insight into authors' purpose for writing.

**What are Text features?** Text Features include all the components of a story or article that are not included in the main body of the text. (Reading Rockets.com) Text features include:

Name of text feature	Purpose of text feature
Title	Quickly tells the reader what information they will learn about
Table of contents	Shows students the different chapter or section titles and where they are located
Index	Directs students where to go in the text to find specific information on a topic, word, or person
Glossary	Identifies important vocabulary words for students and gives their definitions
Headings or subtitles	Help the reader identify the <u>main idea</u> for that section of text
Sidebars	Are set apart from the main text, (usually located on the side or bottom of the page) and elaborate on a detail mentioned in the text
Pictures and captions	Show an important object or idea from the text
Labeled diagrams	Allow readers to see detailed depictions of an object from the text with labels that teach the important components
Charts and graphs	Represent and show data related to, or elaborate on, something in the main body of text
Maps	Help a reader locate a place in the world that is related to text
Cutaways and cross sections	Allow readers to see inside something by dissolving part of a wall or to see all the layers of an object by bisecting it for viewing
Inset photos	Can show either a faraway view of something or a close-up shot of minute detail

<https://www.readingrockets.org/topics/comprehension/articles/guiding-students-through-expository-text-text-feature-walks>

**Do Grade Two students do research projects?** Yes! Research projects are a wonderful way to integrate the strands of Language Arts. A simple research outline includes:

*Listening and Speaking:*

Choose a topic

Decide on information needed and where they can be found

*Reading and Viewing:*

Read and gather factual information using a range of paper based and digital resources

*Writing and Representing:*

✓ Collect relevant information in point form

- ✓ Organize information
- ✓ Finalise the project
- ✓ Present the project (oral or written)

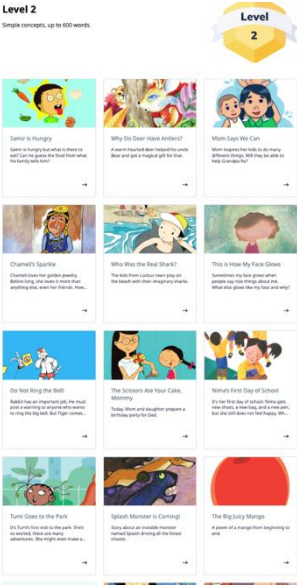
### Additional Resources and Materials

Strategies and a video describing how to teach author's purpose (Brainstorming, P.I.E) are available at: <https://luckylittlelearners.com/teaching-authors-purpose-in-2nd-grade/>



Useful strategies to teach genre (genre searches, bookmarks, bingo, etc.) are available at: <https://www.stellarteacher.com/blog/5-tips-for-teaching-reading-genres/>

Resources to engage learners in exploring various text forms include: environmental print (posters, signs, etc.) song lyrics, instructions. Digital texts for use are available at:

	<p>Global Digital Library <a href="https://digitallibrary.io/">https://digitallibrary.io/</a> This site includes hundreds of books levelled to the learner’s instructional level. Here’s a small example of the free texts offered at Level 2</p> <p>OECS iLearn <a href="https://ctu.int/wp-content/uploads/2022/01/OECS-Digital-Learning-Ecosystem-Jan-25.pdf">https://ctu.int/wp-content/uploads/2022/01/OECS-Digital-Learning-Ecosystem-Jan-25.pdf</a> (scroll down to resources)</p> <p>Bloom Library <a href="https://bloomlibrary.org/">https://bloomlibrary.org/</a> 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.</p> <p>Let’s Read Asia Foundation <a href="https://www.letsreadasia.org/">https://www.letsreadasia.org/</a> Another example of a free digital library that provides engaging texts from a variety of genres with an option for read aloud.</p> <p>Storyline Online <a href="https://storylineonline.net/">https://storylineonline.net/</a> A great addition to a listening center; this site also offers a Teacher’s Guide and multi subject integrated lesson plans for many stories.</p> <p>Common Sense Media <a href="https://www.common sense.org/education">https://www.common sense.org/education</a> Provides well curated, researched based resources such as stories, music, videos, games, loose parts learning, etc. Some resources are free, some are free samples, and some are by subscription.</p>
<p><b>Opportunities for Subject Integration:</b> Suggestions for subject integration are embedded with the ILS column.</p>	
<p><b>Strategies that Support the Curriculum and Assessment Framework</b></p>	



**“It is greater work  
to educate a child,  
in the true and larger  
sense of the world,  
than to rule a state.”**

—WILLIAM ELLERY CHANNING

RD

**“What we instill  
in our children will  
be the foundation  
upon which they  
build their future.”**

—STEVE MARABOLI

RD

**OHPC Grade Two Language Arts  
Essential Learning 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.

**Strand:** Writing and Representing

**Essential Learning Outcomes 5**

The learner 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 Two Expectations:**

**Write for pleasure and personal growth**

- Participate in author's corner.
- Share and receive feedback with peers.

**Engage in the writing process**

- Use process strategies in pre-writing, drafting, revising, and editing their writing.
- Develop organizational strategies, such as story grammar, to participate in individual and small group writing experiences.
- Use background knowledge, interests, and the modelling of favourite authors to identify a topic and format that suits a chosen audience.
- A variety of meaningful text types intended for quick communication e.g., personal communication, lists, narratives, simple advertisements.
- Write a friendly letter, expository paragraph etc.
- Write legibly.
- Becomes aware of a variety of presentation style elements including print, script, fonts, graphics, and layout.

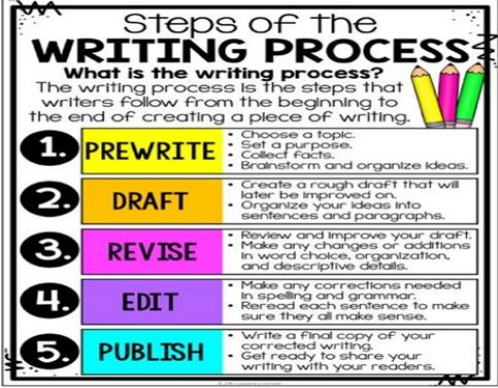

**Explore language structures**


- Experiment with different ways of writing sentences.
- Continue to use combination of Home Languages and Standard English to develop an understanding of purpose, meaning and tone.





**Explore word solving**

- Spell and use a range of high frequency content and function words.
- Continue to develop strategies for spelling or attempting unfamiliar words.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies												
<p><b>Generate and gather thoughts to explore, ideas, feelings, and experiences</b></p> <p>1.1 Engage in writing and representing activities every day and sustain engagement in writing.</p> <p>1.2 Continue to engage in conversations about:</p> <ul style="list-style-type: none"> <li>✓ why we write or draw</li> <li>✓ how we write or draw</li> <li>✓ how authors use words and sentences to share their ideas</li> <li>✓ how illustrators provide additional information to the writing</li> <li>✓ how authors use choices about when to use Home Language and when to use Standard English</li> </ul> <p>1.3 Develop comfort in experimenting within different forms of formal and informal writing, such as:</p>	<p>Throughout the writing process, use the Observation of Learning Journal to record notes of learner progress. Use these notes to inform the next steps of instruction and differentiation when required.</p> <p>Informal Assessment Strategies for ELO 5 (brainstorming and drafting).</p> <p style="text-align: center;"><b>CONVERSATIONS</b></p> <p>Observe learners as they participate in brainstorming activities. Use a single point rubric to make notes about:</p> <table border="1" data-bbox="583 841 1358 1450"> <tr> <td colspan="3" data-bbox="583 841 1358 914">Name:</td> </tr> <tr> <td colspan="3" data-bbox="583 914 1358 951" style="text-align: center;">Brainstorming</td> </tr> <tr> <th data-bbox="583 951 842 971">Some evidence</th> <th data-bbox="842 951 1100 971">Focus</th> <th data-bbox="1100 951 1358 971">Got It</th> </tr> <tr> <td data-bbox="583 971 842 1450"></td> <td data-bbox="842 971 1100 1450">           Participation             relevance of ideas to the topic             elaboration of ideas             willingness to ask questions             interest in exploring ideas of others         </td> <td data-bbox="1100 971 1358 1450"></td> </tr> </table>	Name:			Brainstorming			Some evidence	Focus	Got It		Participation  relevance of ideas to the topic  elaboration of ideas  willingness to ask questions  interest in exploring ideas of others		<p>ELO 5 focuses on gathering ideas for writing, organising the ideas, and creating a draft during the Writing Process.</p> <p>NOTE: Many of the Inclusive Learning Strategies in ELO 5, 6, and 7 can be applied to all genres of writing in Grade Two:</p> <ul style="list-style-type: none"> <li>✓ narrative writing</li> <li>✓ expository writing</li> <li>✓ descriptive writing</li> <li>✓ persuasive writing</li> </ul> <p>Visit the Additional Teacher content and additional resources sections for more information about these genres.</p> <p><b><i>Writing and representing for the love of it (SCO 5.1, 5.2):</i></b></p> <p>Begin each writing lesson with a two-three minute free write. Choose from a range of entry points such as:</p> <ul style="list-style-type: none"> <li>- Write the first word that comes to your mind. Now add two words. Share with your friend. Can you turn your words into a sentence?</li> <li>- Look at the picture (share an interesting image on a topic of interest). Talk to your friend about the picture. Write down your thoughts about the picture. Some of you will share your thoughts with the class.</li> <li>- Do you agree with this statement: “All sneakers should be the same colour”?</li> </ul>
Name:														
Brainstorming														
Some evidence	Focus	Got It												
	Participation  relevance of ideas to the topic  elaboration of ideas  willingness to ask questions  interest in exploring ideas of others													

