Prince Edward Island

CANADA

Education and Early Childhood Development
English Programs

Atlantic Canada English Language Arts Curriculum

English Language Arts

Grades E-3

CURRICULUM

Acknowledgements

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Background

The curriculum described in *Foundation for the Atlantic Canada English Language Arts Curriculum* and in this curriculum guide for *Atlantic Canada English Language Arts Curriculum: Entry–3*, referred to hereafter as *English Language Arts Curriculum: Entry–3*, has been planned and developed collaboratively by regional committees for the Atlantic Provinces Education Foundation.

The Atlantic Canada English language arts curriculum has been developed with the intent of
* responding to continually evolving education needs of students and society
* providing greater opportunities for all students to become literate
* preparing students for the literacy challenges they will face throughout their lives
* bringing greater coherence to teaching and learning in English language arts across the Atlantic provinces.

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

The Atlantic Canada English Language Arts Curriculum

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

* help students develop language fluency not only in the school setting, but also in their lives in the wider world
* contribute toward students' achievement of the essential graduation learnings

(See Foundation for Atlantic Canada English Language Arts Curriculum, pp. 5–9).

Purpose of the English Language Arts Entry–3 Curriculum Guide

This guide has been developed to support teachers in the implementation of the English language arts curriculum. It provides a comprehensive framework on which teachers of English language arts entry–3 can base decisions concerning learning experiences, instruction, student assessment, resources, and program evaluation.

These guidelines

- recognize that language development at the entry–3 level is part of an ongoing learning process
- reflect current research, theory, and classroom practice
- place emphasis on the student as a learner
- provide flexibility for teachers in planning instruction to meet the needs of their students
- suggest experiences and strategies to increase the efficiency and effectiveness of the learning and teaching process

Nature of English Language Arts

English language arts encompasses the experience, study, and appreciation of language, literature, media, and communication. It involves language processes: speaking, listening, reading, viewing, writing, and other ways of representing.

Language is the principal means through which we formulate thought and the medium through which we communicate thought with others. Thus, language in use underlies the processes of thinking involved in listening, speaking, reading, viewing, writing, and other ways of representing. The application of these interrelated language processes is fundamental to the development of language abilities, cultural understandings, and critical and creative thinking.

Language is learned most easily when the various language processes are integrated and when skills and strategies are kept within meaningful language contexts. The curriculum specifies that English language arts be taught in an integrated manner so that the interrelationship between and among the language processes will be understood and applied by students. This integrated approach should be based on students' prior experiences with language and on meaningful activities involving speaking, listening, reading, viewing, writing, and other ways of representing.

The English language arts curriculum engages students in a range of experiences and interactions with a variety of texts designed to help them develop increasing control over the language processes, use and respond to language effectively and purposefully, and understand why language and literacy are so central to their lives.

Principles Underlying the English Language Arts Curriculum

The following principles underlie the English language arts curriculum:

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

Meeting the Needs of All Students

This curriculum is inclusive and is designed to help all learners reach their potential through a wide variety of learning experiences. The curriculum seeks to provide all students with equal entitlements to learning opportunities.

The development of students' literacy is shaped by many factors including gender, social and cultural backgrounds, and the extent to which individual needs are met. In designing learning experiences for their students, teachers should consider the learning needs, experiences, interests, and values of all students.

In recognizing and valuing the diversity of students, teachers might consider ways to
- provide a climate and design learning experiences to affirm the dignity and worth of all learners in the classroom community
- redress educational disadvantage — as it relates to students living in poverty
- model the use of inclusive language, attitudes, and actions supportive of all learners
- adapt classroom organization, teaching strategies, assessment strategies, time, and learning resources to address learners' needs and build on their strengths
- provide opportunities for learners to work in a variety of learning contexts, including mixed-ability grouping
- identify and respond to diversity in students' learning styles
- build on students' individual levels of knowledge, skills, and attitudes
- design learning and assessment tasks that draw on learners' strengths
- ensure that learners use strengths as a means of tackling areas of difficulty
- use students' strengths and abilities to motivate and support learning
- offer multiple and varied avenues to learning
- celebrate the accomplishment of learning tasks that learners believed were too challenging for them

A Gender-Inclusive Curriculum

In a supportive learning environment, male and female students receive equitable access to resources, including the teacher's time and attention, technology, learning assistance, and a range of roles in group activities. It is important that the curriculum reflect the experiences and values of both male and female students and that texts and other learning resources include and reflect the interests, achievements, and perspectives of males and females.

Both male and female students are disadvantaged when oral, written, and visual language creates, reflects, and reinforces gender stereotyping. Through critical examination of the language of a range of texts, students can discover what they reveal about attitudes toward gender roles and how these attitudes are constructed and reinforced.

Teachers promote gender equity in their classrooms when they
- articulate equally high expectations for male and female students
- provide equal opportunities for input and response from male and female students
- model gender-fair language and respectful listening in all interactions with students
- review curriculum materials for gender bias in roles, personality traits, illustrations, and language
- confront their own gender stereotyping and biases

Valuing Social and Cultural Diversity

Social and cultural diversity is a resource for expanding and enriching the learning experiences of all students. Students can learn much from the diverse backgrounds, experiences, and perspectives of their classmates in a community of learners where participants discuss and explore their own and others' customs, histories, traditions, beliefs, and ways of seeing and making sense of the world. In reading, viewing, and discussing a variety of texts, students from different social and cultural backgrounds can come to understand each other's perspectives, to realize that their ways of seeing and knowing are not the only ones possible, and to probe the complexity of the ideas and issues they are examining.

All students need to see their lives and experiences reflected in literature. To grow as readers and writers, students need opportunities to read and discuss the literature of their own and other cultures—to explore, for example, the differing conventions for storytelling and imaginative writing. Learning resources should include a range of texts that allow students to hear diverse social and cultural voices, to broaden their understanding of social and cultural diversity, and to examine the ways language and literature preserve and enrich culture.

English as a Second Language (ESL) Students

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

While ESL students should work toward achievement of the same curriculum outcomes as other students, they may approach the outcomes differently and may at times be working with different learning resources at different levels and in a different time frame from the other students.

The learning environment and classroom organization should affirm cultural values to support these students and provide opportunities for individual and group learning. It is especially important for ESL students to have access to a range of learning experiences, including opportunities to use language for both formal and informal purposes.

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

Students with
Special Needs

*Students with Language and
Communication Difficulties*

The curriculum outcome statements in this guide are considered important for all learners and provide a framework for a range of learning experiences for all students, including students who require individual program plans.

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

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

Diverse learning experiences, teaching and learning strategies, motivation, resources, and environments provide expanded opportunities for all learners to experience success as they work toward achievement of outcomes. Many of the suggestions for teaching and learning in this guide provide access for a wide range of learners, simultaneously emphasizing both group support and individual activity. Similarly, the suggestions for using a variety of assessment practices provide diverse and multiple ways for students to demonstrate their achievements.

The curriculum's flexibility with regard to the choice of texts offers opportunity for supporting students who have language difficulties. Students at the lower end of the achievement continuum in a class need appropriate opportunities to show what they can do. For example, in working toward a particular outcome, students who cannot operate very successfully with particular texts should be given opportunities to demonstrate whether they can operate successfully with alternative activities or texts—ones that are linguistically less complex or with which they might be more familiar in terms of the context and content.

Students with special needs benefit from a variety of grouping arrange-
ments that allow optimum opportunities for meaningful teacher-
student and student-student interaction. Diverse groupings include the
following:
- large-group or whole-group instruction
- teacher-directed small-group instruction
- small-group learning
- co-operative learning groups
- one-to-one teacher-student instruction
- independent work
- partner learning
- peer or cross-age tutoring
- computer work station instruction with teacher monitoring

*Gifted and
Talented Students*

The curriculum outcomes described in this guide provide goals and
challenges for all students, including gifted and talented learners.
Teachers should adapt learning contexts to stimulate and extend the
learning of these students, using the continuum of curriculum out-
comes statements to plan challenging learning experiences. For exam-
ple, students who have already achieved the specific curriculum out-
comes designated for their specific grade levels can work toward
achievement of outcomes designated for the next.

In designing learning tasks for advanced learners, teachers should
consider ways that students can extend their knowledge base, thinking
processes, learning strategies, self-awareness, and insights. These learn-
ers also need significant opportunities to use the general curriculum
outcomes framework to design their own learning experiences that they
may undertake individually or with learning partners.

Many of the suggestions for teaching and learning provide contexts for
acceleration and enrichment—for example, the emphasis on experi-
ment, inquiry, and critical perspectives. The curriculum's flexibility
with regard to the choice of texts also offers opportunity for challenge
and extension to students with special language abilities.

Gifted and talented students need opportunities to work in a variety of
grouping arrangements, including both mixed-ability and similar-
ability co-operative groups, interest groups, and partner learning.

Learning Preferences

Students have many ways of learning, knowing, understanding, and
creating meaning. Research into the links between learning styles and
preferences and the physiology and function of the brain has provided
educators with useful concepts on the nature of learning. Howard
Gardner, for example, in *The Frames of Mind: The Theory of Multiple
Intellegences*, identifies seven broad frames of mind or intelligences:
linguistic, logical/mathematical, visual/spatial, body/kinesthetic,

musical, interpersonal, and intrapersonal. Gardner believes that each learner has a unique combination of strengths and weaknesses in these seven areas, but that all of them can be more fully developed through diverse learning experiences. Other researchers and education psychologists use different descriptors to categorize learning preferences.

How students receive and process information and the ways in which they interact with peers and their environment are indicated by and contribute to their preferred learning styles. Most students have a preferred learning style, depending on the situation and the type of information they are dealing with, just as most teachers have a preferred teaching style. By reflecting on their own styles and preferences as learners and as teachers in various contexts, teachers can
- build on their own teaching-style strengths
- develop awareness and expertise in different learning and teaching styles
- recognize differences in student preferences
- vary teaching strategies to accommodate the different ways students learn

Learning experiences and resources that engage students' multiple ways of understanding allow them to focus on their learning processes and preferences. To enhance their opportunities for learning success, students need
- a variety of learning experiences to accommodate their diverse learning styles and preferences
- opportunities to reflect on their preferences and understand how they learn best
- opportunities to explore, experiment with, and use learning styles other than those they prefer
- opportunities to reflect on those factors that affect their learning— environmental, emotional, sociological, physical

Engaging All Students

One of the greatest challenges to teachers is engaging students who feel alienated from learning in English language arts and from learning in general—students who lack confidence in themselves as learners, who have potential that has not yet been realized. Among them are students who seem unable to concentrate, who lack everyday motivation for academic tasks, who rarely do homework, who remain on the periphery of small-group work, who are reluctant to share their work with others, read aloud, or express their opinions. Some of them, though not all, exhibit behaviours in the classroom that further distance them from learning.

These students need essentially the same experiences as their peers in the area of English language arts—experiences that
- engage them in authentic and worthwhile communication situations

- allow them to construct meaning and connect, collaborate and communicate with each other
- form essential links between the world of the text and their own world
- give them a sense of ownership of learning and assessment tasks

They need additional experiences as well—experiences designed to engage them personally and meaningfully, to make their learning pursuits relevant. They need substantial support in reading and writing. They need positive and motivational feedback. They need all of these experiences within purposeful and interactive learning contexts.

Many of these students feel insecure about their own general knowledge and are reluctant to take part in class discussions, deferring to their peers who seem more competent. Through the English language arts curriculum, the students described must find their own voice. The learning environment must be structured in such a way that these students, alongside their peers, develop confidence and gain access to information, and to community, and develop competence with using language for real purposes.

The greatest challenge in engaging these learners is finding an appropriate balance between supporting their needs by structuring opportunities for them to experience learning success and challenging them to grow as learners. Teachers need to have high expectations for these students and to articulate clearly these expectations.

Building a Learning Community

A supportive environment is crucial for students who lack confidence in themselves as learners. If a true community of learners is to be created, teachers need to demonstrate a valuing of learners, emphasizing that diversity enhances everyone's experience of learning. It is crucial that this happens very early in the school year and that it be continually reinforced. Those early days are vital for the students who tend not to readily engage in the lesson.

If a climate sensitive and responsive to the needs of all students is to be created, the students must come to know one another. This builds the base for peer partnerships, for tutoring and sharing, and for various other collaborative efforts to come. Through mini-lessons, workshops, and small-group dynamic exercises during initial classes, knowledge is shared about individual learning styles, interpersonal skills, and team building.

It is necessary that the teacher's role, as facilitator, be a very active one. The teacher circulates the room, tuning in to the vocal and the silent members of each group, modelling ways of drawing everyone into the dialogue as well as ways of respecting and valuing each person's contri-

bution, and making mental notes about students to conference with on an individual basis.

Whenever there is a level of comfort and trust within a class, built on teacher-student and student-peer relationships, the probability of the learner's engagement is multiplied. Having established community within the classroom, teacher and students together make decisions as to appropriate groupings for various activities. Flexibility is important for all students. It is especially important for students who need extra support. Whether students are working as a whole class, in small groups, pairs, triads, or individually, teachers should consider the following in terms of supporting the potentially disengaged:

- Ask for students' opinions on realatively safe topics (at first) during a whole-class discussion, demonstrating that the teacher is confident the student has something worthwhile to say on the topic.
- Guide peers to field questions evenly around the group.
- Encourage questioning, never assuming prior knowledge on a given topic.
- Select partners for students and encourage them to select different partners for different reasons—for example, when students are revising their written work, select students who will not only tell but who will teach/share their understandings.
- Help students establish a comfort zone, a small group in which they will be willing to speak and take some learning risks.
- Observe students within a group, get to know their strengths, and conference with them about the roles for which they feel most suited.
- Assist students to move beyond their comfort zone and out of one role into another.
- Allow students to work alone, if they choose, so long as they still benefit from some group experience.
- Conference with students to provide mini-lessons or strategy instruction, on a one-to-one basis, or with other students who have similar learning needs.

The Learning Environment

Learning is facilitated when students have a rich, stimulating environment that encourages interaction, exploration, and investigation. It flourishes when the classroom climate is one that provides support, structure, encouragement, and challenge, and where students are treated with warmth, sensitivity and respect. The *conditions of learning* described *The Whole Story* (Cambourne, 1988) serve as a useful framework when considering how classroom environments conducive to learning might be structured in the entry–3 grades.

Immersion

Students learn language when they are immersed in it. When teachers provide a language-rich classroom environment in which language is used in various ways for a variety of authentic purposes, students develop and grow as language users.

Demonstrations

Demonstrations and models are effective in helping students learn language. When parents read or write during leisure time, they are modelling that reading and writing are valuable and worthwhile. When teachers explain during a read-aloud how they reread when something doesn't make sense, or when they show during shared writing how they go about revising, they are demonstrating important reading and writing strategies for students. Effective demonstrations make strategies explicit for children so that they can learn to apply them. They are ongoing and invite students to take risks and try out the strategies demonstrated.

Expectations

When students are learning to talk, their parents expect them to suc-ceed. This expectation is an important factor in the success they achieve. It is equally important with all language learning. Although students may learn to read and write at different times and different rates, the expectation that they will achieve the reading and writing curriculum outcomes has a powerful effect on students.

Students also need to know what the expected outcomes are. Teachers can make expectations clear and explicit in a variety of ways. Having students participate in creating charts or checklists as a guide to effec-tive listening or editing, or involving students in setting achievable goals for themselves, which may vary from student to student, are examples of ways this might be done.

Responsibility

Students learn language when they have opportunities for choice and when they are invited to take some responsibility for their own learn-ing. When students make decisions about what they will read or write, or how they will respond to texts, they develop a sense of ownership that is key if they are to become engaged in learning.

Approximation

In the process of learning to talk, it is expected that students will make approximations, which are regarded as a natural part of the learning process. Students learn language in an environment that is conducive to and supports risk taking. When emergent readers practise reading-like behaviour or use temporary spelling, for example, they are using approximation as they progress toward conventional language use.

Use

Students become competent language users by using language. They learn to talk, read, and write by talking, reading, and writing. Providing the time and opportunities for students to practise using language in authentic ways is critical.

Response

Response is an integral and vital part of instruction, assessment, and evaluation. Providing feedback entails valuing students as learners, celebrating what they can do and helping them move on. To provide appropriate feedback, teachers need to be keen observers of students and their learning. To facilitate learning, feedback must be specific and non-threatening, and encourage more risk taking. The English language arts entry–3 curriculum provides many opportunities, both formal and informal, for teachers to respond to students. One example is through reading and writing conferences.

Engagement

By providing the above conditions, teachers are creating the kind of environment that invites students to become engaged with learning and to participate in the kinds of experiences that will develop the attitudes, knowledge, skills, and strategies detailed in the curriculum outcomes.

Curriculum Outcomes

Introduction

This section of *English Language Arts Curriculum: Entry–3* provides
- information on the curriculum outcomes framework
- essential graduation learnings
- general curriculum outcomes statements
- key-stage curriculum outcomes statements
- an overview of the connection between essential graduation learnings and key-stage curriculum outcomes
- specific curriculum outcome statements for speaking and listening, reading and viewing, writing and other ways of representing
- suggestions for teaching approaches, learning tasks and experiences, and assessment strategies and activities

Curriculum Outcomes Framework

Essential Graduation Learnings

Essential graduation learnings are statements describing the knowledge, skills, and attitudes expected of all students who graduate from high school, which are
- cross-curricular
- the foundation for all curriculum development
- found on pages 6–9 of *Foundation for the Atlantic Canada English Language Arts Curriculum* and page 14 of this curriculum guide

General Curriculum Outcomes

General curriculum outcomes are statements identifying what students are expected to know and be able to do upon completion of study in English language arts, which
- contribute to the attainment of essential graduation learnings
- are connected to key-stage curriculum outcomes
- are found on page 14 of the *Foundation for the Atlantic Canada English Language Arts Curriculum* and page 15 of this curriculum guide

Key-stage Curriculum Outcomes

Key-stage curriculum outcomes are statements identifying what students are expected to know and be able to do by the end of grades 3, 6, 9, and 12 as a result of cumulative learning experiences in English language arts, which
- contribute to the achievement of the general curriculum outcomes
- are found on pages 15–35 of the *Foundation for the Atlantic Canada English Language Curriculum*, and on pages 16–18 of this curriculum guide

Specific Curriculum Outcomes

Specific curriculum outcomes are statements identifying what students are expected to know and be able to do at a particular grade level or level of development, which

- contribute to the achievement of the key-stage curriculum outcomes
- are found on pages 24–37 and 40–143 of this curriculum guide

Essential Graduation Learnings

Graduates from the public schools of Atlantic Canada will be able to demonstrate knowledge, skills, and attitudes in the following essential graduation learnings:

Aesthetic Expression

Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

Citizenship

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

Communication

Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s) as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively.