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies																														
<p> <ul style="list-style-type: none"> <li>✓ simple handwritten or digital notes</li> <li>✓ thank you notes</li> <li>✓ invitations to school or class</li> <li>✓ letters to peers or community members</li> </ul> </p> <p>1.4 Engage in conversations about an anchor text chosen to model the genre for the writing project.</p> <p>1.5 Participate in large group and small group opportunities to brainstorm ideas about a topic or a writing prompt.</p> <p>1.6 Use simple graphic organizers, such as pictures, the five-finger plan, web, list, five Ws, etc. to organize ideas into a draft.</p> <p><b>Use organisational strategies to arrange thoughts and to explore, clarify and reflect on ideas, feelings, and experiences</b></p> <p>1.7 Organise brainstormed ideas through increasingly independent use of:</p>	<p>Use checklist and guided questions to ensure that the ideas generated are focused on the specific topic.</p> <p><b>OBSERVATIONS</b></p> <p>Use a rubric to assess students writing progress during the drafting stage of the writing process. Rubrics such as the one provided below are useful to share expectations with learnings on how to focus on organization, sentence fluency word choice and voice. Having this information, learners can self</p> <table border="1" data-bbox="667 683 1276 1143"> <caption>Grade 2 Narrative Writing Rubric</caption> <thead> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td><b>Focus and Organization</b></td> <td> <ul style="list-style-type: none"> <li>• No time order words</li> <li>• Off-topic</li> <li>• No hook and/or closing sentence</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Focused on 1 topic</li> <li>• Sequence may be unclear</li> <li>• Uses a few time order words</li> <li>• May or may not have a hook and/or closing sentence</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Focused on 1 topic</li> <li>• Events are in sequence</li> <li>• Uses many time order words</li> <li>• Hook</li> <li>• Sense of closure</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• All of 3</li> <li>• Hook establishes a situation and draws the reader in</li> <li>• Events unfold naturally and/or writer uses temporal phrases</li> </ul> </td> </tr> <tr> <td><b>Sentence Fluency</b></td> <td> <ul style="list-style-type: none"> <li>• Uses few "predicate expanders" (I or she) to elaborate telling where, when, why, or how.</li> <li>• Writes with mostly simple or compound sentences</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Uses some (2-3) "predicate expanders" to elaborate telling where, when, why, or how.</li> <li>• Uses some simple sentences</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Uses several (4+) "predicate expanders" to elaborate telling where, when, why, or how.</li> <li>• Writes mostly with complex sentences</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• All of 3</li> <li>• Variety of sentence beginnings and lengths</li> <li>• Sentences create a smoothness to the writing</li> </ul> </td> </tr> <tr> <td><b>Word Choice</b></td> <td> <ul style="list-style-type: none"> <li>• Uses few (1) adjectives to describe thoughts, feelings, and actions</li> <li>• No tier 2 words</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Uses some (2-3) adjectives to describe thoughts, feelings, and actions</li> <li>• Attempts to use tier 2 words</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Uses many adjectives to describe thoughts, feelings, and actions</li> <li>• Uses tier 2 words</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• All of 3</li> <li>• Vocabulary natural, effective, and target audience</li> <li>• Attempts to use figurative language</li> </ul> </td> </tr> <tr> <td><b>Voice</b></td> <td> <ul style="list-style-type: none"> <li>• Does not engage reader</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Attempts to use author's craft to engage reader</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Uses author's craft to engage the reader</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Uses author's craft naturally to engage audience</li> </ul> </td> </tr> <tr> <td><b>Conventions</b> • Spelling • Punctuation • Capitalization • Grammar • Paragraph Structure • Compound Sentences • Compound Sentences</td> <td> <ul style="list-style-type: none"> <li>• Many mistakes appropriate to the time of year</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Some mistakes appropriate to the time of year</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Conventions appropriate to the time of year</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Conventions go beyond what's been taught to date</li> </ul> </td> </tr> </tbody> </table> <p>assess as they write. (Conventions are the focus of the editing stage in ELO 7)</p> <ul style="list-style-type: none"> <li>• Create and use checklist to ensure that essays have a beginning, middle and end.</li> </ul>		1	2	3	4	<b>Focus and Organization</b>	<ul style="list-style-type: none"> <li>• No time order words</li> <li>• Off-topic</li> <li>• No hook and/or closing sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Focused on 1 topic</li> <li>• Sequence may be unclear</li> <li>• Uses a few time order words</li> <li>• May or may not have a hook and/or closing sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Focused on 1 topic</li> <li>• Events are in sequence</li> <li>• Uses many time order words</li> <li>• Hook</li> <li>• Sense of closure</li> </ul>	<ul style="list-style-type: none"> <li>• All of 3</li> <li>• Hook establishes a situation and draws the reader in</li> <li>• Events unfold naturally and/or writer uses temporal phrases</li> </ul>	<b>Sentence Fluency</b>	<ul style="list-style-type: none"> <li>• Uses few "predicate expanders" (I or she) to elaborate telling where, when, why, or how.</li> <li>• Writes with mostly simple or compound sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Uses some (2-3) "predicate expanders" to elaborate telling where, when, why, or how.</li> <li>• Uses some simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Uses several (4+) "predicate expanders" to elaborate telling where, when, why, or how.</li> <li>• Writes mostly with complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>• All of 3</li> <li>• Variety of sentence beginnings and lengths</li> <li>• Sentences create a smoothness to the writing</li> </ul>	<b>Word Choice</b>	<ul style="list-style-type: none"> <li>• Uses few (1) adjectives to describe thoughts, feelings, and actions</li> <li>• No tier 2 words</li> </ul>	<ul style="list-style-type: none"> <li>• Uses some (2-3) adjectives to describe thoughts, feelings, and actions</li> <li>• Attempts to use tier 2 words</li> </ul>	<ul style="list-style-type: none"> <li>• Uses many adjectives to describe thoughts, feelings, and actions</li> <li>• Uses tier 2 words</li> </ul>	<ul style="list-style-type: none"> <li>• All of 3</li> <li>• Vocabulary natural, effective, and target audience</li> <li>• Attempts to use figurative language</li> </ul>	<b>Voice</b>	<ul style="list-style-type: none"> <li>• Does not engage reader</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to use author's craft to engage reader</li> </ul>	<ul style="list-style-type: none"> <li>• Uses author's craft to engage the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Uses author's craft naturally to engage audience</li> </ul>	<b>Conventions</b> • Spelling • Punctuation • Capitalization • Grammar • Paragraph Structure • Compound Sentences • Compound Sentences	<ul style="list-style-type: none"> <li>• Many mistakes appropriate to the time of year</li> </ul>	<ul style="list-style-type: none"> <li>• Some mistakes appropriate to the time of year</li> </ul>	<ul style="list-style-type: none"> <li>• Conventions appropriate to the time of year</li> </ul>	<ul style="list-style-type: none"> <li>• Conventions go beyond what's been taught to date</li> </ul>	<div data-bbox="1438 305 1932 690" data-label="Complex-Block">  <p><b>Steps of the WRITING PROCESS</b>  <b>What is the writing process?</b>          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"> <li><b>1. PREWRITE</b> <ul style="list-style-type: none"> <li>• Choose a topic.</li> <li>• Set a purpose.</li> <li>• Collect facts.</li> <li>• Brainstorm and organize ideas.</li> </ul> </li> <li><b>2. DRAFT</b> <ul style="list-style-type: none"> <li>• Create a rough draft that will later be improved on.</li> <li>• Organize your ideas into sentences and paragraphs.</li> </ul> </li> <li><b>3. REVISE</b> <ul style="list-style-type: none"> <li>• Review and improve your draft.</li> <li>• Make any changes or additions in word choice, organization, and descriptive details.</li> </ul> </li> <li><b>4. EDIT</b> <ul style="list-style-type: none"> <li>• Make any corrections needed in spelling and grammar.</li> <li>• Reread each sentence to make sure they all make sense.</li> </ul> </li> <li><b>5. PUBLISH</b> <ul style="list-style-type: none"> <li>• Write a final copy of your corrected writing.</li> <li>• Get ready to share your writing with your readers.</li> </ul> </li> </ol> </div> <p>Talk to your friend. Write down your ideas and some of you will share with the class.</p> <ul style="list-style-type: none"> <li>- Take 3 minutes to write about whatever you want.</li> <li>- Take 3 minutes to write about something that makes you happy.</li> <li>- Etc.</li> </ul> <p> <b>BRAIDING THE STRANDS:</b> Topics for the free writes described above may be chosen from the Student Interest Inventory, or from the classroom discussions occurring during Speaking and Listening.</p> <p><b>How do I become an author? (SCO 5.1,5.1,5.3)</b> Review the writing process at the beginning of the year and throughout the year. This will ensure that learners become familiar with the process of writing, starting with an idea</p>
	1	2	3	4																												
<b>Focus and Organization</b>	<ul style="list-style-type: none"> <li>• No time order words</li> <li>• Off-topic</li> <li>• No hook and/or closing sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Focused on 1 topic</li> <li>• Sequence may be unclear</li> <li>• Uses a few time order words</li> <li>• May or may not have a hook and/or closing sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Focused on 1 topic</li> <li>• Events are in sequence</li> <li>• Uses many time order words</li> <li>• Hook</li> <li>• Sense of closure</li> </ul>	<ul style="list-style-type: none"> <li>• All of 3</li> <li>• Hook establishes a situation and draws the reader in</li> <li>• Events unfold naturally and/or writer uses temporal phrases</li> </ul>																												
<b>Sentence Fluency</b>	<ul style="list-style-type: none"> <li>• Uses few "predicate expanders" (I or she) to elaborate telling where, when, why, or how.</li> <li>• Writes with mostly simple or compound sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Uses some (2-3) "predicate expanders" to elaborate telling where, when, why, or how.</li> <li>• Uses some simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Uses several (4+) "predicate expanders" to elaborate telling where, when, why, or how.</li> <li>• Writes mostly with complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>• All of 3</li> <li>• Variety of sentence beginnings and lengths</li> <li>• Sentences create a smoothness to the writing</li> </ul>																												
<b>Word Choice</b>	<ul style="list-style-type: none"> <li>• Uses few (1) adjectives to describe thoughts, feelings, and actions</li> <li>• No tier 2 words</li> </ul>	<ul style="list-style-type: none"> <li>• Uses some (2-3) adjectives to describe thoughts, feelings, and actions</li> <li>• Attempts to use tier 2 words</li> </ul>	<ul style="list-style-type: none"> <li>• Uses many adjectives to describe thoughts, feelings, and actions</li> <li>• Uses tier 2 words</li> </ul>	<ul style="list-style-type: none"> <li>• All of 3</li> <li>• Vocabulary natural, effective, and target audience</li> <li>• Attempts to use figurative language</li> </ul>																												
<b>Voice</b>	<ul style="list-style-type: none"> <li>• Does not engage reader</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to use author's craft to engage reader</li> </ul>	<ul style="list-style-type: none"> <li>• Uses author's craft to engage the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Uses author's craft naturally to engage audience</li> </ul>																												
<b>Conventions</b> • Spelling • Punctuation • Capitalization • Grammar • Paragraph Structure • Compound Sentences • Compound Sentences	<ul style="list-style-type: none"> <li>• Many mistakes appropriate to the time of year</li> </ul>	<ul style="list-style-type: none"> <li>• Some mistakes appropriate to the time of year</li> </ul>	<ul style="list-style-type: none"> <li>• Conventions appropriate to the time of year</li> </ul>	<ul style="list-style-type: none"> <li>• Conventions go beyond what's been taught to date</li> </ul>																												

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p> <ul style="list-style-type: none"> <li>✓ a print, visual or digital graphic organizer</li> <li>✓ group conversation</li> <li>✓ story boards</li> <li>✓ role play</li> <li>✓ text based models</li> </ul> </p> <p>1.8 Organize writing to match the genre being studied:</p> <p> <ul style="list-style-type: none"> <li>✓ narrative writing</li> <li>✓ expository writing</li> <li>✓ descriptive writing</li> <li>✓ persuasive writing</li> </ul> </p> <p>1.9 Make decisions about when illustrations, charts, and alternate language use will enhance the writing.</p> <p><b>Create a written or representative draft</b></p> <p>1.10 Understand that writing a draft is connected to the prewriting/brainstorming and organising process.</p> <p>1.11 Approach draft writing from a positive perspective of taking risks by:</p>	<p style="text-align: center;"><b>PRODUCTS</b></p> <p>Portfolios: Prepare a Writing portfolio for each learner. Maintain a dated copy of brainstorming and drafts as they provide evidence of progress throughout the year. Share these portfolios with parents as evidence of progress and areas requiring extra support.</p> <p>Daily journal: Students complete journal entries on topics/genres of interest during Independent Writing time. These journals are excellent records of increasing growth in writing for pleasure.</p> <p>Bulletin Boards: Use bulletin boards and appropriate digital resources to organise work. <a href="https://www.commonsense.org/education/lists/elementary-school-writing-apps-and-websites">https://www.commonsense.org/education/lists/elementary-school-writing-apps-and-websites</a></p> <p><b>Feedback:</b> Schedule regular opportunities to engage a learner in 1-1 feedback sessions. During this session, ask the learner about their topic and writing and ask questions to deepen thinking and spark ideas. Then, provide a comment about what the learner has accomplished, followed by a focus for future writing. The learner maintains a record of these conversations in their writing portfolio for reference as they work through the writing process. Begin each feedback conference by reviewing the notes in the portfolio and looking for evidence of progress.</p> <p><b>Self Assessment and Peer Assessment:</b></p>	<p>and moving through the process , with lessons from the teacher to completion. At the beginning of the year, as each step of the writing process is reintroduced, engage the class in co-constructing a chart about what happens throughout the process. The sample below provides some guidance:</p> <p><a href="http://www.raisethebarreading.com">www.raisethebarreading.com</a></p> <p> <b>INTEGRATING THE SUBJECTS:</b> Writing completed throughout the subjects is a component of Writing and Representing in Language Arts. As learners participate in research projects, integrate the development of the project with ELO 5,6,7.</p> <p><b><i>What genre are we writing? (SCO 5.3, 5.4)</i></b> Divide learners into small groups and provide each group with different forms of print such as story, advertisement, signs, or informational text. Ask learners to sort the writing according to purpose - to advertise, to inform, to tell a story, to give directions. Learners can also sort writing according to audience.</p> <p><b><i>Prewriting (brainstorming) strategies (SCO 5.3, 5.4, ):</i></b></p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<ul style="list-style-type: none"> <li>✓ using temporary spelling</li> <li>✓ exploring various languages</li> <li>✓ writing freely with a</li> <li>✓ focus on getting ideas on</li> <li>✓ paper or device</li> </ul> <p>1.12 Refer to anchor texts as examples of the genre of the writing project.</p> <p>1.13 Continue to work with a partner, small group or independently, to begin the process of drafting and organising sentences.</p> <p>1.14 Further develop the structure of the genre throughout the draft process of:</p> <ul style="list-style-type: none"> <li>✓ narrative writing</li> <li>✓ expository writing</li> <li>✓ descriptive writing</li> <li>✓ persuasive writing</li> </ul> <p>1.15 Continue to develop understanding of the social aspect of writing by engaging with peers and the teacher for ideas, suggestions, and ongoing feedback.</p>	<p>Throughout the writing process, provide opportunities for learners to share brainstorm, drafts, and revisions with peers. Ensure peers understand their role is to support and not criticize.</p> <p>Post a peer assessment chart that includes questions such as:</p> <ul style="list-style-type: none"> <li>- Please tell me about what you're writing.</li> <li>- Would you like to read it to me?</li> <li>- I like the way you . . .</li> <li>- Would you like a suggestion?</li> <li>- May I share my writing with you?</li> </ul>	<p>Use Table Talk to engage learners in the conversations about the topic and the genre of the writing assignment.</p> <p>-Follow up the table talk with an opportunity to illustrate or create an object representing their ideas.</p> <p>-Plan a Think-Pair-Share demonstration lesson with a small group of learners.</p> <p>-Present the lesson to the class and engage the learners in a discussion about the writing topic and how to gather ideas that match the genre being studied. For example, a topic such as “The Storm” will generate different ideas if the learners are writing a story or if they are writing for a science unit.</p> <div style="text-align: right; border: 1px dashed black; padding: 5px; margin: 10px 0;"> <b>Think Pair Share</b> </div> <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <div style="text-align: center;">  <p><b>Think</b> About the question. <small>What do you know? What experiences have you had? What connections can you make?</small></p> </div> <div style="text-align: center;">  <p><b>Pair</b> With your partner. <small>Listen to each other. Share your ideas. Create new ideas together.</small></p> </div> <div style="text-align: center;">  <p><b>Share</b> Your ideas with others. <small>Listen to each other. Share your partner's ideas. Create new ideas together.</small></p> </div> </div> <div style="margin: 10px 0;">  </div> <p>-Apply the ABC strategy as a brainstorming strategy to stimulate conversations about the writing topic.</p> <p>This strategy not only creates ideas, it's a great vocabulary builder.</p>



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p><b>Use organisational strategies to arrange thoughts and to explore, clarify and reflect on ideas, feelings, and experiences</b></p> <p><b><i>Organizing ideas and words</i> (SCO 5.5, 5.6, 5.7)</b>            Use a Think Aloud to demonstrate the purpose and use of Graphic Organisers designed to create images of how words and ideas are related. Provide time to practice. Encourage learners to create their own graphic organisers. Visit the Additional resources section below for ideas.</p> <p><b><i>Learning while we are sharing our writing:</i> (SCO 5.8, 5.14)</b>            Schedule a group writing lesson and invite individual learners to “share the pen” as you demonstrate how a brainstorm evolves into a draft as you Model writing and use writing circle.</p> <p><b>Create a written or representative draft</b></p> <p><b><i>Use an author’s writing as an anchor</i> (SCO 5.1, 5.11):</b> Introduce <i>each</i> writing lesson with an anchor text that provides a sample of the genre, or the writing topic being studied. Lessons in ELO 5 focus on the following Traits of Writing:</p> <ul style="list-style-type: none"> <li>- <i>Ideas</i></li> <li>- <i>Organization</i></li> <li>- <i>Sentence Fluency</i></li> <li>- <i>Word choice</i></li> </ul>

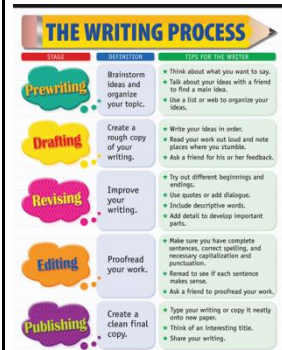


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>See Useful Content for Teachers and Additional Resources sections for more information about the Traits of Writing</p> <p><b><i>Watching the How Tos of writing as draft (SCO5.9, 5.10,5.11, 5.13):</i></b></p> <p>NOTE: Regardless of the genre being studied, organising ideas is an important component of the writing process. While graphic organisers may vary from genre to genre. Teachers use a sample of a brainstorm, or other graphic organiser such as a storyboard, etc. to demonstrate how to move toward writing a draft. Provide lessons on the following as they apply to the genre being studied. (See Additional Resources section for sample lessons of the following):</p> <ul style="list-style-type: none"> <li>✓ Leads (first sentences),</li> <li>✓ choosing ideas that follow the Lead sentence logically,</li> <li>✓ how to write a sentence (review basic components of subject, verb, etc.</li> <li>✓ how to organize the sentences in a paragraph,</li> <li>✓ if and when illustrations, tables, charts, etc. will be inserted,</li> <li>✓ how to approach the above process with a focus on creating a draft and not a finished product.</li> </ul> <p><b>Uninterrupted Time to Practice (SCO 5.13, 5.14, 5.15)</b></p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Ensure that learners have access to enough time to think about, share ideas and focus on their writing. During individual writing time, establish a classroom mood for thinking and writing. Co-create a classroom chart that reminds students to keep noise levels down by:</p> <ul style="list-style-type: none"> <li>- Holding up a coloured card if they have a question,</li> <li>- Referring to the notes about writing in their writing portfolio,</li> <li>- Pause and think quietly before chatting with a peer, etc.</li> </ul>

**Useful Content Knowledge for the Teacher about the Outcome:**

**ELO 5** is the first ELO of the Writing and Representing Strand. ELO 5 is focussed on the Brainstorming and Draft stages of the Writing Process.