Personal Development

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

Problem Solving

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

Technological Competence

Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

General Curriculum Outcomes

The general curriculum outcomes are the foundation for all of the English language arts curriculum guides. They identify what students are expected to know and be able to do upon completion of study in English language arts. Although the statements of learning outcomes are organized under the headings Speaking and Listening, Reading and Viewing, and Writing and Other Ways of Representing, it is important to recognize that all these language processes are interrelated and can be developed most effectively as interdependent processes.

Speaking and Listening

- Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings and experiences.
- Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.
- Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

Reading and Viewing

- Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.
- Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.
- Students will be expected to respond personally to a range of texts.
- Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

Writing and Other Ways of Representing

- Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences and learnings; and to use their imaginations.
- Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.
- Students will be expected to use a range of strategies to develop effective writing, media products and to enhance their clarity, precision, and effectiveness.

Key-stage Curriculum Outcomes

Key-stage curriculum outcomes for the end of grades 3, 6, 9, and 12 reflect a continuum of learning. While there may appear to be similarities in outcomes across the key stages, teachers will recognize the increase in expectations for students according to
- the nature of learning language processes
- students' maturity of thinking and interests
- students' increasing independence as learners
- the complexity and sophistication of ideas, texts, and tasks
- the level or depth of students' engagement with ideas, texts, and tasks
- the range of language experiences and the repertoire of strategies and skills students apply to those experiences

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

Speaking and Listening

By the end of grade 3, students will be expected to
- describe, share, and discuss thoughts, feelings, and experiences and consider others' ideas
- ask and respond to questions to clarify information and to explore possibilities or solutions to problems
- express and explain opinions and respond to the questions and reactions of others
- listen critically to others' ideas and opinions
- participate in conversation, small-group and whole-group discussion; understand when to speak, when to listen
- adapt volume, projection, facial expressions, gestures, and tone of voice to the speaking occasion
- give and follow instructions and respond to questions and directions
- engage in and respond to a variety of oral presentations and other texts
- use basic courtesies and conventions of conversation in group work and co-operative play
- identify some forms of oral language that are unfair to particular individuals and cultures and use vocabulary that shows respect for all people
- demonstrate a growing awareness that different kinds of language are appropriate to different situations

Reading and Viewing

By the end of grade 3, students will be expected to
- select, independently and with teacher assistance, texts appropriate to their interests and learning needs
- read widely and experience a variety of children's literature
- use pictorial, typographical, and organizational features of written text to determine content, locate topics, and obtain information

- use and integrate, with support, the various cueing systems (prag-matic, semantic, syntactic, and graphophonic) and a range of strategies to construct meaning
- describe their own reading and viewing processes and strategies
- answer, with assistance, their own questions and those of others by seeking information from a variety of texts
    - identify their own personal and learning needs for information
    - generate their own questions as a guide for research
    - use a range of print and non-print materials to meet their needs
    - use basic reference materials and a database or electronic search
    - reflect on their own research process
- make personal connections to texts and describe, share, and discuss their reactions and emotions
- express and explain opinions about texts and types of texts, and the work of authors and illustrators, demonstrating an increasing awareness of the reasons for their opinions
- question information presented in print and visual texts
    - use a personal knowledge base as a frame of reference
- identify some different types of print and media texts
    - recognize some of their language conventions and text charac-teristics
    - recognize that these conventions and characteristics help them understand what they read and view
- respond critically to texts
    - formulate questions as well as understandings
    - identify the point of view in a text and demonstrate awareness of whose voices/positions are and are not being expressed
    - discuss the text from the perspectives of their own realities and experiences
    - identify instances of prejudice, bias, and stereotyping

Writing and Other Ways of Representing

By the end of grade 3, students will be expected to
- use writing and other forms of representation to
    - formulate questions
    - generate and organize language and ideas
    - discover and express personal attitudes and opinions
    - express feelings and imaginative ideas
    - record experiences
    - explore how and what they learn
- explore, with assistance, ways for making their own notes
- experiment with language choices in imaginative writing and other ways of representing
- create written and media texts using a variety of forms
    - experiment with the combination of writing with other media to increase the impact of their presentations
- demonstrate some awareness of purpose and audience
    - make choices about form for a specific purpose/audience

- consider their readers'/listeners'/viewers' questions, comments, and other responses in assessing their work and extending their learning
- experiment with a range of prewriting, drafting, editing, proofreading and presentation strategies
- use some conventions of written language
- experiment with technology in writing and other forms of representing
- demonstrate engagement with the creation of pieces of writing and other representations
- select, organize, and combine relevant information, with assistance, from at least two sources, without copying verbatim, to construct and communicate meaning

Connections: Essential Graduation Learnings and Key-stage Curriculum Outcomes

The following English language arts key-stage outcomes for the end of grade 3 are examples of outcomes that enable students to achieve the essential graduation learnings:

Essential Graduation Learnings	Related Key-stage Outcomes for the End of Grade 3
Aesthetic Expression Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.	By the end of grade 3, students will be expected to - respond critically to texts - create written and media texts using a variety of forms - experiment with language choices in imaginative writing and other ways of representing
Citizenship Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.	By the end of grade 3, students will be expected to - identify some forms of oral language that are unfair to particular individuals and cultures and use vocabulary that shows respect for all people - identify instances of prejudice, bias, and stereotyping - use basic conventions of conversation in group work and co-operative play
Communication Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of languages as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively.	By the end of grade 3, students will be expected to - express and explain opinions and respond to the questions and reactions of others - with assistance, answer their own questions and those of others by seeking information from a variety of texts - demonstrate awareness of purpose and audience

Essential Graduation Learnings	Related Key-stage Outcomes for the End of Grade 3
Personal Development Graduates will be able to learn and to pursue an active, healthy lifestyle.	By the end of grade 3, students will be expected to - participate in conversation, small-group and whole-group discussion, understanding when to speak and when to listen - identify their own personal and learning needs for information - reflect on their own research process
Problem Solving Graduates will be able to use the strategies and processes needed to solve a wide variety of problems including those requiring language, mathematical, and scientific concepts.	By the end of grade 3, students will be expected to - use and integrate, with support, the various cueing systems and a range of strategies to construct meaning - with assistance, answer their own questions and those of others by seeking information from a variety of texts - select, organize, and combine relevant information, with assistance, from at least two sources, without copying verbatim, to construct and communicate meaning
Technological Competence Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.	By the end of grade 3, students will be expected to - experiment with technology in writing and other ways of representing - use basic reference materials and a database or electronic search - identify some different types of print and media texts

Specific Curriculum Outcomes

Specific curriculum outcomes are statements which identify what students are expected to know and be able to do at particular grades or levels of development. Specific curriculum outcomes in this document are identified for emergent, early, and transitional levels. It is important to note that these outcomes represent a continuum of learning.

The curriculum should be balanced to provide wide-ranging experiences in each outcome through student participation in all aspects of the program. Suggestions for teaching, learning, and assessment are exactly that — suggestions. Instructional and assessment practices can and should be designed to provide multiple routes to achievement of the outcomes and multiple ways of demonstrating achievement.

Although the specific curriculum outcomes that follow are grouped according to language processes, it is recognized that learning experiences develop these processes in an integrated manner.

This section provides
- an explanation of the emergent, early, and transitional levels of development
- an overview of specific curriculum outcomes
- specific curriculum outcomes with suggestions for teaching, suggestions for assessment, and notes/vignettes

Language and Literacy Development

Language processes develop over time. With multiple opportunities to speak, listen, read, and write, students continually expand their repertoire of concepts, skills, and strategies, and these processes become more sophisticated. Although there is considerable variation in their language development when students enter school and in their rate of progress once they are in school, students generally pass through several broad stages on their way to becoming independent communicators, orally and through print.

Many children will enter school at the emergent level of development, and by the end of grade 3 exhibit many characteristics of the transitional level. *It must be emphasized that this process of literacy development is not lockstep or linear. The rate of progress varies for each student.* For example, students with special needs, language problems, and/or English as a second language may demonstrate markedly slower and/or different patterns of development. The classroom teacher needs to assess continually where the student is in the process of becoming literate, and to consider what he/she needs to continue to progress. In addition, it is important to realize that all language processes are affected by a number of internal and external factors such as prior knowledge and experience with the situation (e.g., type of text, in reading).

	K	1	2	3	4	5	6
Emergent							
Early							
Transitional							
Fluent							

Characteristics of the Emergent, Early, and Transitional Levels of Development

Emergent

Emergent readers (found predominantly in kindergarten and grade one) know that language can be recorded and revisited. They understand that the text, as well as the illustration, conveys the message or story. They try to read the print using pictures to predict the text. They may role-play as readers, relying on memory to reread familiar stories. By the end of this stage, students understand directionality and one-to-one matching and are usually able to recognize some words in various contexts. They are beginning to use graphophonics as well as meaning to predict unknown words. They are able to discuss what is happening and what is likely to happen.