**THE WRITING PROCESS**

STAGE	DEFINITION	TIPS FOR THE WRITER
<b>Prewriting</b>	Brainstorm ideas and organize your topic.	<ul style="list-style-type: none"> <li>• Think about what you want to say.</li> <li>• Talk about your ideas with a friend to find a main idea.</li> <li>• Use a list or web to organize your ideas.</li> </ul>
<b>Drafting</b>	Create a rough copy of your writing.	<ul style="list-style-type: none"> <li>• Write your ideas in order.</li> <li>• Read your work out loud and note places where you struggle.</li> <li>• Ask a friend for his or her feedback.</li> </ul>
<b>Revising</b>	Improve your writing.	<ul style="list-style-type: none"> <li>• Try out different beginnings and endings.</li> <li>• Use quotes or add dialogue.</li> <li>• Include descriptive words.</li> <li>• Add detail to develop important parts.</li> </ul>
<b>Editing</b>	Proofread your work.	<ul style="list-style-type: none"> <li>• Make sure you have complete sentences, correct spelling, and necessary capitalization and punctuation.</li> <li>• Read to see if each sentence makes sense.</li> <li>• Ask a friend to proofread your work.</li> </ul>
<b>Publishing</b>	Create a clean final copy.	<ul style="list-style-type: none"> <li>• Type your writing or copy it neatly onto new paper.</li> <li>• Think of an interesting title.</li> <li>• Share your writing.</li> </ul>

**What is meant by the Writing Process?** The writing process is a series of steps one follows in order to complete a piece of writing *in any genre*. The steps include: <https://www.desertcart.in/products/13102347-creative-teaching-press-the-writing-process-chart-grade-2-5-4175>

**What is Writers' Workshop?** Writers' Workshop is an organizational framework for teaching Writing. The framework consists of three components: the mini-lesson, work time, and share time.

<https://k12.thoughtfullearning.com/blogpost/7-steps-great-writing-workshop>

**What are the Traits of Writing?**

A typical writing workshop session has four parts.

Daily Activity	Description
<p>Writing Minilesson (10 minutes as needed)</p>	<p>Introduce a new concept or skill to the class in a 10-minute lesson and ask students to apply it in their writing. (See <a href="#">sample minilessons</a>.)</p>
<p>Work Check (2 minutes) Find out what students will work on for the day.</p>	<p>Spend a few minutes tracking the work each student will do that day. (Download <a href="#">weekly work check example</a> and <a href="#">weekly work check template</a>.)</p>
<p>Student Work (30 minutes) Writing, Revising, Editing, Conferencing, or Publishing</p>	<p>Provide students with 30 minutes to work on their projects. Meanwhile, you can conference with individual writers or small groups as needed.</p>
<p>Whole-Class Sharing (5 minutes)</p>	<p>Leave 5 minutes at the end of class for students to share portions of their work and/or ask questions.</p>

## The Traits of Effective Writing

In the 1960s, a researcher named Paul Diederich asked a group of professionals to identify what makes writing effective. He got hundreds of responses, ranging from strong metaphors to correct semicolons. But no writer can keep hundreds of things in mind simultaneously, so Diederich grouped the responses into six traits:

### Ideas



Effective writing presents interesting and valuable information about a specific topic. It has a clear message or purpose. The ideas are thoroughly developed and hold the reader's attention.

### Organization



Good writing has a clearly developed beginning, middle, and ending. Each main point and supporting detail is arranged according to the best pattern of organization.

### Voice



In the best writing, you can hear the writer's voice—a unique way of expressing ideas and emotions. Voice gives writing personality; it shows that the writer sincerely cares about the subject and audience.

### Word Choice



Good writing contains specific nouns, active verbs, and clarifying modifiers. The overall level of language helps communicate a particular message or tone.

### Sentence Fluency



Effective writing flows smoothly and clearly from one sentence to the next. Sentences vary in length and beginnings. The writing has rhythm and is enjoyable to read.

### Conventions



Good writing follows the basic standards of punctuation, capitalization, spelling, and grammar. It is edited with care to ensure that the work is accurate and easy to follow.

<https://k12.thoughtfullearning.com/teachersguide/all-write-assessment/traits-effective-writing>

A list of sites providing background knowledge about the writing process:

- Teacher Resource: [The Writing Process Notebook](https://www.ttms.org/PDFs/04%20Writing%20Process%20v001%20(Full).pdf) [https://www.ttms.org/PDFs/04%20Writing%20Process%20v001%20\(Full\).pdf](https://www.ttms.org/PDFs/04%20Writing%20Process%20v001%20(Full).pdf)

**What are Anchor/Mentor texts?** Mentor texts are written pieces that serve as examples of good writing for students. The texts are read aloud to students or provided as texts during Independent Reading for the purpose of studying the author's craft, or the way the author uses words and structure in the writing.

**What do I teach during Writers' Workshop?** The SCOs provided in the ELO 5 provide the focus points for instruction and the ILS (Inclusive Learning Strategies) columns provides sample lessons.

To see Writers' Workshop in action, visit <https://www.youtube.com/watch?v=7B4X2LkJwnE&t=136s>. NOTE: When viewing videos that are professionally developed, remember that most classrooms do not have as many resources (nor do things run as smoothly!), so view the video to get some ideas about how you will begin using the Writing Workshop format and build from there.

### Additional Resources and Materials



**Learner Choice:** While focussing on teaching a specific genre or set of writing strategies and skills, learners will be more engage if you provide them with choices of topics on which they write.

<https://www.youtube.com/watch?v=qULPIk4H9Fw>

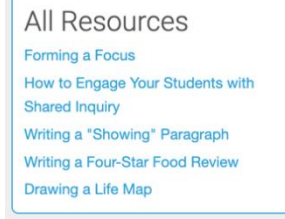
#### Suggestion for teaching the purpose for writing

Writers write to persuade, entertain and to inform. Students need to be able to identify different types of texts and the author's purpose for writing them. This site gives guidance to teachers as they assist students in understanding the purpose for their writing.

#### Author's Purpose Lesson

[https://www.lakeshorelearning.com/assets/media/images/free\\_resources/teachers\\_corner/lesson\\_plans/1\\_2/lessonAuthorsPurposePIEFull.pdf](https://www.lakeshorelearning.com/assets/media/images/free_resources/teachers_corner/lesson_plans/1_2/lessonAuthorsPurposePIEFull.pdf)

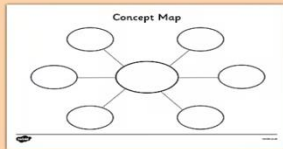
Thoughtful Learning <https://k12.thoughtfullearning.com/blogpost/7-steps-great-writing-workshop> provides engage learners in writing various genres. Scroll to the bottom of the page and look for:



links to

#### Brainstorming:

- 1) **Jamboard** is a Google Extension you can use to help develop and plan out writing ideas. It is perfect for prewriting because you can brainstorm and organize ideas.
- 2) **Writing frames**



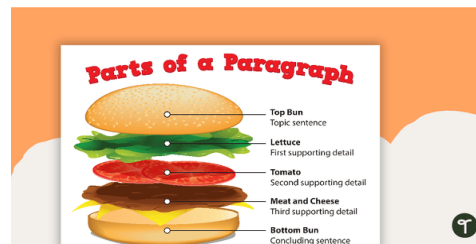
**Writing frames** for ideas that lead to drafts: A writing frame is a resource that teachers use in order to show children how to set out their writing and also to prompt them to include certain features.

**Concept maps** are visual organizers to build writing skills- A concept map is a way of representing information, knowledge, or facts in a graphical form. It consists of concepts and relationships between them. The link below provides more information on concept mapping.

[Concept Maps | Classroom Strategies | Reading Rockets https://www.readingrockets.org/classroom/classroom-strategies/concept-maps](https://www.readingrockets.org/classroom/classroom-strategies/concept-maps)

### Drafting:

**How to make a paragraph come alive:**



**How to write various types of paragraphs**

**Opinion paragraph:** The SOAR acronym provides concise overview of the opinion writing process. Engage learners in a shared sample lesson before assigning.

- S – State opinion
- O – Offer reasons
- A – Add examples
- R – Restate opinion

**Narrative paragraph:** After brainstorming and recording ideas, allow students to talk about their story ideas to the class or peers before writing. Then share a retelling card for narrative.

In the beginning	Next
------------------	------

The problem is ....	After that ...
---------------------	----------------

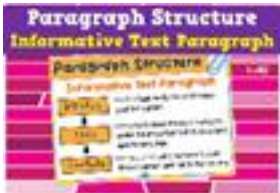
Then.....	Finally,
-----------	----------



**Writing an expository paragraph**

<https://free-printable-paper.com/main-idea-and-details-graphic-organizer/>

**Writing informational paragraph**



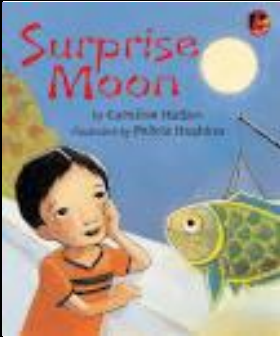
<https://www.teachthis.com.au/products/paragraph-structure-informative-text-paragraph>

**Writing an Opinion paragraph:** students state a point of view, then provide reasons to support that viewpoint.

**Opinion Writing** <https://storiesbystorie.com/opinion-writing-for-2nd-graders/>







### Using a mentor text to teach writing

ELP books - such as Surprise Moon, Goat Goes to Town, The Angry Sun, In the Mountains

- students read the text to become familiar with it,
- identify the skill or skills being taught,
- choose the right mentor text ,
- identify and describe how the skills are used in the text.

### Descriptive writing

A planning Strategy for Descriptive writing

5 Senses Graphic Organiser <https://www.youtube.com/watch?v=4vMbbKMx1m4&list=PL27994045AD84DCBD&index=11>

**Writing poems** Visit The Primary Pond for an introduction to poetry writing in Grade Two. <https://learningattheprimarypond.com/blog/poetry-for-second-graders-teaching-poem-writing/>

## Sequence of Poetry Writing Lessons

Moving forward with the unit, I teach a series of lessons to show students how to write different types of poems (i.e. small moments, acrostics). We also address:

- Using descriptive words in poetry
- Choosing words to evoke the five senses
- Selecting a “small moment in time” to write a poem about
- Incorporating feelings and emotions into poems
- Using rhyming techniques

With each mini-lesson, students get a chance to see a model, practice with me or a partner, and then work on their own to create a poem.

---

**Opportunities for Subject Integration:**

- Write a dramatic play or skit that can be acted out about - plant life cycle for example ([Plant Life Cycle Stages](#)).
- Have students draw to increase their note taking skills - building art skills (picture stories).
- Create a booklet with facts about an animal (Science) or national symbols (Social Science) and summarize ideas about them.
- Create eBooks using google docs or writing tools like [Story Jumper](#).

**How to integrate using the text *Angry Sun* (ELP resource)**

The sun comes out one morning to find that his friend the sea, is polluted with garbage. He becomes angry. He calls on the Sea, and the Wind to join him in teaching the humans a lesson.

Link the text (*Angry Sun*) with:

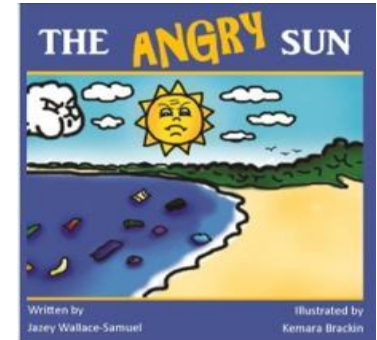
**Science** - recycle, reuse, waste disposal, environment, pollution

**Social studies** - family fun, social gathering e.g., beach picnic,

**Health and family life** - clean environment, disease, emotions, feelings

**Arts and craft** - create poster, signs, scrapbook,

**Language Arts** - writing letters to humans.



**Elements from Local Culture:**

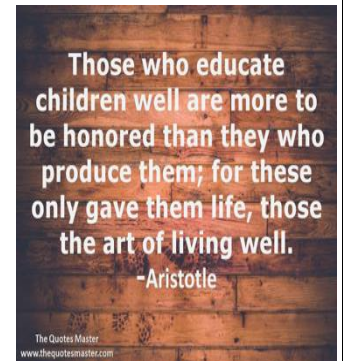
- Create picture plus word dictionaries e.g., depicting local animals, local sites, or national heroes.
- Write calypsos and creole/cadence/calypso songs.
- Write poetry about local events/culture e.g., Independence Celebration, local foods, local sites, heroes etc.

### Strategies that Support the Curriculum and Assessment Framework

Elements that are integrated across subjects:

Elements from Local Culture, Technology, TVET, Environment that are integrated:

Items of Inspiration (teaching tips, inspirational passages, connections to educational research):



### OHPC Grade Two Language Arts 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 is ongoing.

#### Strand: Writing and Representing

#### Essential Learning Outcome 6

The learner will **revise the organization, and language use (vocabulary and grammar)** drafted writing or representation, collaboratively and independently, for a variety of purposes and audiences.

#### Grade Level Expectations

##### Write for pleasure and personal growth

- Participate in the author's corner.
- Share and receive feedback with peers.

##### Engage in the writing process

- Use process strategies in pre-writing, drafting, and revising their writing.
- Develop organizational strategies, such as story grammar, to participate in individual and small group writing experiences.
- Use background knowledge, interests, and the modelling of favourite authors to identify a topic and format that suits a chosen audience.

- A variety of meaningful text types intended for quick communication e.g., personal communication, lists, narratives, simple advertisements.
- Write a friendly letter, expository paragraph etc.
- Write legibly.
- Becomes aware of a variety of presentation style elements including print, script, fonts, graphics, and layout.

**Explore language structures**

- Experiment with different ways of writing sentences.
- Continue to use a combination of Home Languages and Standard English to develop an understanding of purpose, meaning and tone.








**Explore word solving**


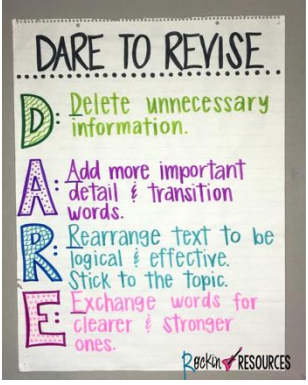
- Spell and use a range of high frequency content and function words.
- Continue to develop strategies for spelling or attempting unfamiliar words.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Learners will</p> <p><b>Revise organization styles of drafted writing and representation</b></p> <p>1.1 Identify different forms of print and digital writing that are appropriate to specific purposes and audiences.</p> <p>1.2 Review the draft and monitor writing for form and organisation using revision tools such as:</p> <ul style="list-style-type: none"> <li>✓ inserting a word by using a caret,</li> <li>✓ crossing out a word</li> <li>✓ adding /removing details</li> </ul>	<p><b>Use the Observation of Student Learning Journal</b> to record brief, dated comments about learner progress thus far and to determine next steps for instruction.</p> <p style="text-align: center;"><b>CONVERSATIONS</b></p> <p><b>Writing conferences</b> As learners are engaged in writing and revising, choose 2-5 learners each session to conference with. During the conference, ask the learner to read their writing to you and then discuss:</p> <ul style="list-style-type: none"> <li>- what the learner feels is the best part of the writing,</li> <li>- the learner’s thoughts re: sections needing revision,</li> <li>- the learner’s ideas for these revisions,</li> <li>- your suggestions (just one or two – focussed on revision of sentence fluency, grammar, vocabulary, and voice, but not spelling, punctuation or tidiness,</li> </ul>	<p><b>NOTE:</b> The focus of ELO 6 is the revising process. Lessons taught during the drafting stage re ideas, organisation, sentence fluency, word choice and voice are revisited as learners learn how to enhance, remove, and generally improve their draft.</p> <p><b>Revise organization styles of drafted writing and representation</b></p> <p><i>Exploring Writing (SCO 6.1)</i> Before beginning the revising process, remind learners about what they’ve learned about the genre being studied. Expose learners to different forms of print and digital writing within the classroom. These include storybooks, newspaper articles, advertisements, informational texts, lists, among others. Provide opportunities for learners to discuss these texts using guided questions:</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>✓ -using arrows to indicate how ideas can be better organised</p> <p>1.3 Add details or labels to a picture with thought and purpose.</p> <p>1.4 Focus revisions on creating print, visual and digital texts with a beginning, middle, and end</p> <p>1.5 Experiment with organisation with various real-world genres: ✓ wish list, how to list, grocery list, etc.)</p> <p><b>Revise language use (vocabulary)</b></p> <p>1.6 Continue to notice and make choices about the use of Standard English or Home Language vocabulary to enhance word choice.</p> <p>1.7 Become aware of how to make decisions about word specific choice to enhance clarity: ✓ use concrete nouns,</p>	<p>which are the focus of the editing process in ELO 7).</p> <p><i>Author's Chair:</i> Schedule time throughout the revising process for learners to present what they have written to small groups or the entire class and answer questions about it.</p> <p style="text-align: center;"><b>OBSERVATIONS</b></p> <p><b>The Observation of Student Learning Journal</b> is used for all strands of Language Arts and should be used to inform instruction going forward.</p> <p>Use suitable grade-level rubrics to assess students' writing after revision has been completed. See additional materials and resources for links to rubrics that can be used at grade level. Adjust rubrics as necessary to fit the level of your learners.</p> <p>Visit: <a href="https://www.youtube.com/watch?v=u1gd8bticFA">https://www.youtube.com/watch?v=u1gd8bticFA</a> for Grade Two rubrics that provide references for various genres of writing.</p>	<p>✓ What type of text is this?</p> <p>✓ How do you know this is a (list, story, poem, comic, etc.)</p> <p>✓ What is the intended purpose for this text?</p> <p>✓ Who is the intended audience for the text?</p> <p>✓ Search for another example of this type of text.</p> <p><b>The tools of revision (SCO 6.2)</b> As learners revise their writing by:</p> <ul style="list-style-type: none"> <li>✓ removing</li> <li>✓ replacing</li> <li>✓ elaborating</li> </ul> <p>circulate and provide feedback. At the end of the session, provide an opportunity for some learners to describe changes made to writing. Teacher also shares some examples of changes observed during the feedback sessions.</p> <p><b>Help a Friend SCO (6.1)</b></p>



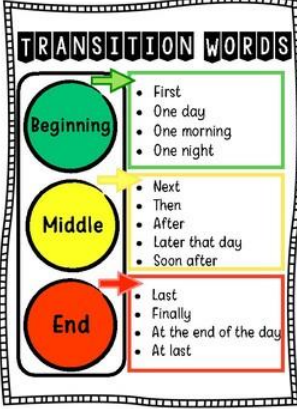
Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies																														
<p>✓ use accurate verbs, ✓ use a variety of meaningful descriptive words.</p> <p>1.8 Continue to develop and refine the intentional and meaningful use of Home Language and Standard English vocabulary:</p> <ul style="list-style-type: none"> <li>✓ transition words, such as first, next, then, after, finally, etc.</li> <li>✓ attribute words—colour, size, shape, texture multi-sensory words—hearing, smell</li> <li>✓ comparison words of size, shape, texture</li> </ul> <p>1.9 Use the word wall to check for alternates for overused words</p> <p><b>Revise language use when revising written drafts (grammar and sentence fluency).</b></p> <p>1.10 Develop and understanding of how to write complete</p>	<p style="text-align: center;">  <b>Writing Rubrics - 2nd Grade</b>  </p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Area of Focus</th> <th style="width: 20%;">4 ☆☆☆☆ Above Grade Level</th> <th style="width: 20%;">3 ☆☆☆ On Grade Level</th> <th style="width: 20%;">2 ☆☆☆ Near Grade Level</th> <th style="width: 25%;">1 ☆☆☆ Below Grade Level</th> </tr> </thead> <tbody> <tr> <td><b>Overall writing</b></td> <td> <ul style="list-style-type: none"> <li>✓ Organized writing with clear flow &amp; reasoning</li> <li>✓ Added details, phrases, dialogue, and/or illustrations</li> <li>✓ Clear conclusion statement or ending</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>✓ Wrote detailed sentences or paragraphs</li> <li>✓ Provides effective support &amp; detail</li> <li>✓ Clear conclusion</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>✓ Wrote basic sentences or paragraphs</li> <li>✓ Partially provides support &amp; detail</li> <li>✓ Partial closure</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>✓ Wrote partial or run-on sentences</li> <li>✓ Little or no support or detail</li> <li>✓ Unclear or no closure</li> </ul> </td> </tr> <tr> <td><b>Narrative</b></td> <td> <ul style="list-style-type: none"> <li>✓ Describes real or imagined experiences with clear situations, characters, &amp; sequences</li> <li>✓ Adds dialogue and/or details to actions, thoughts, &amp; feelings</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>✓ Recounts well-elaborated event(s) with thoughts, actions, feelings</li> <li>✓ Uses temporal words</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>✓ Recounts event(s) with basic thoughts, actions, feelings</li> <li>✓ Uses temporal words inconsistently</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>✓ Recounts event(s) with unclear thoughts, actions, feelings</li> <li>✓ Little to no use of temporal words</li> </ul> </td> </tr> <tr> <td><b>Informative</b></td> <td> <ul style="list-style-type: none"> <li>✓ Communicates topic or ideas clearly with developed reasoning &amp; use of illustration</li> <li>✓ Uses linking words, phrases, &amp; ideas to connect ideas</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>✓ Introduces &amp; explains topic or subject</li> <li>✓ Includes facts &amp; definitions as needed</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>✓ Names &amp; stays on topic</li> <li>✓ Tells some information</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>✓ Names topic with teacher support</li> <li>✓ Tells little or no information</li> </ul> </td> </tr> <tr> <td><b>Opinion</b></td> <td> <ul style="list-style-type: none"> <li>✓ Creates opinion piece that supports a point of view</li> <li>✓ Clear organization to reasoning includes transitions</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>✓ Introduces topic/idea</li> <li>✓ Gives strong opinion or choice connected with reasoning</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>✓ Names topic/idea</li> <li>✓ Gives opinion or choice</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>✓ Names topic with teacher support</li> <li>✓ Opinion or choice is unclear</li> </ul> </td> </tr> <tr> <td><b>Examples</b></td> <td>Link to Student Samples</td> <td>Link to Student Samples</td> <td>Link to Student Samples</td> <td>Link to Student Samples</td> </tr> </tbody> </table> <p style="text-align: center; font-weight: bold; font-size: 1.2em;">PRODUCTS</p> <p><i>Best Word Choice</i> As a regular check in, display and read aloud a short paragraph. Learners find and highlight concrete nouns, circle verbs and underline adjectives. Then display and read aloud a short paragraph that omits nouns, verbs, and adjectives. Ask learners to use suitable words in these spaces that can make the writing meaningful (or humorous, scary, etc.) NOTE: for learners who have difficulty reading, read the paragraph aloud to them. <a href="https://www.k5learning.com/worksheets/grammar/grade-2-fill-in-sentences-a.pdf">https://www.k5learning.com/worksheets/grammar/grade-2-fill-in-sentences-a.pdf</a></p> <p><i>Word Wall Mastery Checklist</i></p>	Area of Focus	4 ☆☆☆☆ Above Grade Level	3 ☆☆☆ On Grade Level	2 ☆☆☆ Near Grade Level	1 ☆☆☆ Below Grade Level	<b>Overall writing</b>	<ul style="list-style-type: none"> <li>✓ Organized writing with clear flow &amp; reasoning</li> <li>✓ Added details, phrases, dialogue, and/or illustrations</li> <li>✓ Clear conclusion statement or ending</li> </ul>	<ul style="list-style-type: none"> <li>✓ Wrote detailed sentences or paragraphs</li> <li>✓ Provides effective support &amp; detail</li> <li>✓ Clear conclusion</li> </ul>	<ul style="list-style-type: none"> <li>✓ Wrote basic sentences or paragraphs</li> <li>✓ Partially provides support &amp; detail</li> <li>✓ Partial closure</li> </ul>	<ul style="list-style-type: none"> <li>✓ Wrote partial or run-on sentences</li> <li>✓ Little or no support or detail</li> <li>✓ Unclear or no closure</li> </ul>	<b>Narrative</b>	<ul style="list-style-type: none"> <li>✓ Describes real or imagined experiences with clear situations, characters, &amp; sequences</li> <li>✓ Adds dialogue and/or details to actions, thoughts, &amp; feelings</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recounts well-elaborated event(s) with thoughts, actions, feelings</li> <li>✓ Uses temporal words</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recounts event(s) with basic thoughts, actions, feelings</li> <li>✓ Uses temporal words inconsistently</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recounts event(s) with unclear thoughts, actions, feelings</li> <li>✓ Little to no use of temporal words</li> </ul>	<b>Informative</b>	<ul style="list-style-type: none"> <li>✓ Communicates topic or ideas clearly with developed reasoning &amp; use of illustration</li> <li>✓ Uses linking words, phrases, &amp; ideas to connect ideas</li> </ul>	<ul style="list-style-type: none"> <li>✓ Introduces &amp; explains topic or subject</li> <li>✓ Includes facts &amp; definitions as needed</li> </ul>	<ul style="list-style-type: none"> <li>✓ Names &amp; stays on topic</li> <li>✓ Tells some information</li> </ul>	<ul style="list-style-type: none"> <li>✓ Names topic with teacher support</li> <li>✓ Tells little or no information</li> </ul>	<b>Opinion</b>	<ul style="list-style-type: none"> <li>✓ Creates opinion piece that supports a point of view</li> <li>✓ Clear organization to reasoning includes transitions</li> </ul>	<ul style="list-style-type: none"> <li>✓ Introduces topic/idea</li> <li>✓ Gives strong opinion or choice connected with reasoning</li> </ul>	<ul style="list-style-type: none"> <li>✓ Names topic/idea</li> <li>✓ Gives opinion or choice</li> </ul>	<ul style="list-style-type: none"> <li>✓ Names topic with teacher support</li> <li>✓ Opinion or choice is unclear</li> </ul>	<b>Examples</b>	Link to Student Samples	Link to Student Samples	Link to Student Samples	Link to Student Samples	<p>Pair up learners with a partner so that they can help revise or edit each other’s writing. Assign a special corner in the classroom for pairs to go to. Provide checklists, mini anchor charts and sentence starters to guide the pairs as they work. This process must be modeled for learners until they are able to do so on their own.</p> <div style="border: 2px solid black; padding: 10px; text-align: center;"> <p><b>Revising &amp; Editing Table Procedures</b></p> <ol style="list-style-type: none"> <li>1. Partner up. </li> <li>2. One writer reads their writing out loud. </li> <li>3. Talk about the writing. Write down changes to make. </li> <li>4. Switch. The other writer reads their writing and both people talk about it. Write down changes to make. </li> <li>5. Go back to your seat and fix up your writing! </li> </ol> <p style="font-size: 0.8em;">©2016 LEARNING AT THE PRIMARY POND</p> </div> <p><b>Revising Strategies (SCO 6.3, 6.4,6.5)</b> Upon completion of their first draft, learners should be explicitly instructed on strategies to revise their writing. When a learner revises his or her writing (independently or with a peer), they make changes such as adding or deleting parts or ideas. Examples include:</p> <p><b>I Do, We Do, You Do</b> Model how to revise using the model (Gradual Release of Responsibility).</p>
Area of Focus	4 ☆☆☆☆ Above Grade Level	3 ☆☆☆ On Grade Level	2 ☆☆☆ Near Grade Level	1 ☆☆☆ Below Grade Level																												
<b>Overall writing</b>	<ul style="list-style-type: none"> <li>✓ Organized writing with clear flow &amp; reasoning</li> <li>✓ Added details, phrases, dialogue, and/or illustrations</li> <li>✓ Clear conclusion statement or ending</li> </ul>	<ul style="list-style-type: none"> <li>✓ Wrote detailed sentences or paragraphs</li> <li>✓ Provides effective support &amp; detail</li> <li>✓ Clear conclusion</li> </ul>	<ul style="list-style-type: none"> <li>✓ Wrote basic sentences or paragraphs</li> <li>✓ Partially provides support &amp; detail</li> <li>✓ Partial closure</li> </ul>	<ul style="list-style-type: none"> <li>✓ Wrote partial or run-on sentences</li> <li>✓ Little or no support or detail</li> <li>✓ Unclear or no closure</li> </ul>																												
<b>Narrative</b>	<ul style="list-style-type: none"> <li>✓ Describes real or imagined experiences with clear situations, characters, &amp; sequences</li> <li>✓ Adds dialogue and/or details to actions, thoughts, &amp; feelings</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recounts well-elaborated event(s) with thoughts, actions, feelings</li> <li>✓ Uses temporal words</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recounts event(s) with basic thoughts, actions, feelings</li> <li>✓ Uses temporal words inconsistently</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recounts event(s) with unclear thoughts, actions, feelings</li> <li>✓ Little to no use of temporal words</li> </ul>																												
<b>Informative</b>	<ul style="list-style-type: none"> <li>✓ Communicates topic or ideas clearly with developed reasoning &amp; use of illustration</li> <li>✓ Uses linking words, phrases, &amp; ideas to connect ideas</li> </ul>	<ul style="list-style-type: none"> <li>✓ Introduces &amp; explains topic or subject</li> <li>✓ Includes facts &amp; definitions as needed</li> </ul>	<ul style="list-style-type: none"> <li>✓ Names &amp; stays on topic</li> <li>✓ Tells some information</li> </ul>	<ul style="list-style-type: none"> <li>✓ Names topic with teacher support</li> <li>✓ Tells little or no information</li> </ul>																												
<b>Opinion</b>	<ul style="list-style-type: none"> <li>✓ Creates opinion piece that supports a point of view</li> <li>✓ Clear organization to reasoning includes transitions</li> </ul>	<ul style="list-style-type: none"> <li>✓ Introduces topic/idea</li> <li>✓ Gives strong opinion or choice connected with reasoning</li> </ul>	<ul style="list-style-type: none"> <li>✓ Names topic/idea</li> <li>✓ Gives opinion or choice</li> </ul>	<ul style="list-style-type: none"> <li>✓ Names topic with teacher support</li> <li>✓ Opinion or choice is unclear</li> </ul>																												
<b>Examples</b>	Link to Student Samples	Link to Student Samples	Link to Student Samples	Link to Student Samples																												