Emergent writers are beginning to develop many important concepts of print. They begin to understand that print holds meaning, that print has directionality, and that talk can be written down. They become familiar with the letters of the alphabet and start to make connections between them and spoken sounds. Although beginning emergent writers often tell their stories through drawing, as they develop they begin to add labels and then a sentence or more to their drawings. Emergent writers are beginning to understand the process of writing and to develop some writing strategies.

Early

Early readers (found predominantly in grades one and two) show increasing knowledge of print conventions. They exhibit growing confidence in using their background experience, taking risks in making approximations, and using context and letter sound associations to sample, predict, and confirm. They are beginning to self-correct. They know the basic relationships between the most common sounds and letters and have a basic sight word vocabulary of functional words.

Early writers become aware of an increasing number of functions for writing. They also become more aware of audience and begin to understand the importance of revising and editing their writing to make their message clear for their audiences. They come to rely less on drawing as a scaffolding for writing and are able to sustain engagement in writing for longer periods of time. They exhibit growth in the number of connections they make between sounds and letters and in the number of conventional spellings they use.

Transitional

Transitional readers and writers are found predominantly in grades three and four, although students begin to exhibit some characteristics of transitional reading and writing in late grade two. Transitional readers begin to consciously set purposes for reading. They read texts for interest and information, or because they are written by favourite authors. They integrate cues as they use the reading strategies of sampling, predicting, and confirming/self-correcting. They self-correct miscues quickly, confidently, and independently. They have a range of strategies in place to help them construct meaning. Their rate of reading increases and they prefer to read silently.

Transitional writers understand and value the role that writing plays in life and learning. They are able to use a growing variety of structures and forms for a range of purposes and audiences. They are becoming more sophisticated in their use of prewriting, revising, and editing strategies. They demonstrate an increase in their knowledge of spelling patterns and strategies, and they spell many words conventionally.

Note:

While the terms *emergent, early,* and *transitional* are often used to describe reading and writing development, they do not tend to be used to describe speaking and listening development. In this document, however, to maintain consistency and to represent the developmental nature of speaking and listening, the outcomes have been presented under the same headings as the developmental stages for reading and viewing and writing and other ways of representing. Teachers will find it helpful to read through the three levels of outcomes since in any given classroom there may be students at all stages of development.

Overview of Specific Curriculum Outcomes

The following pages give an overview of specific outcomes for the emergent, early and transitional levels. They are grouped according to the language processes—speaking and listening, reading and viewing, and writing and other ways of representing.

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

Emergent	Early	Transitional
Students will be expected to	**Students will be expected to**	**Students will be expected to**
express feelings and give simple descriptions of past experiences	express thoughts and feelings and describe experiences	describe, share, and discuss thoughts, feelings, and experiences and consider others' ideas
begin to ask and respond to questions, seeking information (who? what? why? where? when?)	ask and respond to questions to clarify information or gather further information	ask and respond to questions to clarify information and to explore possibilities or solutions to problems
express opinions (I like … ; I don't like …)	express opinions and give simple explanations for some of their opinions (I like … because)	express and explain opinions and respond to the questions and reactions of others
listen to the ideas and opinions of others	listen to others' ideas and opinions	listen critically to others' ideas and opinions

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

Emergent	Early	Transitional
Students will be expected to	**Students will be expected to**	**Students will be expected to**
participate in conversation and in small- and whole-group discussion	sustain one-to-one conversations and contribute to small- and large-group interactions	participate in conversation, small-group and whole-group discussion, understanding when to speak and when to listen
begin to use gestures and tone to convey meaning	use intonation, facial expressions, and gestures to communicate ideas and feelings	adapt volume, projection, facial expression, gestures, and tone of voice to the speaking occasion
respond to and give simple directions or instructions	respond to and give instructions or directions that include two or three components	give and follow instructions and respond to questions and directions
engage in simple oral presentations and respond to oral presentations and other texts	engage in informal oral presentations and respond to a variety of oral presentations and other texts	engage in and respond to a variety of oral presentations and other texts

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

Emergent	Early	Transitional
Students will be expected to	**Students will be expected to**	**Students will be expected to**
demonstrate that they are becoming aware of social conventions in group work and co-operative play	demonstrate a growing awareness of social conventions such as turn-taking and politeness in conversation and co-operative play	use basic courtesies and conventions of conversation in group work and co-operative play
develop the concepts/vocabulary of feelings and an awareness that some vocabulary choices can hurt people	recognize some examples of unfair and hurtful vocabulary, and begin to make vocabulary choices that affirm rather than hurt people	identify some forms of oral language that are unfair to particular individuals and cultures and use vocabulary that shows respect for all people
demonstrate a growing awareness that different kinds of language are appropriate to different situations	recognize that volume of voice needs to be adjusted according to the situation, (e.g., playground, classroom)	demonstrate a growing awareness that different kinds of language are appropriate to different situations

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

Emergent	Early	Transitional
Students will be expected to	**Students will be expected to**	**Students will be expected to**
regard reading/viewing as sources of interest, enjoyment, and information	regard reading/viewing as sources of interest, enjoyment, and information	select, independently and with teacher assistance, texts appropriate to their interests and learning needs
understand basic concepts of print including directionality, word, space, letter, and sound	expand their understanding of concepts of print - punctuation in text serves a purpose - upper- and lower-case letters have specific forms and functions (first word in sentences and proper names)	read widely and experience a variety of children's literature
select, with teacher assistance, texts appropriate to their interests and learning needs		use pictorial, typographical, and organizational features of written text to determine content, locate topics, and obtain information
engage in reading or reading- like behaviour as they experience a variety of literature	select independently, and with teacher assistance, texts appropriate to their interests and learning needs	use and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic, and graphophonic) and a range of strategies to construct meaning
use, with support, the various cueing systems and a variety of strategies to construct meaning from text - use meaning cues (personal experiences, context, picture cues) to predict, confirm/ self-correct - use knowledge of oral language patterns (syntax) to predict, confirm/self-correct - begin to use knowledge of sound-symbol relationships as one reading cue (e.g., initial and final consonants)	use some features of written text to determine content, locate topics, and obtain information use a combination of cues (semantic, syntactic, graphophonic, and pragmatic) to sample, predict, and monitor/ self-correct - predict on the basis of what makes sense, what sounds right, and what the print suggests	- predict on the basis of what would make sense, what would sound right, and what the print suggests (semantics, syntax, graphophonics) - monitor reading by cross-checking the various cues (Did that make sense? Did it sound right? If that were "fire" would it have a "t" at the end?)

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

Emergent	Early	Transitional
Students will be expected to - begin to match one-to-one spoken to printed word - begin to recognize some high frequency sight words	**Students will be expected to** - make meaningful substitutions - attempt to self-correct predictions that interfere with meaning - begin to monitor their own reading by cross-checking meaning cues with cues from beginning and last letters of the word (Did it make sense? Did it sound right? If it's tiger, would it start with "p"?) use a variety of strategies to create meaning - identify main idea - predict content using text information along with personal knowledge and experiences - make inferences by drawing on their own experiences and clues in the text - identify character traits from contextual clues - make connections between texts, noticing similarities in characters, events, illustrations, and language - follow written directions consistently match one-to-one	**Students will be expected to** - use a variety of self-correcting strategies (e.g., rereading, reading on and trying to think about what would make sense, trying to find a little word in the big word) - read silently, vocalizing only when a major problem with word recognition or meaning occurs - visually survey the text when reading and abandon finger pointing unless a problem occurs - word solve by using analogy with known words; knowledge of affixes, roots, or compounds; and syllabication - use blending as one strategy for decoding words - recognize a wide variety of sight words - use a dictionary - identify main idea and supporting details of a text - identify principles of order in text (time, cause and effect, space)

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

Emergent	Early	Transitional

		Students will be expected to
		
		- interpret figurative language
		- use clues from the text and personal experiences to gain an understanding of character
		- recognize different emotions and empathize with literary characters
		- recognize the elements of a story or plot
		- use prereading/previewing strategies, such as
		  . predicting what the text will be about based on its title and pictures, as well as their personal experiences with the topic
		  . making connections between what they read and their own experiences and knowledge
		  . setting their own purposes for reading/viewing
		  . asking themselves questions about what they want to find out
		- use during reading/viewing strategies, such as
		  . verifying and adjusting predictions/making further predictions
		  . making connections between what they read and their own experiences and knowledge
		  . visualizing characters, settings, and situations (making pictures in their minds)
		- use after-reading/viewing strategies such as
		  . reflecting about the text
		  . responding to the text (through talking, writing, or some other means of representation)
		  . asking questions about the text
		
		describe their own reading and viewing processes and strategies

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

Emergent	Early	Transitional
Students will be expected to with assistance, interact with a variety of simple texts (e.g., pictures, computer software, videotapes, non-fiction) as well as human and community resources	**Students will be expected to** engage in the research process with assistance - generate questions to guide research - locate appropriate information with assistance (classroom, library, home, community) - interact with the information	**Students will be expected to** answer, with assistance, their own questions and those of others by seeking information from a variety of texts - identify their own personal and learning needs for information - generate their own questions as a guide for research - use a range of print and non-print materials to meet their needs - use basic reference materials and a database or electronic search - reflect on their own research process

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

Emergent	Early	Transitional
Students will be expected to respond personally to texts in a variety of ways express opinions about texts and the work of authors and illustrators	**Students will be expected to** make personal connections to text and share their responses in a variety of ways express and begin to support opinions about texts and the work of authors and illustrators	**Students will be expected to** make personal connections to texts and describe, share, and discuss their reactions and emotions express and explain opinions about texts and types of texts, and the work of authors and illustrators, demonstrating an increasing awareness of the reasons for their opinions

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

Emergent	Early	Transitional
Students will be expected to	**Students will be expected to**	**Students will be expected to**
recognize some basic types of texts (e.g., videos, poems, posters, letters, true and imaginary texts)	use their experiences with a range of texts to identify some different types of print and media texts, recognizing some of their language conventions and text characteristics	question information presented in print and visual texts - use a personal knowledge base as a frame of reference
recognize some basic components of texts such as author, illustrator, and title	respond critically to texts	identify some different types of print and media texts - recognize some of their language conventions and text characteristics - recognize that these conventions and characteristics help them understand what they read and view
begin to ask questions of text	- formulate questions as well as understandings - develop an understanding and respect for diversity	respond critically to texts - formulate questions as well as understandings - identify the point of view in a text and demonstrate an awareness of whose voices/positions are and are not being expressed - discuss the text from the perspective of their own realities and experiences - identify instances of prejudice, bias, and stereotyping
begin to develop an understanding and respect for diversity		

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

Emergent	Early	Transitional
Students will be expected to understand that print carries a message use writing and other forms of representing to convey meaning (communicating messages, recounting experiences, expressing feelings and imaginative ideas, exploring learning)	**Students will be expected to** use writing and other forms of representing for a variety of functions - to ask questions - to generate and organize ideas - to express feelings, opinions, and imaginative ideas - to inform/communicate information - to record experiences - to explore learning begin to develop, with assistance, some ways to make their own notes (e.g., webs, story maps, point-form notes) begin to experiment with language choices in imaginative writing and other ways of representing	**Students will be expected to** use writing and other forms of representation to - formulate questions - generate and organize language and ideas - discover and express personal attitudes and opinions - express feelings and imaginative ideas - record experiences - explore how and what they learn explore, with assistance, ways for making their own notes experiment with language choices in imaginative writing and other ways of representing

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

Emergent	Early	Transitional
Students will be expected to	**Students will be expected to**	**Students will be expected to**
create written and media texts using some familiar forms (e.g., lists, letters, personal narratives, retellings, messages, finger plays, drawings, puppetry)	use a variety of familiar text forms and other media (messages, letters, lists, recounts, stories, poems, records of observations, role-plays, Readers Theatre)	create written and media texts using a variety of forms - experiment with a combination of writing with other media to increase the impact of their presentations
demonstrate a beginning awareness of audience and purpose	demonstrate some awareness of audience and purpose - choose particular forms for specific audiences and purposes - realize that work to be shared with an audience needs editing	demonstrate some awareness of purpose and audience - make choices about form for a specific purpose/audience - realize that work to be shared with an audience needs editing
begin to consider readers'/ listeners'/viewers' questions/ comments about their work	consider their readers'/ viewers'/ listeners' questions/ comments and begin to use such responses to assess and extend their learning	consider their readers'/ listeners'/ viewers' questions, comments, and other responses in assessing their work and extending their learning

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

Emergent	Early	Transitional
Students will be expected to begin to develop strategies for prewriting, drafting, revising, editing, and presenting, e.g., - use drawing and talking as ways to rehearse for writing - take risks with temporary spelling as a strategy for getting ideas on paper (drafting) - confer with others, respond orally to comments, and begin to add on (simple revision strategies) - use simple editing strategies such as adding more letters to one or two words, or putting in periods - share writing and other representations with others in a variety of ways	**Students will be expected to** develop strategies for prewriting, drafting, revising, editing/proofreading, and presenting/publishing - use prewriting strategies, such as drawing, talking, and reflecting - use appropriate drafting strategies for getting ideas on paper (taking risks by using temporary spelling or by exploring various forms, writing freely with a focus on getting ideas on paper, composing simple text using a word processor) - use simple revision strategies to create a meaningful message (e.g., adding on, crossing out, starting to insert information) - use simple editing strategies (e.g., making some simple corrections in spelling and punctuation, — capitals, periods; circling and correcting a few misspelled words; using beginning dictionaries or class-made word lists as resources for spelling) - use a variety of techniques for publishing/presenting (sharing writing/representing with the class or another class, publishing on-line, submitting work to school/district anthology or magazine)	**Students will be expected to** experiment with a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies - use a variety of prewriting strategies for generating and organizing ideas for writing (e.g., brainstorming, webbing, story mapping, reading, researching, interviewing, reflecting) - use appropriate drafting techniques (focussing on getting ideas on paper, taking risks with temporary spelling when necessary, experimenting with new forms/techniques, keeping audience in mind, using a word processor to compose) - use revision techniques to ensure writing makes sense and is clear for the audience (e.g., reading/rereading, adding ideas, crossing out repetition or unnecessary information, sequencing ideas/information, rearranging, using feedback from conferences to help revise) - use editing strategies (e.g., checking punctuation and language usage; checking spelling by circling words that don't look right, trying them another way, and checking with a resource such as dictionary; using an editing checklist) - use appropriate techniques for publishing/presenting (e.g., a word processor to publish; illustrations, charts, and diagrams to enhance writing where appropriate; sharing writing/representing orally; publishing in a class newsletter; publishing on-line; submitting work to school/district newsletter)

Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness. (continued)

Emergent	Early	Transitional

Students will be expected to use some conventions of written language
- use drawings, letters, and approximations to record meaning
- develop the concept of directionality (left to right; top to bottom)
- establish one-to-one correspondence between spoken and written words
- begin to use spacing between words
- write complete sentences (although they are not always punctuated correctly with periods)
- experiment with punctuation (sometimes overgeneralize use of periods—e.g., periods after every word)
- understand that letters can be written in upper and lower case forms (but often tend to use them indiscriminately)
- use letters to represent the predominant sounds in words (e.g., beginning sound; beginning and final sound; beginning, middle, and ending sound)
- begin to spell some words conventionally
	Students will be expected to use some conventions of written language
	- use conventional spacing between words
	- use an increasing number of letters to represent sounds (most vowel and consonant sounds represented)
	- use an increasing number of words spelled conventionally
	- use simple sentence structures
	- attempt to use punctuation (periods, question marks, exclamation marks)
	- use capital letters for proper names, pronoun "I", and sentence beginnings
		Students will be expected to use some conventions of written language
		- punctuation and capitalization
		  . use capitals for proper names, titles, places, days, months, holidays, beginning of sentences
		  . use periods at the ends of sentences and for abbreviations
		  . use commas in a series, and in dates
		  . use apostrophes for possessives and contractions
		  . use question marks, exclamation marks, and quotation marks
		- language structure
		  . make subjects and verbs agree
		  . begin to use simple paragraphing
		  . use a variety of simple and more complex sentence structures
		  . use pronouns appropriately
		- spelling
		  . use meaning and syntax patterns as well as sound cues
		  . use a range of spelling strategies
		  . spell many words conventionally
		  . use a variety of strategies to edit for spelling (identifying misspelled words, trying them another way, and using another resource to check them out)

Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness. (continued)

Emergent	Early	Transitional
Students will be expected to demonstrate engagement with writing and other forms of representation - choose to write when given a choice of activities - take risks to express self in writing - sustain engagement in writing and other forms of representation (e.g., creating with blocks or paint, role-playing, telling a story through drawing and writing) - write in *play* situations (e.g., making grocery lists, making signs, playing school, preparing menus) - engage in writing and representing activities every day - share writing and other representations willingly with others	**Students will be expected to** demonstrate engagement with the creation of pieces of writing and other representations - engage in writing and representing activities every day - sustain engagement in writing and other forms of representation (drawing, role-play, plasticine art, collage, etc.) - choose to write independently during free choice time - share writing and other representations with others and seek response - contribute during shared writing activities - contribute observations/information to classroom records of field trips, science experiments, etc.	**Students will be expected to** demonstrate engagement with the creation of pieces of writing and other representation - engage in writing/ representing activities for sustained periods of time - work willingly on revising and editing for an audience - demonstrate pride and sense of ownership in writing/ representing efforts

Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness. (continued)

Emergent	Early	Transitional
Students will be expected to	**Students will be expected to**	**Students will be expected to**
with assistance, begin to use technology in writing and other forms of representing	with assistance, experiment with technology in writing and other forms of representing	experiment with technology in writing and other forms of representing
- use a tape recorder to tape a completed piece of writing, an oral retelling, or a dramatization - use a drawing program/ simple word processing program (computer software) to create illustrations for a group story or to draw a picture and write a caption	- use a tape recorder to record choral readings, dramatizations, retellings, or finished pieces of writing - create illustrations/drawings with a computer graphics/ drawing program - compose simple text (and begin to revise and edit) with a word processing program - share writing/representations on-line	- use a tape recorder to tape dramatic presentations, readings of published work, and retellings - use a simple word processing program to draft, revise, edit, and publish - use a drawing program (computer software) - with assistance, use a database, CD-ROM, and the Internet as resources for finding information (prewriting strategy) - with assistance use the Internet to communicate
with assistance, engage in the research process to construct and communicate meaning	select, organize, and combine, with assistance, relevant information to construct and communicate meaning	select, organize, and combine relevant information, with assistance, from at least two sources, without copying verbatim, to construct and communicate meaning
- interact with a variety of simple texts (e.g., pictures, computer software, videotapes, easy fiction and non-fiction), as well as human and community resources - record information in simple ways (e.g., drawings, labels, predesigned booklets, short pieces of writing) - share information with others in a variety of ways	- interact with resources (print, non-print, or human) to answer their own questions or learning needs - with assistance, develop strategies for making and organizing notes - create a new product - share their information in a variety of simple ways	

Specific Curriculum Outcomes

Speaking and Listening

It is important that students use talk* to explore, extend, clarify, and reflect on their thoughts, feelings and experiences. Students should have opportunities to use talk to communicate and understand information and to respond personally and critically. Students should interact with sensitivity and respect, considering the situation, audience and purpose.