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies										
<p>sentences on a specific topic.</p> <p>1.11 Use some variety in sentence beginnings.</p> <p>1.12 Experiment with lead sentences that will engage the audience.</p> <p>1.13 Begin to embed structures for plurals and simple past tense in sentence..</p> <p><b>Revise language use (voice)</b></p> <p>1.14 Use expressive Home Language and or Standard English phrases and vocabulary, as appropriate to the topic, to enhance message.</p> <p>1.15 Experiment with how an author uses bold print, visual words, and fonts to enhance author’s voice.</p> <p><b>Develop language use when revising written drafts</b></p>	<p>Assessing words from the word wall should not be done by rote memorization but by genuine understanding of their meaning. Use an observational checklist to assess mastery of word wall words.</p> <table border="1" data-bbox="615 443 1266 959"> <tr> <td>Applies word wall vocabulary in class and peer discussions</td> <td></td> </tr> <tr> <td>Demonstrates use of words in a variety of contexts, during independent work</td> <td></td> </tr> <tr> <td>Demonstrates understanding of when to use vocabulary or phrasing from the word walls of Home Language(s) and Standard English</td> <td></td> </tr> <tr> <td>Glances to the word wall during class</td> <td></td> </tr> <tr> <td>Refers to personal thesaurus</td> <td></td> </tr> </table> <p style="text-align: center;"><b>SELF-ASSESSMENT</b></p> <p><b>Monitoring Progress :</b> The dotted line between the IAS column and the ILS column indicates that learning and assessment are intertwined. Guide learners to use checklists while working on their writing. Model how checklists can be used then provide blank copies for learners. For example:</p>	Applies word wall vocabulary in class and peer discussions		Demonstrates use of words in a variety of contexts, during independent work		Demonstrates understanding of when to use vocabulary or phrasing from the word walls of Home Language(s) and Standard English		Glances to the word wall during class		Refers to personal thesaurus		<p>Teacher shares one of their own writings using a Think Aloud to demonstrate the process to revising it. Throughout the Think Aloud, learners respond to open ended questions to assist in the revising process.</p> <p><b>A.R.M.S.</b> and <b>D.A.R.E</b> are mnemonics that can assist learners with remembering the steps to revising their writing. Explain and model how to use DARE- and ARMS to revise. Ask learners to work</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="1333 673 1627 1047">  <p>Use <b>A.R.M.S.</b> to Revise</p> <p><b>A</b>DD: Details, sentences, evidence, words</p> <p><b>R</b>EMOVE: Unnecessary words or sentences</p> <p><b>M</b>OVE: Change around words or a sentence</p> <p><b>S</b>UBSTITUTE: Trade words or sentences for new, better ones.</p> </div> <div data-bbox="1669 665 1974 1047">  <p><b>D</b>ARE TO REVISE</p> <p><b>D</b>: Delete unnecessary information.</p> <p><b>A</b>: Add more important detail &amp; transition words.</p> <p><b>R</b>: Rearrange text to be logical &amp; effective. Stick to the topic.</p> <p><b>E</b>: Exchange words for clearer &amp; stronger ones.</p> <p>Reekin' RESOURCES</p> </div> </div> <p>together to use the strategy, then work independently.</p> <p><b>Revise language use (vocabulary)</b> <i>A bit more is needed (SCO 6.5, 6.6, 6.7,6.8):</i></p>
Applies word wall vocabulary in class and peer discussions												
Demonstrates use of words in a variety of contexts, during independent work												
Demonstrates understanding of when to use vocabulary or phrasing from the word walls of Home Language(s) and Standard English												
Glances to the word wall during class												
Refers to personal thesaurus												




Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies												
<p><b>(grammar and sentence fluency)</b></p> <p>1.16 Develop an understanding of how to write complete sentences on a specific topic.</p> <p>1.17 Use some variety in sentence beginnings.</p> <p>1.18 Begin to experiment with and use revising strategies to develop sentence fluency of:</p> <ul style="list-style-type: none"> <li>✓ Statements,</li> <li>✓ Questions,</li> <li>✓ Exclamations,</li> <li>✓ Short sentences,</li> <li>✓ Longer sentences.</li> </ul> <p>1.19 Experiment with lead sentences that will engage the audience.</p> <p>1.20 Begin to embed structures for plurals and simple past tense in sentences.</p> <p><b>Develop language use when revising written drafts (voice)</b></p>	<div data-bbox="667 349 1121 662" data-label="Image"> </div> <p>Provide students with magazines, newspapers, or printouts of articles or stories. Ask them to search for examples of bold print, visual words, or different fonts used by different authors. Instruct them to cut out those examples and create a collage that showcases how authors use these elements to enhance their voice. Encourage students to discuss and reflect on the different effects created by each author's choices. As learners share their choices re: the collage, use a simple checklist to assess the collage.</p> <table border="1" data-bbox="617 1060 1264 1393"> <thead> <tr> <th>Areas</th> <th>Some</th> <th>Yes</th> <th>Wow!</th> </tr> </thead> <tbody> <tr> <td>Creative and Original</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Images match task</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Areas	Some	Yes	Wow!	Creative and Original				Images match task				<div data-bbox="1339 300 1396 397" data-label="Image"> </div> <p><b>BRAIDING THE STRANDS:</b> Writing and Representing provides many opportunities to braid Writing and Representing with the Speaking and Listening Strand.</p> <p>Refer to classroom conversations to think about how writing is really about “writing down the words that come out of our mouths”. For example, if learners are writing about a favourite game and write, “It was fun!”, ask them to think about how they would tell a friend about the game. Chances are, lots of details will emerge. Encourage the learners to add those details to their writing words and to note how much more interesting their writing is.</p> <p>NOTE: Learners may be hesitant to write words they find difficult to spell. Assure them that during the revising stage, we improve the writing – they will learn more about spelling and punctuation during the editing stage (ELO7)</p> <p><i>The “Art” of writing (SCO 6.6, 6.7)</i> As learners create their own artwork, post the pictures or drawings on the wall, and have students engage in a gallery walk. Each learner has the opportunity to</p> <div data-bbox="1633 516 1995 873" data-label="Image"> </div>
Areas	Some	Yes	Wow!											
Creative and Original														
Images match task														

Specific Curriculum Outcomes	Inclusive Assessment Strategies				Inclusive Learning Strategies
<p>1.21 Use expressive Home Language and Standard English words and phrases to enhance the message.</p> <p>1.22 Experiment with how an author uses bold print, visual words, and fonts to enhance the author’s voice.</p>	Organization				<p>describe their artwork to peers, using descriptive and, when possible, action oriented language. to their peers. As descriptive words are used, create a chart for use during revisions.</p> <p><b><i>How words work together (SCO 6.9, 6.10, 6.11, 6.12, 6.13)</i></b> Learners are taught and provided opportunities to apply skills and strategies to develop grammar and fluency in their writing. For example:</p> <p><i>-Find the Best Word</i></p> <p>Learners are paired up or placed into groups and are given a sentence. Learners are tasked with finding words hidden around the classroom that can be used to enhance the piece of writing.</p> <p><i>-Use a Thesaurus</i></p> <p>Introduce learners to the use of dictionaries and thesauruses suitable for grade level. Model how to use and guide learners to use with a partner or individually. Once learners understand the benefits of using the thesaurus or dictionary, they will be more eager to use when revising their various writing.</p> <p><i>Highlight 5</i></p> <p>In writing conference, guide learners to highlight five (5) overused, replaceable words on their paper. Assist them with using a thesaurus to find better choices for the words they have highlighted. They can also use the word wall or ask a peer for suggestions.</p>
<p><b>Thumbs Up, Thumbs Down</b></p> <p>As a group check-in, write a singular noun on the board and then write its plural form incorrectly, such as tooth/teeth. Ask students to indicate if the plural form is correct by showing a thumbs up or a thumbs down. Make a note of how many in the class indicated understanding. Try the activity using different singular or plural words. Use this same strategy in ELO 7 (Conventions) to check spelling.</p>					

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p><b>Writing about life in our community (SCO 6.5, 6.7)</b>            Share illustrations, photos or videos that depict a certain community scenario. Ask learners to write sentences about what they see, making use of descriptive words of Home Language and/or Standard English. Discuss the value of each word choice in enhancing the genre and topic.</p> <p><b>Step by step transition words (SCO 6.6, 6.7)</b>            In groups or individually, have learners put the correct transition words to revise a piece of writing.</p> <p>-Challenge students by giving them a short list of transition words. See if they can use all the words in one story that makes sense. Discuss whether there is such a thing as "too many" transition words in one piece!  <a href="http://www.readingrockets.org/strategies/transition_words">www.readingrockets.org/strategies/transition_words</a></p> <p><b>Fresh Beginnings: Choosing an engaging lead (SCO 6.12)</b> Expose learners to various opening sentences for each genre of writing. Simply search for "Opening Sentence (Lead) for Grade two &lt;insert genre&gt; writing and lots of examples will be available. Examples include:</p> 