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* Talk is defined as both speaking and listening, the flexible interchange of ideas, feelings and experiences created by the individuals participating in any talk event (including electronic exchanges and alternative communication, such as sign language and communication boards).

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

Outcomes: Emergent

Students will be expected to

express feelings and give simple descriptions of past experiences

begin to ask and respond to questions, seeking information (who? what? why? where? when?)

express opinions (I like … ; I don't like …)

listen to the ideas and opinions of others

Suggestions for Teaching/Learning

Create the environments, both physical and psychological that promote talking in the classroom.

Provide opportunities and encourage students to tell stories, report information, and describe experiences and events (e.g., news time).

Give students opportunities to express feelings (e.g., responding to literature and music; talking about things that make them happy and sad).

Give students opportunities to talk in partners, a non-threatening way to give less confident students practice in speaking and listening. Students might interview one another asking questions, such as What are you good at doing? What you like to do after school? What is your favourite toy? What is your favourite game and how do you play it?

Use the strategy of talking in partners as a way to engage students in discussion of personal experiences related to a book the class is reading, as part of a brainstorming activity, and/or as part of a *getting to know you activity*.

Make *show and tell* an opportunity to help students develop their vocabulary knowledge and abilities to describe items.
During *show and tell* time, model asking questions using the who, what, etc., format.

Model the kinds of open-ended questions you would like students to ask.

Help students make connections between what they are hearing and their own experiences (e.g., That reminds me of the time … That makes me think about … Remember in the story when … I used to …)
Involve students in group problem-solving activities. Learning centres provide many opportunities for this to happen naturally.
Involve the whole group in discussing classroom events and experiences. Invite students to share journal entries and share ideas and opinions orally. Ask other students to respond by commenting and asking questions.

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

Suggestions for Assessment	Notes/Vignettes

Suggestions for Assessment

Use observations and anecdotal records to note the confidence and ease with which students talk about personal experiences, express thoughts and feelings, ask and respond to questions, and express opinions.

Make use of checklists such as the following:

. talks socially with classmates
. listens to others
. follows directions
. gives clear directions
. stays on topic
. asks/answers questions
. contributes to group discussion
. uses appropriate volume and tone for the speaking occasion
. listens with comprehension to various types of text
. shows confidence and communicates effectively when making oral presentations

Notes/Vignettes

Talking Journal
We believe children need many formal and informal opportunities to express themselves orally and to listen to others. To begin the day, children assemble on the rug.
Children and adults take turns telling something of personal importance. Sometimes children share special articles brought from home. Active listening is an important part of talking journal time. Children are encouraged to comment and/or question.
We take note of the frequency and nature of the children's talk as well as their comments and questions. Some behaviours we watch for are audible voice, eagerness to share, ability to speak without a prop, interest in others' presentations, quality of questions and comments, and ability to listen actively.

Class Meetings
Many primary (kindergarten) classes hold class meetings to explore conflicts that affect the entire class. Since the issues most often have their roots in the real-life everyday happenings of the children, they have a vested interest in the problem and its solution. Since emotions tend to run high, an object such as a feather or a hat can be used to designate the speaker.

Sharing Bag
I use a *Sharing Bag* to encourage speaking and listening in my kindergarten class. Each day one student brings a special item in a sharing bag, and the other children pose up to twenty questions, which must be answered with a yes or no, to determine what is in the bag. The children quickly become astute listeners as they assess the value of the questions (e.g., "We already know that.") The questioning then becomes more open-ended as the children seek information about the item (e.g., "Why is it special?")

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

Outcomes: Emergent	Suggestions for Teaching/Learning
Students will be expected to participate in conversation and in small- and whole-group discussion begin to use gestures and tone to convey meaning respond to and give simple directions or instructions engage in simple oral presentations and respond to oral presentations and other texts	Create a classroom environment that encourages interaction and talk. Provide situations that invite students to engage in meaningful talk (e.g., oral discussion about texts read aloud or viewed, field trips, presentations, problem solving, etc.). Involve students in explaining simple processes to classmates and classroom routines to visitors to the classroom (e.g., the principal). Encourage role-play (e.g., play telephones, hospital, school, restaurant). After reading a story several times, have students act out the story. This can be part of a learning centre, or it can be presented to the class. During role-play situations or story enactments, comment on how students supplement the meaning through their use of gestures and/or tone of voice. After reading a story have children role-play different characters and ask them to show what the character might do, or how they would sound as they talk (use examples where students can use different tones of voice to convey meaning). Provide opportunities for students to engage in dramatic play and choral speaking. Provide opportunities for students to listen and respond to guest presentations in the classroom (e.g., fireman, author, artist) Show students a video presentation of a book previously read and involve students in talking about which they prefer, the differences and similarities between them, etc. Have students respond in various ways to texts read aloud (e.g., art, drama, writing).

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

Suggestions for Assessment	Notes/Vignettes
Observe students' abilities to participate in conversation in one-to-one situations as well as in group interactions. Observe which children respond to non-verbal communication during classroom routines and group discussions. When observing children give and follow directions, consider which aspects of language (if any) cause them difficulties (e.g., concept knowledge, memory load, having a purpose, attention)	In a grade 1 class, one of the ongoing projects is an *All About* book. While the end product, the book about each child, is a wonderful keepsake, another important component of the activity is the interview process. The children ask questions of the *Special Person* on such topics as where they live, with whom, favourite pets, sports, activities, and so on. The *interviewee* controls the session. He/she chooses who will ask the questions. There is an established criteria—you can only ask people who haven't had a turn and who are paying attention. Boys can't just ask boys. The children practise for weeks so that they will be prepared for the interview. When a new child enters our school, he/she is introduced. Then as a group, the children explain how to be happy in our school. Some interesting observations are made in addition to the expected rules … "You have to do your best, even if you can't do a lot." Alexandra Day's "Carl" series are wonderful books to inspire oral language. After discussing Carl's scrapbook, my primary class put together a presentation of their family occasions. Some did a scrapbook of photos, some cut out pictures from magazines, some drew pictures, some made posters. Parents often wrote explanations underneath. Each child then talked about their family, using the project to explain. They answered any questions and explained what was happening, initially pointing and using single words or simple phrases. As confidence increased, so did the complexity of sentences and expressions.

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

Outcomes: Emergent	Suggestions for Teaching/Learning
Students will be expected to demonstrate that they are becoming aware of social conventions in group work and co-operative play	Model and explicitly discuss and describe co-operative behaviours/ social conventions (e.g., sharing materials; turn-taking in conversation; asking permission to join an activity or use materials; showing respect and consideration for others; offering/asking for help; using polite conventions such as please, thank-you, excuse me). Discuss appropriate and inappropriate behaviour. Use a talking stick to focus attention on taking turns. Begin to talk about how to work in groups. Give students specific assignments within their co-operative groups. Discuss and model the roles and responsibilities of each group member. Have the group determine if they were successful (e.g., Were we able to answer our questions/complete the assignment/do the job?).
develop the concepts/vocabulary of feelings and an awareness that some vocabulary choices can hurt people	Explore feelings and help students develop the vocabulary of feelings by encouraging them to talk about feelings they have and how they express them. - Brainstorm some feelings with students. - Ask students how they might express each feeling (smiling, singing, crying, etc.). - Invite students to choose a feeling and act it out while the rest of the class tries to guess what the feeling is. Sing the song, *When You're Happy and You Know It, Clap Your Hands.* Involve students in making up other verses for feelings they have identified. Discuss texts read aloud to students in terms of the characters and their feelings, e.g., - How did Katrina feel? Why did she feel that way? - How did Robert feel when Andy called him a scaredy cat? - Has anything like that ever happened to you? Develop the use of *I- messages* in the classroom and on the playground. When conflicts arise, have students use these messages to describe how they feel and why. Involve students in categorizing language as language that hurts or language that makes you happy.

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

Suggestions for Assessment	Notes/Vignettes
Use observation/anecdotal records to listen to students' conversations as they work in groups. Note the extent to which they - take turns communicating - share materials - agree and disagree using appropriate language - use polite conventions - offer/ask for help - etc. Observe/note - appropriate use of vocabulary to denote feelings - identification of feelings - ability to differentiate between language that hurts and language that affirms	Miss Kamari helped her Kindergarten (Primary) students think about language choices and their effects on people's feelings by helping the class to create a T-Chart.