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>A question: What do you think would happen if . . . ?</p> <p>A sound: SMASH!</p> <p>A fact: The earth is a planet in our solar system.</p> <p>A quotation: “Why did you do that?” my grandfather asked.</p> <p>Etc.</p> <p>Provide learners with a wide range of paper based and digital fiction and nonfiction texts and time to “collect” a range of Leads that may provide inspiration to revise the first sentence of their writing.</p> <p><b>language use (grammar and sentence fluency)</b></p> <p><b>What is a sentence? (SCO 6.9,6.10.6.11, 6.12):</b> Refresh understanding about the purpose and construction of sentences (See Useful Content for Teachers).</p> <p>Choose a few sentences from a Teacher Read Aloud, separate the subjects and predicates and review the process of:</p> <ul style="list-style-type: none"> <li>- choose a subject from a list to make a meaningful match with a predicate,</li> <li>- practice completing a subject by adding a meaningful predicate and vice versa.</li> </ul> <p><b><i>From Mixed up to meaningful (SCO 6.9, 6.11)</i></b> Write a complete sentence related to the chosen topic on sentence strips and cut the sentence up word by word. Provide each group of learners with a</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>set of scrambled words and ask them to arrange the words in the correct order to form a complete sentence. Ask students to read the sentence orally and then silently to ensure it is meaningful.</p> <p><b>Develop language use when revising written drafts (voice)</b></p> <p><b>Provide learners with skills to highlight their voice when revising written drafts. (SCO 6.14, 6.15)</b></p> <p>Schedule time for learners to view a range of children’s books and search for how fonts, text size and images provide information about how the author would read this book aloud. Follow up this exploration with an opportunity to create handmade or digital posters using expressive text choices such as bold print, visual words, and different fonts to enhance the author's voice. Encourage them to use colors, illustrations, and other design elements to make their posters visually appealing and engaging.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p><b>Colour Your Writing (SCO 6.14, 6.15)</b></p>  <p>Use anchor charts in the classroom to promote the use of colourful words in learners' writing. Model using 'think aloud' how they can go about enhancing their sentences using adjectives. For example, write the sentence 'The dog eats the bone.' Say, <i>hmm, I wonder how I can make this sentence even more interesting? Maybe I can say, 'The hungry dog eats the juicy bone.'</i> Give learners an opportunity to enhance boring sentences. They can work individually, in pairs or in small groups.</p>

**Useful Content Knowledge for the Teacher about the Outcome:**

The focus of ELO 6 is on expanding the Grade Two learners' revising strategies to improve the organisation, sentence fluency, vocabulary, and voice of their draft. Revision involves looking at the content of a document to ensure that it meets its intended purpose. During revision, the writer may add or remove some information to make the document more effective. NOTE: ELO 7 focuses on editing spelling, punctuation, tidiness, and presentation.

**Grammar content**

Grammar should not be taught in isolation; it is most effective when integrated with writing instruction. Begin with an anchor text that provides an example and discuss. Provide opportunities for learners to search for other examples and then apply what they have discovered to their own writing.

**Sample Grade two English grammar text:** While the use of worksheets should be limited the examples in this resource may provide teachers with the support to teach some of the components of grammar. [https://ummassadhomeschool.files.wordpress.com/2015/10/grammar\\_pb-grade-2](https://ummassadhomeschool.files.wordpress.com/2015/10/grammar_pb-grade-2)

**Home Language and Standard English can work hand in hand. Both contribute to a learner's success in all strands of Language Arts.**

### Strategies to Reinforce the Value of Bilingualism

- Support families as they learn to view their home language as a gift to pass down to their child.
- Encourage families to honor the strength of their home language and use it to support their relationships.
- Make it clear to families that their child benefits most from words, stories, songs, and conversations provided in the language they are most comfortable speaking. This helps their child learn in both their home language and in English.
- Use hand gestures, body movements, or other visual aids to demonstrate ideas when working with a family who speaks a language you don't understand. Show video clips of responsive practices and bring key messages that have been translated for the family.
- Build the families' confidence as they use their home language as the best way to communicate and nurture their child to strengthen parent-child relationships.
- Provide some socialization activities in the family's home language and some in English to achieve a level of balance that supports strong bilingual skills.
- Share ways families can help their child learn English, so they are ready for school. Assure them that their child will learn English during socialization activities and interactions in the community. For children birth to age 3, there should be a focus on home language development with exposure to English; for children ages 4 and 5, the focus includes English acquisition along with home language.
- Work with families to understand what English and home language supports their child might receive in their local school district as they prepare their child to start school. If the family is interested in supporting English language learning at home, they may want to introduce some stories and songs in English, but this can be just a small part of each day or week.

<https://eclkc.ohs.acf.hhs.gov/publication/dual-language-learners-considerations-strategies-home-visitors#:~:text=The%20early%20literacy%20skills%20in%20English%20as%20well.>



Check out this video that summarises revising (ELO 6) and editing (ELO7) and provides suggestions for sample mini lessons.

<https://www.themeasuredmom.com/how-to-teach-revising-and-editing-in-k-2/>

**Simple, on the spot Writing Rubrics:** Visit this site for information on how to use a Simple Single Point Writing Checklist [https://dataworks-ed.com/wp-content/uploads/2nd\\_Writing\\_Checklist](https://dataworks-ed.com/wp-content/uploads/2nd_Writing_Checklist).



**What is a Quick write pair-share?** This Strategy is used to create and establish a writing environment where students feel motivated and confident to write and to share their ideas. Quick Write - <https://www.youtube.com/watch?v=Me3I-ro9\|||||ABw>

**Summary of focus points for revising writing:**

<p style="text-align: center;"><b><u>Ideas</u></b></p> <ul style="list-style-type: none"> <li>· Choose a topic,</li> <li>· Add strong details to make writing interesting,</li> <li>· Stick to the topic.</li> </ul>	<p style="text-align: center;"><b><u>Organization</u></b></p> <ul style="list-style-type: none"> <li>· Write a strong beginning,</li> <li>· Put your ideas in order,</li> <li>· Write a strong ending.</li> </ul>
<p style="text-align: center;"><b><u>Sentence fluency</u></b></p> <ul style="list-style-type: none"> <li>· Write sentences that are fun to read,</li> <li>· Write different length of sentences, Begin sentences with different words.</li> </ul>	<p style="text-align: center;"><b><u>Voice</u></b></p> <ul style="list-style-type: none"> <li>· Show you are interested in your topic,</li> <li>· Put some feelings into your writing.</li> </ul>
<p style="text-align: center;"><b><u>Word choice</u></b></p> <ul style="list-style-type: none"> <li>· Choose words carefully,</li> <li>· Use words that paint a picture in the reader’s mind e.g., sensory words.</li> </ul>	

**Additional Resources for the Teacher**

**Graphic Organizer for Narrative Writing:** Being able to identify the beginning, end of a story can help learners with revising their own writing. Use a graphic as a story map to help learners with identifying those elements of a story.

<https://strategiesforspecialinterventions.weebly.com/story-map.html>



**Using Transition words to assist with organization:** Transition words phrases act as bridges sentences, and paragraphs, helping readers follow the of thought and understand the relationships between of the text.

There are several types of transition words, including


<http://www.teacherstakeout.com/2013/01/transition-words.html>

**Sentence activities to explore while revising:**

- Expanding,
- Combining,
- writing sentences in sequence,
- removing.

**Make grammar, sentence fluency, and vocabulary instruction meaningful.**

Name \_\_\_\_\_

**Story Map** 

<b>Setting</b>	<b>Characters</b>	
<b>Beginning</b>	<b>Middle</b>	<b>End</b>

middle and organizer such

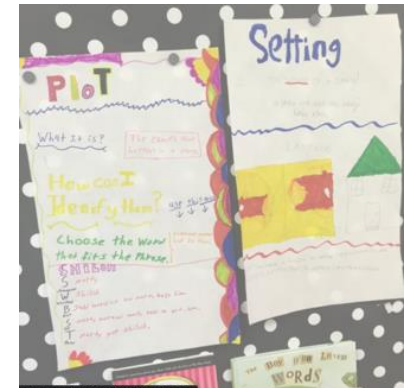
between ideas, writer's train different parts

Descriptive language instruction (adjectives, adverbs, etc.) and vocabulary building instruction (synonyms, antonyms, etc.) is embedded in meaningful text. Braid Interactive Read Aloud with Writing by pausing to point out and reflect on the author's various choices, sentence structures, word choice, etc. Discuss with the learners and make note of the conversation during the next Writers' Workshop.

NOTE: Do not expect Grade Two learners to define the Parts of Speech. Using the parts of speech and talking about parts of speech first; definitions come later.

**Anchor charts:** As topics are introduced, take time to co-construct anchor charts that highlight the most important components of the lesson. Ensure anchor charts are located in places visible to the students and are written with age appropriate vocabulary.

<https://lalalifeblog.com/student-created-anchor-charts/>



**Elements from Local Culture:**

- Develop vocabulary by creating personal dictionaries in local dialects
- Create a word wall with local terms
- Create local songs

**Strategies that Support the Curriculum and Assessment Framework**



**OHPC Grade Two Language Arts  
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.

**Strand: Writing and Representing**

**Essential Learning Outcome 7**

The learner 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**

- Participate in author's corner.
- Share and receive feedback with peers.

**Engage in the writing process**



- Use process strategies in pre-writing, drafting, and revising their writing.
- Develop organizational strategies, such as story grammar, to participate in individual and small group writing experiences.
- Use background knowledge, interests, and the modelling of favourite authors to identify a topic and format that suits a chosen audience.
- A variety of meaningful text types intended for quick communication e.g., personal communication, lists, narratives, simple advertisements.
- Write a friendly letter, expository paragraph etc.
- Write legibly.
- Becomes aware of a variety of presentation style elements including print, script, fonts, graphics, and layout

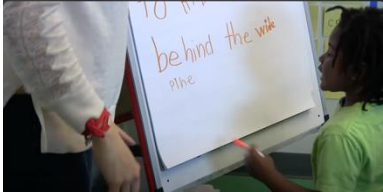
**Explore language structures**

- Experiment with different ways of writing sentences.
- Continue to use combination of Home Languages and Standard English to develop an understanding of purpose, meaning and tone.

**Explore word solving**

- Spell and use a range of high frequency content and function words.
- Continue to develop strategies for spelling or attempting unfamiliar words.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Learners will:</p> <p><b>Use knowledge of writing conventions to enhance the meaning and clarity of their written work.</b></p> <p>1.1 Continue to develop independent strategies to monitor and edit spelling and make corrections with increasing independence.</p> <p>1.2 Use an increasing number of accurately spelled words.</p> <p>1.3 Use word walls, personal dictionaries, environmental print to check and/or confirm commonly used words.</p> <p>1.4 Generate spelling of unfamiliar words based on:</p> <ul style="list-style-type: none"> <li>✓ the beginning, middle, and ending sounds in words,</li> <li>✓ continue to develop accuracy with a short vowel in each syllable of a word,</li> <li>✓ blending sounds and syllables to make a word,</li> </ul>	<p><b>Use the Observation of Student Learning Journal</b> to record brief, dated comments about learner progress thus far and to determine next steps for instruction.</p> <p>Suggestions for formative assessment strategies to observe learning and plan for next steps instruction, ELO 7: Observing the development of the use of Conventions (spelling, punctuation, and presentation) in Writing and Representing</p> <p>The Northwest K-2 Writing Rubric provides teachers with a year by year resource to gather information about learner progress in writing.</p> <p>Visit:</p> <div data-bbox="789 794 1104 1040" data-label="Image"> </div> <p><a href="https://educationnorthwest.org/sites/default/files/resources/trait-s-rubrics-k-2.pdf">https://educationnorthwest.org/sites/default/files/resources/trait-s-rubrics-k-2.pdf</a></p> <p style="text-align: center;"><b>CONVERSATIONS</b></p> <p>As learners proceed through the writing and editing process, have regular conferences that include:</p> <ul style="list-style-type: none"> <li>- making note of the spelling, punctuation and presentation that has been completed well,</li> <li>- ask if there are words that have been troublesome for the learner,</li> </ul>	<p>ELO 7 focuses on the Conventions of writing: spelling, punctuation, and presentation The most effective way to teach these concepts is when lessons are embedded within authentic, engaging text.</p> <p><b>NOTE: ELO 7 provides many</b></p> <p><b>opportunities for</b>  <b>BRAIDING THE STRANDS</b> and</p> <p> <b>INTEGRATING THE SUBJECTS</b></p> <p>Regardless of the subject, pause and use teachable moments to examine a word's spelling, an interesting use of punctuation and a text's interesting presentation style.</p> <p><b>Use knowledge of writing conventions to enhance the meaning and clarity of their written work.</b></p>





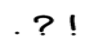








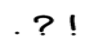







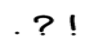




Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>✓ use an increasing number of letters to represent sound.</p> <p>1.5 Demonstrate increasing knowledge of more complex spelling patterns, including long vowel patterns (ai, ay, oa, ou, ee, ea).</p> <p>1.6 Continue to develop understanding of how to sequence letters when spelling unfamiliar words.</p> <p>1.7 Demonstrate the knowledge of an increasing number of accurately spelt words.</p> <p>1.8 Apply a wider range of spelling strategies resulting in more conventional or close to conventional spelling.</p> <p>1.9 Continue to develop the use of digital features such as spell check.</p> <p><b>Develop punctuation conventions to enhance the</b></p>	<ul style="list-style-type: none"> <li>- ask learner what they know about the word (beginning, middle, end, a rhyme, etc.),</li> <li>- provide learner with a prompt about how to word solve and set an expectation for future writing accuracy,</li> <li>- keep a record of the conversations and prompts as a diary of progress.</li> </ul> <p>Regularly review notes of all learners to make decisions about which elements of Conventions on which to focus instruction.</p> <p style="text-align: center;"><b>OBSERVATIONS</b></p> <p>-Throughout the day, observe learner’s independent use of conventions in all subject areas. Use an agreed upon list of Grade Two spelling words to keep track of progress and plan developmentally responsive lessons.</p> <p>-Encourage learners to write on a digital device with spell check enabled. This automatic response to a spelling error provides an opportunity for the learner to see an error and the responsibility to fix the error. This may aid in the learner’s development of self monitoring.</p>	<p><b><i>Thinking about spelling together (SCO 7.1 – 7.8)</i></b> Teach conventions in the context, using Interactive Writing and Teacher Think Aloud Writing</p>  <p>to create stories, charts, lists, etc. throughout the day.</p> <p>Ensure there is always a focus to the lesson - Choose a specific curriculum outcome(s) from the list on the left side of this table as the highlight of the lesson and provide explicit lessons within a meaningful and interactive context. Visit: <a href="https://www.youtube.com/watch?v=lf8nUq169jQ">https://www.youtube.com/watch?v=lf8nUq169jQ</a> for more information. NOTE: While this video is of a grade one class, the same procedures apply at Grade Two.</p> <p><b><i>Give it a go! (SCO 7.1 – 7.8)</i></b> Develop a learner mindset for problem solving by encourage risk taking with temporary spelling and then talk to a peer or the teacher about what seems correct and what isn’t. Establish an expectation that learners use these opportunities to take increasing responsibility for conventional spelling.</p>



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p><b>meaning and clarity of their written work.</b></p> <p>1.10 Continue to refine the use of grade-level punctuation conventions:</p> <ul style="list-style-type: none"> <li>✓ full stops,</li> <li>✓ question marks,</li> <li>✓ exclamation marks,</li> <li>✓ capitals on names, I, dates, and beginning of a sentence,</li> <li>✓ use lower-case letters within words,</li> <li>✓ begin to use commas in a series.</li> </ul> <p>1.11 Demonstrate a beginning awareness of when to use quotation marks.</p>	<p>The sample below provides teachers with an opportunity to view a learner's writing from the perspective of what has been accomplished and what's next. See Useful Teacher Content for a larger display.</p> <div data-bbox="688 456 1159 756" data-label="Image"> <p>MY Job IN The Somre  I can't wat until the somre  Becaus I will op in My  OWN larnad Stan. by the Gat.  and I will mac mony. and  Yoos It For a Wak-Man. and  wan I go Bik-riding. I  can lsin to it. and I will  sav the rdst For swimming  lasins. and I am not shoowr  ware I'm Going to. I  think I'm Going to the  YMCA. and I'm Going to  Warc arowd the howe and  get a loony for eech thing  I do.</p> </div> <p>The child shows that she is developing knowledge of and beginning to use some conventions of written language:</p> <ul style="list-style-type: none"> <li>- becoming aware of periods although at this point overgeneralizing</li> <li>- using conventional spelling for a number of commonly used words (can't, the, will, my, own, it, for, and, go, not, going, get, thing, do)</li> <li>- using high quality temporary spelling for unknown words (most sounds represented)</li> <li>- beginning to use contractions (I'm, can't)</li> <li>- using capital letters for "I" and "YMCA": generally using lower-case letters appropriately</li> </ul> <p><a href="https://www.princeedwardisland.ca/sites/default/files/publication/s/eelc_languagearts_1-3.pdf">https://www.princeedwardisland.ca/sites/default/files/publication/s/eelc_languagearts_1-3.pdf</a></p>	<p><b>Personal dictionaries: (SCO 7.1 – 7.8)</b>  Include a personal dictionary in the learner's writing portfolio. As newly learned words are entered in the dictionary, learners are expected to check their dictionary before asking for help from the teacher or peer.</p> <p><b>Languages are the same and different: (SCO 7.1 – 7.8)</b> Provide opportunities for learners to create lists of words from Home Languages to read and spell. As words are shared aloud, examine the pronunciation of sounds, and discuss if they are the same, sort of the same, or different than Standard English. Including words from Home Language and Standard English on the class alphabet chart provides learners with relevant examples.</p>
<p><b>Develop presentation formats to enhance the meaning and clarity of their written work.</b></p> <p>1.12 Make final corrections of revised draft.</p> <p>1.13 Self-select final pieces of writing to publish that</p>	<p style="text-align: center;"><b>PRODUCTS</b></p> <p>The most effective spelling assessment is the learner's daily writing which should provide evidence of progress over time.</p> <p>-Schedule regular dictations of short passages that embed samples of the words/concepts learned during word solving lessons. Practicing spelling and punctuation in continuous text is more effective than studying spelling lists.</p> <p><b>Peer/Self Assessment</b></p>	<p><b>Is this correct? Why? (SCOs 7.1-7.8)</b> Use the Morning Message as a shared opportunity to search out correct and incorrect spelling. As the message is shared, pause and ask if they think a specific word is spelled correctly and why. If a misspelling detected, the learner suggests a correction and explains why. Examples of <i>why</i> include:</p> <ul style="list-style-type: none"> <li>-demonstrating sounding out letters,</li> <li>-finding small words or syllables within words,</li> <li>-using known parts of words,</li> <li>-using rhymes,</li> </ul>



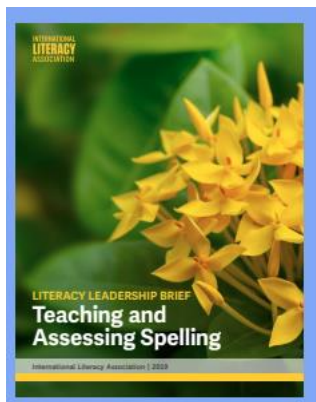
Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies																																																				
<p>demonstrate grade-level traits and conventions.</p> <p>1.14 Use conventional spacing between words.</p> <p>1.15 Continue to refine letter formation to increase readability by various audiences.</p> <p>1.16 Develop hand-created or digital presentation styles:</p> <ul style="list-style-type: none"> <li>✓ illustrations</li> <li>✓ titles</li> <li>✓ charts</li> <li>✓ emoticons</li> <li>✓ simple maps</li> <li>✓ etc.</li> </ul> <p>1.17 Share writing and other representations with others and seek response.</p> <p>1.18 With assistance, experiment with technology in writing and other forms of representing:</p> <ul style="list-style-type: none"> <li>✓ using a tape recorder to record,</li> <li>✓ choral readings,</li> <li>✓ dramatizations,</li> </ul>	<p>Provide learners with an editing self assessment checklist. After they review their work, they share their checklist and writing with a peer. Together, they note what has been accomplished and what needs attention. The sample below provides a good overview of what to look for; adapt the wording to match reading level as demonstrated below.</p> <div data-bbox="688 597 1213 1052" style="border: 1px solid black; padding: 5px;"> <p>Author's Name: _____ Date: _____ Peer's Name: _____ Date: _____</p> <p style="text-align: center;"><b>Editing Checklist for Self- and Peer Editing</b></p> <p><b>Directions:</b> Edit your written work using the Self-Edit columns, fixing any errors you notice. Then, have a peer complete the Peer Edit columns while you observe.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Self-Edit</th> <th colspan="2">Peer Edit</th> <th rowspan="2">Comments and Suggestions</th> </tr> <tr> <th>Checklist Items</th> <th>After completing each step, place a check here.</th> <th>Checklist Items</th> <th>After completing each step, place a check here.</th> </tr> </thead> <tbody> <tr> <td>Punctuation</td> <td>I read my written piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>I read the author's piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td></td> </tr> <tr> <td></td> <td>Quotation marks are included where needed.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>Quotation marks are included where needed.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td></td> </tr> <tr> <td>Capital Letters</td> <td>I checked for capitals at the beginning of sentences.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>I checked for capitals at the beginning of sentences.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td></td> </tr> <tr> <td></td> <td>Proper nouns begin with capital letters.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>Proper nouns begin with capital letters.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td></td> </tr> <tr> <td>Grammar</td> <td>My sentences are complete thoughts and contain a noun and a verb.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>Sentences are complete thoughts and contain a noun and a verb.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td></td> </tr> <tr> <td></td> <td>I don't have any run-on sentences.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>There are no run-on sentences.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td></td> </tr> <tr> <td>Spelling</td> <td>I checked spelling and fixed the words that didn't look right.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>Spelling is correct.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td></td> </tr> </tbody> </table> <p style="font-size: small; margin-top: 5px;">readwritethink.org</p> <p><a href="https://www.readwritethink.org/sites/default/files/Editing%20Checklist.pdf">https://www.readwritethink.org/sites/default/files/Editing%20Checklist.pdf</a></p> </div>		Self-Edit		Peer Edit		Comments and Suggestions	Checklist Items	After completing each step, place a check here.	Checklist Items	After completing each step, place a check here.	Punctuation	I read my written piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.	<input type="checkbox"/>	I read the author's piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.	<input type="checkbox"/>			Quotation marks are included where needed.	<input type="checkbox"/>	Quotation marks are included where needed.	<input type="checkbox"/>		Capital Letters	I checked for capitals at the beginning of sentences.	<input type="checkbox"/>	I checked for capitals at the beginning of sentences.	<input type="checkbox"/>			Proper nouns begin with capital letters.	<input type="checkbox"/>	Proper nouns begin with capital letters.	<input type="checkbox"/>		Grammar	My sentences are complete thoughts and contain a noun and a verb.	<input type="checkbox"/>	Sentences are complete thoughts and contain a noun and a verb.	<input type="checkbox"/>			I don't have any run-on sentences.	<input type="checkbox"/>	There are no run-on sentences.	<input type="checkbox"/>		Spelling	I checked spelling and fixed the words that didn't look right.	<input type="checkbox"/>	Spelling is correct.	<input type="checkbox"/>		<p>-using prefixes and suffixes, -just knowing a well-known word by sight. As learners share their <i>why</i> make decisions about next steps lessons that would build on existing understanding.</p> <p><b>Develop punctuation conventions to enhance the meaning and clarity of their written work.</b></p> <p><i>Applying what we learned in other Language Arts lessons (7.9, 7.10)</i> Remind learners of sections of text used during reading lessons and how the author used punctuation to enhance meaning. Refer to speaking and listening lessons to remind learners of the dramatic value of punctuation.</p> <p><i>I think punctuation is used because . . . (7.9, 7.10)</i> Focus on the use of conventions in books used for Independent Reading texts (e.g., finding capital letters) and encourage learners to develop their own rules for using capitals, full stops, question marks, etc. Learners share their thoughts, and the class co-writes a class chart of punctuation rules.</p> <p><i>Punctuation personalities (7.9, 7.10)</i> Have fun with punctuation by dramatizing/role playing how a “punctuation person (or animal)” acts. For example, an ! could be very loud, bossy, or loves to listen to loud music.</p>
	Self-Edit		Peer Edit		Comments and Suggestions																																																	
	Checklist Items	After completing each step, place a check here.	Checklist Items	After completing each step, place a check here.																																																		
Punctuation	I read my written piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.	<input type="checkbox"/>	I read the author's piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.	<input type="checkbox"/>																																																		
	Quotation marks are included where needed.	<input type="checkbox"/>	Quotation marks are included where needed.	<input type="checkbox"/>																																																		
Capital Letters	I checked for capitals at the beginning of sentences.	<input type="checkbox"/>	I checked for capitals at the beginning of sentences.	<input type="checkbox"/>																																																		
	Proper nouns begin with capital letters.	<input type="checkbox"/>	Proper nouns begin with capital letters.	<input type="checkbox"/>																																																		
Grammar	My sentences are complete thoughts and contain a noun and a verb.	<input type="checkbox"/>	Sentences are complete thoughts and contain a noun and a verb.	<input type="checkbox"/>																																																		
	I don't have any run-on sentences.	<input type="checkbox"/>	There are no run-on sentences.	<input type="checkbox"/>																																																		
Spelling	I checked spelling and fixed the words that didn't look right.	<input type="checkbox"/>	Spelling is correct.	<input type="checkbox"/>																																																		

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies																																		
<p>✓ retellings of finished pieces of writing.</p> <p>1.19 Create illustrations/ drawings with a computer graphics/drawing program.</p> <p>1.20 Compose simple text (and begin to revise and edit) with a word processing program.</p>	<div data-bbox="667 311 1234 831" style="border: 1px dashed black; padding: 10px;"> <p>Name _____</p> <p><b>My Writing Editing Checklist</b> </p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;"></td> <td style="width: 65%;">I wrote using my best handwriting and used spaces.</td> <td style="width: 20%;"></td> </tr> <tr> <td style="text-align: center;"></td> <td>I used capital letters at the beginning of each sentence.</td> <td></td> </tr> <tr> <td style="text-align: center;"></td> <td>I wrote complete sentences.</td> <td></td> </tr> <tr> <td style="text-align: center;"></td> <td>I used a punctuation mark at the end of each sentence.</td> <td></td> </tr> <tr> <td style="text-align: center;"></td> <td>My piece has a beginning, middle, and end.</td> <td></td> </tr> <tr> <td style="text-align: center;"></td> <td>I stayed on topic.</td> <td></td> </tr> <tr> <td style="text-align: center;"></td> <td>I tried my best when spelling my words..</td> <td></td> </tr> <tr> <td style="text-align: center;"></td> <td>I did my very best and am ready to publish!</td> <td></td> </tr> </table> </div> <div data-bbox="682 922 1222 1328" style="border: 1px solid gray; padding: 10px;"> <p style="text-align: center;"><b>Handwriting Checklist</b> </p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">1. Are your letters bumping the line? <i>Write on the line!</i></td> <td style="width: 30%;"></td> </tr> <tr> <td>2. Are your tall letters the same height? <i>b d f h k l</i></td> <td></td> </tr> <tr> <td>3. Do you have even spaces between words? <i>Use /finger/ spaces!</i></td> <td></td> </tr> <tr> <td>4. Are your tail letters the correct length? <i>g j p q y</i></td> <td></td> </tr> <tr> <td>5. Are your capital letters the same height? <i>CAPITALS</i></td> <td></td> </tr> </table> </div>		I wrote using my best handwriting and used spaces.			I used capital letters at the beginning of each sentence.			I wrote complete sentences.			I used a punctuation mark at the end of each sentence.			My piece has a beginning, middle, and end.			I stayed on topic.			I tried my best when spelling my words..			I did my very best and am ready to publish!		1. Are your letters bumping the line? <i>Write on the line!</i>		2. Are your tall letters the same height? <i>b d f h k l</i>		3. Do you have even spaces between words? <i>Use /finger/ spaces!</i>		4. Are your tail letters the correct length? <i>g j p q y</i>		5. Are your capital letters the same height? <i>CAPITALS</i>		<p>A ? could be an animal wondering about where to find water, food, friends, etc. and a full stop could be the animal answering the questions.</p> <p><b><i>I need to be punctuated! (SCO 7.9, 7.10)</i></b>          Create a short passage without any capitals and/or punctuation. Observe learners as they read the passage aloud to determine where the punctuation should be placed and why.</p> <p><b>Develop presentation formats to enhance the meaning and clarity of their written work.</b></p> <p><b><i>Respecting the reader of my writing (7.11 – 7.14)</i></b> Invite learners to talk about how important it is to present the best work we can do. Although not everyone is the very best printer or illustrator, it’s important for learners to know that if they do their best, those who read their writing will know that each of us is learning and we’re getting better every day.</p> <p><b><i>Checking the work of experts (SCOs 7.15 - 7.19)</i></b> Create a selection of books, magazines, websites, posters, signs, etc. and engage learners in a conversation throughout the year about how illustrations, tables, charts, fonts, text size, text colour, etc. add to the impact of presenting one’s written work. Co-create a</p>
	I wrote using my best handwriting and used spaces.																																			
	I used capital letters at the beginning of each sentence.																																			
	I wrote complete sentences.																																			
	I used a punctuation mark at the end of each sentence.																																			
	My piece has a beginning, middle, and end.																																			
	I stayed on topic.																																			
	I tried my best when spelling my words..																																			
	I did my very best and am ready to publish!																																			
1. Are your letters bumping the line? <i>Write on the line!</i>																																				
2. Are your tall letters the same height? <i>b d f h k l</i>																																				
3. Do you have even spaces between words? <i>Use /finger/ spaces!</i>																																				
4. Are your tail letters the correct length? <i>g j p q y</i>																																				
5. Are your capital letters the same height? <i>CAPITALS</i>																																				