Words that Hurt Me / **Words that Make Me Feel Good**

Words that Hurt Me	Words that Make Me Feel Good
Stupid!	Good Job!
Fraidy Cat!	I like you.
Carrot Top	Will you be my friend?
Sissy	Thank you for helping me.
Dummy	You do that really well.
Fatty	I like it when you …
You talk funny.	

After involving my grade 1 students in a number of activities which focused on feelings, I made a feelings wheel on a sheet of bristol board and attached a movable arrow to the centre. My students took turns spinning the arrow. After the class had identified the feeling word where the arrow stopped, the spinner mimed or acted out the feeling, and the class talked about some events that could have caused the feeling.

Feelings Wheel

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

Outcomes: Early	Suggestions for Teaching/Learning
Students will be expected to	Create environments, both physical and psychological, that promote talking in the classroom.
express thoughts and feelings and describe experiences	Have students discuss how characters in books feel and why they feel that way. Provide time for students to discuss related experiences in their own lives in small- and large-group settings.
ask and respond to questions to clarify information or gather further information	Involve students in discussions about classroom events and experiences.

Organize *show and tell* time as a guessing game. The student with the item gives three clues and the class tries to guess what it might be. They can ask questions to help with their guesses. Use a vocabulary wheel (see Appendix 1, p. 259) to model the kinds of questions that will help describe the item in more detail. After the item is guessed, the wheel can be used to describe it, and the description can be charted. Sharing such information with parents/caregivers can be useful as they help the child prepare at home. |
| express opinions and give simple explanations for some of their opinions (I like …because) | |
| listen to others' ideas and opin- ions | Invite students to share journal entires and share ideas and opinions orally. Ask other students to respond by commenting and asking questions.
Model responses during writing conferences to help students learn to express and support opinions and to help one another with simple revisions (e.g., I liked your story because … or I didn't understand the story when …).

Involve students in group problem-solving activities based on the curriculum—math, science, social studies, as well as language arts. |

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

Suggestions for Assessment	Notes/Vignettes
Use observations and anecdotal records: - observe children in small- and large-group situations and note their willingness to listen to others and consider their ideas, as well as the confidence and ease with which they talk about their personal experiences, offer their thoughts and feelings about texts and ideas being discussed, and ask/ answer questions	Children in my class assemble on the rug at the end of the day for a *sharing time*. They are invited to tell the class about something they learned or accomplished that day. Many discussions in Mrs. Q's Primary room centre on the theme of respect for differences. When children are asked for their opinions, it is important for them to realize that they might not all have the same opinions, likes, dislikes or experiences. Children frequently engage in a *What's New* session where they can take turns sitting in the speaker's chair and describe an experience or opinion. The other children respond by repeating what the child has said, and by asking questions. The teacher validates multiple viewpoints and experiences. "If you like to go fishing and your friend doesn't, that doesn't mean either of you are wrong. We are all different." During a *Community* theme, students brainstormed what they already knew about their principal. They wanted to find out more, so they learned about asking questions, prepared some questions, and invited the principal to their classroom. Children each had a sheet with the prepared questions, and had to listen carefully to the questions and answers so that they would not ask a question that had already been asked. As part of their Personal Safety program, one grade 1 class viewed the video *Too Smart for Strangers*. As a follow-up, the children were encouraged to express their thoughts and feelings as they related to their personal experiences. **Booktalk** Following the reading of a book, I pose critical thinking questions in either a small-group setting, teacher-child conference, or whole class format. I use questions based on those suggested in Aiden Chamber's *Booktalk* (e.g., Is there anything that puzzled you about the story? Did you notice any patterns in the story?)

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

Outcomes: Early	Suggestions for Teaching/Learning
Students will be expected to	Explicitly discuss and model conversational roles and rules (e.g., how to enter a conversation, how to stay on topic, how to shift topic, how and when to interrupt effectively).
sustain one-to-one conversations and contribute to small- and large-group interactions	Develop specific cues for classroom routines and help children learn non-verbal communication cues through explicit instruction and modelling (e.g., hand up—time to stop talking).
use intonation, facial expressions, and gestures to communicate ideas and feelings	Discuss how body language is used to communicate and how to use body language appropriately (including eye contact, facial expression, posture, personal space, tone of voice, volume, and gestures).
respond to and give instructions or directions that include two or three components	When students are role-playing, highlight how they use body language. Have the students watch for and comment on how other students use these devices effectively to communicate.
	Consider the concepts embedded in the directions you give. Support students' abilities to follow directions by teaching specific vocabulary they may need to understand such directions. This would include concepts related to time, space, figurative and multiple meaning language, language of math, prepositions, conjunctions, etc. These concepts can be taught through stories, as well as through role-playing and action-based activities.
engage in informal oral presentations and respond to a variety of oral presentations and other texts	Provide frequent opportunities for students to share what they are learning informally or in more formal presentations. Use these opportunities to develop critical-listening skills. Model for the students how to connect what they hear to their own experiences and to formulate appropriate questions to gather more information.
	Demonstrate the K-W-L strategy (What I know, want to learn, learned) in introducing a topic for classroom research and discussion. As students do oral presentations, they can use this format. These can be done individually or in group situations.
	Model a variety of ways of responding to texts including role-play, art, simple graphic organizers. Students can use these to present their information to the class.

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

Suggestions for Assessment

Observe students' abilities to successfully enter, maintain, and end a conversation in one-to-one situations, as well as in group interactions. Observe which students readily recognize and respond to non-verbal communication during classroom routines and group discussions.

When observing students giving and following directions, consider which aspects of language cause difficulty (concept knowledge, memory load, attention, having a purpose in following directions—e.g., complete the assignment, play the game, participate in a group problem-solving activity).

Notes/Vignettes

One teacher gives her students practice in following directions by giving them several tasks to do as they line up for lunch. (Before you go out the door, touch your toes and turn around twice. When you finish your work, put it on the blue table, put your pencil in the can and cross your name off the list.) Children are encouraged to ask each other for support if they forget the list of tasks.

As children retell stories and share experiences and opinions, their teacher reinforces certain aspects of the presentation. (Emily, I can tell you liked the movie because your voice sounded excited. Adam, I like the way you showed us the size of the kittens with your hands.)

The children soon reinforce and support one another and the teacher no longer needs to take the lead.

A grade two teacher gives students practice in giving clear directions by having them work in pairs. One student uses a finger to draw on the back of the other while giving directions. The other then reproduces the same picture using pencil and paper.

Jigsaw Technique
As a conclusion to an author study, one grade 1–2 teacher has her students form pairs to examine such topics as characterization, illustration, and use of language. Then the pairs share their findings with others who were examining the same topic in a small-group situation. A presenter is chosen from the small group who then shares the findings with the whole class. This jigsaw activity fosters listening skills as the children are required to listen closely to directions and in turn give directions and share information.

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

Outcomes: Early	Suggestions for Teaching/Learning
Students will be expected to demonstrate a growing awareness of social conventions such as turn-taking and politeness in conversation and co-operative play	Explore with students what a co-operative group looks like and sounds like. When students work in groups, have them collect evidence that their groups are working co-operatively. Have the class discuss their findings and problem solve some ways to improve. Teach students to take turns by brainstorming with students to show them what turn-taking behaviour looks like and sounds like. **Taking Turns** **Looks like** / **Sounds Like** Nodding head / Have you finished? Watching eyes / Is it my turn? Listening carefully / Do you want to say more? Waiting until / That's interesting. speaker is finished
recognize some examples of unfair and hurtful vocabulary, and begin to make vocabulary choices that affirm rather than hurt people	Discuss examples of unfair and hurtful language used in read aloud texts, and talk about how it made the characters feel (e.g., *Rosie's Story* by Martine Gogall—Rosie, a child with red hair and freckles is miserable when other children call her *Carrots, Strawberry Shortcake, Firecracker, and Dragon's Breath*). Have students take on the persona of the character in such a text and use the *I- Message* strategy to express feelings and promote empathy. (I feel … when you …). Encourage students to use the *I- Message* framework in classroom interactions. Discuss the role of *put-ups* rather than *put-downs* with students related to the co-operative group role of encouraging group members. Model and comment on students' use of positive comments to their classmates.
recognize that volume of voice needs to be adjusted according to the situation, (e.g., playground, classroom)	Help students realize through discussion that voice levels need to be adjusted according to the situation.

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

Suggestions for Assessment	Notes/Vignettes
Use checklists for group interaction e.g.,	Posters and banners can be found in many primary classrooms reinforcing interpersonal skills. e.g., In this classroom we are kind to one another.
- listens to others - contributes ideas and opinions - encourages others - expresses appreciation of others	Hands are for helping, not hurting. Learn to listen and listen to learn.
- takes turns/does not interrupt - asks questions	In a grade 3 classroom, a class meeting is a regular event. If there is a problem to be solved, events to be planned, or situations to be defused, any member of the class community can call a meeting. The class generates rules of appropriate behaviours, discussion techniques , and consequences. *I-Messages* are practised, solutions brainstormed and explored. Role-plays are used as problem-solving strategies.
Use observation/anecdotal records noting - recognition of language choices and their effects in texts read aloud and in social interactions - use of *I-Messages*	Mr. Stanley, wanting to give his students some practice in using *I-Messages*, used the following strategy with his grade two class. He printed feeling words on individual cards and had students work in pairs to draw a card, identify a situation that might have led to that feeling, and state the feeling and the situation in the form of an *I-Message*. (I feel … when … e.g., I feel sad when you call me names. I feel happy when I help someone else.)
Involve students in self-evaluation (e.g., students can learn to become aware of their own use of the *I-Message* strategy.)	