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p><a href="https://myboardmaker.com/Activity/22782505">https://myboardmaker.com/Activity/22782505</a></p> <p><b>FINAL WRITING CHECKLIST:</b> Decision to Publish First ask yourself, Will this story interest my readers?" If the answer is yes, then proceed.</p> <p>a) Read your story to yourself and answer these questions.</p> <ol style="list-style-type: none"> <li>1. Does my story make sense all the way through?</li> <li>2. Are my ideas in the right order?</li> <li>3. Did I stay on topic?</li> <li>5. Did I say what I wanted to say?</li> <li>6. Do I have a strong beginning?</li> <li>7. Is there a better word to use or can I change a part to make my story clearer?</li> <li>8. Do I need to leave out a part?</li> <li>9. Do I need to add anything?</li> <li>10. Do I have a good ending?</li> <li>11. Is the spelling the very best I can do?</li> <li>12. Are the capitals, periods, question marks and quotation marks in the right place?</li> <li>13. Is it interesting to look at?</li> </ol> <p>b) Make any changes you think you should make.</p> <p>c) Read the story to someone else. Ask your partner to:</p> <ol style="list-style-type: none"> <li>1. Tell what s/he remembers about your story,</li> <li>2. Ask about any part that was not clear,</li> <li>3. Ask any other questions about your story that s/he would like to know,</li> <li>4. Make any suggestions s/he has,</li> </ol> <p>d. Read the story to yourself again and make any further changes you think will improve it.</p>	<p>chart of presentation hints and add to it throughout the year.</p> <p><b><i>Exploring the digital world of writing (7.11-7.14)</i></b> Teach word processing strategies such as using the backspace key to erase mistakes, using the enter key, space bar, and saving work. Provide regular opportunities to practice.</p> <p><b><i>Exploring the digital world of presentation (SCOs 7.13-7.19)</i></b> Provide explicit instruction in and opportunities to choose and use simple:</p> <ul style="list-style-type: none"> <li>-clip art and images,</li> <li>-fonts and font size,</li> <li>-tables and charts,</li> </ul> <p>to enhance fiction and nonfiction writing. Limit searches for images and clipart to Ministry or OECS developed sites.</p> <p><b><i>Time to Share! (SCOs 7.16 – 7.19)</i></b> Ensure learners are prepared to share their work by using the Final Writing Checklist provided in the Inclusive Assessment column to the right of this column. Then, based on the learner's level of comfort in sharing, provide opportunities to:</p> <ul style="list-style-type: none"> <li>-submit the writing to the teacher in the writing portfolio,</li> <li>-read aloud during an Author's Chair,</li> <li>-post on the class or school website,</li> </ul>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>BE PROUD OF WHAT YOU'VE ACCOMPLISHED and think about what you've learned.            Source (with some adaptations)  <a href="https://www.princeedwardisland.ca/sites/default/files/publications/eelc_languagearts_1-3.pdf">https://www.princeedwardisland.ca/sites/default/files/publications/eelc_languagearts_1-3.pdf</a></p>	<p>-post on the classroom Author's Wall.</p> <p>Final submissions may be in a wide range of text based or digital formats that match the genre being studied:</p> <ul style="list-style-type: none"> <li>- booklet,</li> <li>- poster,</li> <li>- PPT</li> <li>-storyboard</li> <li>-etc.</li> </ul> <p>Option for presentation styles is available in the additional resources section below.</p>

**Useful Content Knowledge for the Teacher about the Outcome:**



**Spelling instruction is changing.** Weekly word lists followed by weekly spelling tests do not provide evidence of long term learning. For information about how spelling instruction is evolving, take some professional reading time to check out: <https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-teaching-and-assessing-spelling.pdf> Here's a snippet: The majority of spelling programs in schools focus on developing phonological knowledge, particularly in the first years of school. However, as phonology alone cannot explain English spelling, students who have only this skill are destined to become poor spellers. It has been estimated that by fifth grade, students encounter more than 27 new words each day that cannot be spelled, or read, through phonological strategies alone. An analysis of spelling errors of students in the upper elementary grades demonstrates errors are made primarily through an overreliance on phonological processing. So, although phonics work is necessary in teaching students to spell, it is not sufficient. Neither is it a prerequisite to the development of the other threads in the spelling tapestry. **Morphological Knowledge** Morphological knowledge is understanding the morphemes in words.

***Intrigued?*** Visit the remainder of the article to learn about the importance of morphology, orthography, entomology, and visual and semantic influences on learning to spell. The article then provides hints about pedagogy and assessment.

Information about Sharing Writing with Author's Chair: [https://www.learnalberta.ca/content/ieptlibrary/documents/en/is/author%27s\\_ch](https://www.learnalberta.ca/content/ieptlibrary/documents/en/is/author%27s_ch)

**Author Gallery Walk:** Instead of using a chair or designated location for author’s chair, students can share their written or digital work throughout the classroom for students to view, discuss in small groups, and leave digital or written comments for the author on, for example, sticky notes or in digital comment boxes.

**Math Author’s Chair:** Have students share a math problem, explaining their own solutions to a problem or asking for feedback on a problem or equation they created to demonstrate understanding of a math concept.

Providing Feedback as learners are working and sharing is an essential component of every lesson. Visit: [https://www.learnalberta.ca/content/ieptlibrary/documents/en/is/author%27s\\_chair.pdf](https://www.learnalberta.ca/content/ieptlibrary/documents/en/is/author%27s_chair.pdf)

Types of feedback

Ways to give feedback			
Consider why the author wrote this piece:			
	Persuade	Inform	Entertain
<b>Tell something you liked</b>	<ul style="list-style-type: none"> <li>I agree when you said _____ because _____.</li> <li>I think your example was _____ because _____.</li> <li>You put a lot of thought into _____.</li> </ul>	<ul style="list-style-type: none"> <li>One thing that I learned was _____.</li> <li>I didn't know about _____.</li> <li>I liked the details about _____ because _____.</li> </ul>	<ul style="list-style-type: none"> <li>I enjoyed your writing because _____.</li> <li>Terrific work on _____.</li> <li>It really touched my heart when _____.</li> </ul>
<b>Ask the author a question</b>	<ul style="list-style-type: none"> <li>What do you mean by _____?</li> <li>Could you add something about _____?</li> <li>How does _____ connect to _____?</li> </ul>	<ul style="list-style-type: none"> <li>Where did you get your information?</li> <li>What helped you decide what to use?</li> <li>What about _____?</li> <li>Did you consider _____?</li> </ul>	<ul style="list-style-type: none"> <li>What inspired you to write about _____?</li> <li>How will _____?</li> <li>When does _____?</li> <li>What happens if _____?</li> </ul>
<b>Give the writer some positive feedback</b>	<ul style="list-style-type: none"> <li>One thing that might make it stronger is _____.</li> <li>A stand out line from your text for me is _____ because _____.</li> <li>Think about adding _____.</li> </ul>	<ul style="list-style-type: none"> <li>Something that made me think was _____.</li> <li>I'm confused about _____.</li> <li>Tell me more about _____.</li> <li>One thing I would add is _____.</li> </ul>	<ul style="list-style-type: none"> <li>One thing that might make it better is _____.</li> <li>I could really picture _____ because _____.</li> <li>You might want to change _____.</li> </ul>

What does Grade Two Writing look like?

In every grade two class, there is a wide range of writers, ranging from the emergent stage to the transitional stage. The samples below demonstrate this range and illustrate the need for learner responsive instruction.

EMERGENT Writing samples

EARLY Writing Samples

TRANSITIONAL Writing samples



Rules:  
**DO NOT  
 HIT  
 DO NOT  
 HIT  
 IT  
 DO NOT FEEL IT**

De dR mREYre  
 WENEEDCTR  
  
 LOVE  
 ERIC  
 XO

DEAR MR ERRE  
 win can I  
 Cum to your  
 OFFIS to reed  
 to you  
 PLees  
 rit Bak  
 Love  
 Today @ Darren  
 2.00 p.m

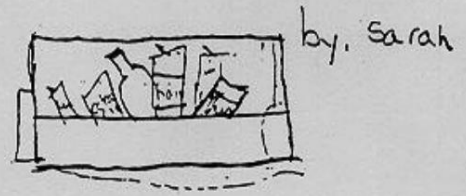
The tree that Grew candy  
 Who? Mark Gotlin Gordie I  
 When? Summer  
 Where? park  
  
 How? a guy took the tree  
 What? we got the tree back

It was the house of the  
 scientist ~~We~~ broke the door.  
 the scientist was in the  
 basement. He was trying to  
 keep the tree but we got  
 the tree back by <sup>playing a trick</sup> ~~we~~ took it  
 back to the park and it  
 still ~~grew~~ candy. We were  
 happy.

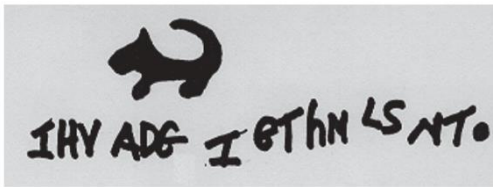
*something missing here*

- 1 I leared her to mar  
A Plats
- 2 I leared sahl IS  
God for Wms
- 3 Placts and flawrs  
ned Wadl Sall
- 4 I had P Losh fend  
A Ward

Hey Kids, you could  
 earn some money  
 this summer. Starting  
 May 31st 1992 bring back  
 the refillable soft drink  
 cans. There will be a  
 machine near you. One  
 refillable can is 10¢.  
 Just remember to BRING  
 back the CANS!!



by. Sarah



(I have a dog. I got him last night.)

Barbara Reid Likes  
 To read books in the cottage  
 She Likes kids. Her  
 husband was a photographer.  
 When she was a little girl  
 she Liked cartoons. Her  
 favourite book is the new  
 baby cat. Richard

May 26  
 Recipe for Coconut Brownies.

Ingredients you need:	Brownies are
1. milk	bad for your
2. sugar	teeth. If you eat
3. chocolate	brownies brush your
4. coconut	teeth. You put all of
	this together, and
	cook the brownies
	for 30 minutes.

HAS TO: Have reading group  
 does not give lots of homework. Must let us have  
 music, base counter, has plants,  
 does not give lots of math.  
 Let us play games. let us eat in  
 the class, good humor, polite and  
 Cheerful.  
 APPIY To: KATHLEEN. BY APRIL 2019



Writing samples are from [https://www.princeedwardisland.ca/sites/default/files/publications/eelc\\_languagearts\\_1-3.pdf](https://www.princeedwardisland.ca/sites/default/files/publications/eelc_languagearts_1-3.pdf)

### Additional Resources and Materials

**How to make a book:** Visit sites such as <https://www.artistshelpingchildren.org/bookmaking-crafts-make-books.html> for ideas about book making.

**Make punctuation come alive with videos:**

! - <https://www.youtube.com/watch?v=AHSKFbdYq1U>

? - <https://www.youtube.com/watch?v=AC3WqM-0TpI>

The stoppers (full stop, comma, etc.) [https://www.youtube.com/watch?v=75R\\_EcxLVHg](https://www.youtube.com/watch?v=75R_EcxLVHg)

**Word wall** - A word wall is an effective tool to support writing. Create a word wall with high frequency words, interesting words, irregular spelled words, and words students have difficulty spelling. Remember that word walls should not be easily visible by all learners in the classroom, uncluttered and updated regularly. Visit <https://ellstrategiesandmisconceptions3.weebly.com/strategy-10---word-walls.html> for more information.



Create and use **Personal dictionaries** in class to aid in writing.

Create and use **Posters or charts** identifying proofreading and editing criteria.

**Opportunities for Subject Integration:**

**Writing in all subject areas:** Carry out observation, conduct experiments or simple research and record and publish findings e.g., science (growth of a seed), maths - tally information, arts – draw and write about pictures, research an animal, and write fact cards or create booklets.

Write articles for a classroom or school newspaper/website that focus on the topics studied in other subject areas. Include digital images, charts, tables, etc. to practice using the text features learned in Reading and Viewing.

Create a PPT or video that shares a “how to” mathematics, a topic in history or the environment, or an example of an intriguing science experiment.

Teachers and learners co-write a play or a poem to represent learning in another subject area.

Share the writing listed above with other grades, parents, and community members.

**Elements from Local Culture:**

Create Creole language/ Standard English Thesaurus

**Strategies that Support the Curriculum and Assessment Framework**