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

Outcomes: Transitional	Suggestions for Teaching/Learning
It is expected that students will	Create environments, both physical and psychological, which promote talking in the classroom:
describe, share, and discuss thoughts, feelings, and experiences and consider others' ideas	- Arrange seating in groupings that promote classroom talk. - Show children that their thoughts, feelings, and ideas are valued. - Teach children to respect the ideas and feelings of others. - Provide opportunities for talking (e.g., talking about books and other kinds of texts, sharing news, sharing personal interests and experiences, sharing and responding to one another's writing, planning/ organizing, engaging in show and tell).
	Encourage children to ask questions about what they want to find out or don't understand (I'd like to find out about … or I don't understand…)
ask and respond to questions to clarify information and to explore possibilities or solutions to problems	Ask questions that require children to extend and clarify their thinking, open-ended questions that cause them to explore a variety of solutions (e.g.,What do you think about … ? What did you like/dislike about the book/video? Can you tell me more … ? What else could we try? What would happen if we tried this?).
	Involve children in problem solving in collaborative groups (e.g., solving a math problem, carrying out a science experiment, coming up with rules for behaviour in various situations).

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

Suggestions for Assessment

Use observations and anecdotal records:
- Observe children in small- and large-group situations and note their willingness to listen to others and consider their ideas, as well as the confidence and ease with which they talk about their personal experiences, offer their thoughts and feelings about texts and ideas being discussed, and ask/ answer questions.

Use checklists such as the following:

The student
. talks socially with classmates
. listens to others
. follows directions
. gives clear directions
. stays on topic
. asks/answers questions
. contributes to group discussion
. uses appropriate volume and tone for speaking occasion
. listens with comprehension to various types of text
. shows confidence and communicates effectively when making oral presentations

Notes/Vignettes

Children in my class go off in groups of two or three to discuss a specific issue. The tasks could be planning a celebration, discussing a favourite part of a movie or other shared experience, or discussing what children do before and after school.

I model how to talk to another person and have children role-play how to show someone they are being listened to. While the children meet in small groups, I circulate and reinforce appropriate conversation techniques. The daily helper could also take this role, thus giving the children a chance to observe and analyse conversation strategies.

The class then reassembles as a large group for a brainstorming session. The small groups give children more chance to be heard and the large group's brainstorms are much richer and more meaningful.

Interviews
A grade 2 class while exploring a social studies unit decided to create a time line. The class compiled questions to be used in an interview to gather information for the time line. Once the data was collected the children plotted the age of their own house along the time line. Rich discussion about the history of the community emerged. As part of this same unit, the children interviewed family members to learn about their heritage.

Students will be able to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences. (continued)

Outcomes: Transitional	Suggestions for Teaching/Learning
Students will be expected to express and explain opinions and respond to the questions and reactions of others	Invite children to express and explain their opinions in a variety of situations with open-ended questions such as What do you think about … ? Tell us about your idea … ? Did you like that book? What did you like/dislike about it? What was your favourite part of the movie? What did you like about our trip to the bakery? Why? What has your experience been?
listen critically to others' ideas and opinions	Demonstrate critical listening (analysing what you hear, connecting it to your own knowledge, and making judgements about it). Provide a variety of opportunities for children to practise critical listening: - guest speakers in the classroom - field trips that include plays and oral presentations - films, videos, TV programs - read-aloud - classroom discussions/conversations Give children opportunities to respond in a variety of ways following such presentations.

Students will be able to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences. (continued)

Suggestions for Assessment	Notes/Vignettes
Use observation and anecdotal records:	The following vignette illustrates a group of grade three students engaged in classroom talk where they are expressing and explaining opinions and responding to the reactions of others.
- Observe students in small-group and large-group situations and during one-to-one conferences, noting the confidence and effectiveness with which they express and explain opinions and respond to the questions and comments of others.	A group of grade 3 students were sharing their reactions to the movie *James and the Giant Peach* and comparing it to the book the class had heard read aloud earlier.

"I like the movie better because it showed more stuff than the book. It showed skeletons and stuff that wasn't in the book."

"I think the book was better because they changed the storyline a lot. They put skeletons in it and they needed a compass and they took the cloud men out of the movie. The book had cloud men and didn't have skeletons … and like … they took out half the stuff. It would have been probably an hour longer if they put all that stuff in." |
| - Observe students as they listen in a variety of situations (e.g., Are they attending? Do their responses/questions suggest they are developing critical listening strategies—thinking about what they hear; connecting to their own experience; making judgements about it?) | "Well, I liked the movie because most of the parts were … even though they took out parts … like the centipede wasn't that mean and he didn't get paint all over him and he didn't get stuck. Lots of parts were taken out but lots of new parts were also put in. So it would probably be exactly the same with how long it would be … um like with taking all the stuff out and putting new stuff in it would be … um … as long. I liked the movie a little bit better." |
| Use checklists (e.g., for self-evaluation, peer evaluation, group evaluation). | "I think the movie is better 'cause it gives you more detail." |

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

Outcomes: Transitional	Suggestions for Teaching/Learning
Students will be expected to	Engage students in meaningful talk in both small and large groups (e.g., literature circles, shared reading, problem solving, inquiry).
participate in conversation, small-group and whole-group discussion, understanding when to speak and when to listen	Teach students how to enter a conversation, how to maintain a topic, how to shift the topic, how and when to interrupt effectively, and how to use appropriate volume, tone of voice, and eye contact.
adapt volume, projection, facial expression, gestures, and tone of voice to the speaking occasion	
give and follow instructions and respond to questions and directions	Involve students in - explaining to peers how to do a math problem or a science experiment, how to use a computer program, how to play a game - explaining classroom routines to visitors to the classroom - relaying messages - following/retelling teacher directions
engage in and respond to a variety of oral presentations and other texts	Give students experiences in making oral presentations to small and large groups (e.g., choral speaking, Readers Theatre, role-play, booktalks, reporting information) Encourage students to respond in various ways (e.g., response journals, learning logs, note-making, questioning, discussing, drawing) to read alouds, videos, laser discs, CD-ROM presentations, presentations by guest speakers, and plays.

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

Suggestions for Assessment	Notes/Vignettes
Use observation and anecdotal records: - Observe students' abilities to successfully enter, maintain, and end a conversation in one-to-one situations, as well as in group interactions. Observe which students readily recognize and respond to non-verbal communication during classroom routines and group discussions. Use checklists (e.g., p. 53)	The following vignette illustrates a grade 3 class engaged in critical response to what they hear and view. A grade 3 teacher asked students if they ever wondered what came in teachers' mailboxes. At their response, "Yes", the teacher showed an advertisement that he had received. On one side of the envelope were the words *Free Gift*. The teacher asked what they thought this meant. "You get something free" was the response. The teacher then read what was on the other side of the envelope, *Free Trial Examination* and asked again what they thought that phrase meant. Responses included "A free ticket to court" and "Somebody getting plastic surgery, you know like an examination." As the teacher continued to read what the ads inside said, one child's response was, "Some people try to persuade you into buying things by saying they're free."

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

Outcomes: Transitional	Suggestions for Teaching/Learning
Students will be expected to	Teach students to take turns by brainstorming with students to show them what turn-taking behaviour looks like and sounds like.
use basic courtesies and conventions of conversation in group work and co-operative play	**Taking Turns**

Taking Turns

Looks Like	Sounds Like
Nodding head	Have you finished?
Watching eyes	Is it my turn?
Listening carefully	Do you want to say more?
Waiting until speaker is finished	That's interesting.

identify some forms of oral language that are unfair to particular individuals and cultures and use vocabulary that shows respect for all people	Involve students in discussion, helping them to realize how language can be used in hurtful and unfair ways.
	Taking a story, poem, or song, develop some questions that encourage students to reflect critically on language that is unfair or disrespectful and that promotes stereotyping.
	Use problem solving and role-playing to give students opportunities to practise speaking in ways that support and affirm one another (e.g., Role-play a conflict situation where someone has been put down through name calling or exclusion from the group or play. Generate solutions by brainstorming alternative actions and language. Role-play proposed solutions. Through discussion, have students evaluate proposed solutions and make necessary changes).
demonstrate a growing awareness that different kinds of language are appropriate to different situations	Help students realize through discussion and role-play how different kinds of language are suitable on the playground, in the classroom, and in formal situations.

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

Suggestions for Assessment	Notes/Vignettes
Use observation and anecdotal records: - noting students' use of basic conventions and courtesies as they interact with others Use checklists and self-evaluation to ask students to reflect about their use of oral language through checklists and questionnaires such as the following: • Did I listen to other students' ideas? • Did I share my ideas with the group? • Did I take turns to speak? • Did I respect the ideas of others?	Mrs. Carrier, a grade 3 teacher decided to use the video of *Peter Pan* during a *Folk Tale/Fairy Tale* unit. After previewing the video, she realized that it presented an excellent opportunity to help her students develop in their abilities to recognize unfair and disrespectful language and to begin to recognize stereotypes. After showing the video, she had students listen again to the song *We're Off to Fight the Injuns,* and asked them to give examples of any language they thought was unfair or disrespectful. One student identified the word *Injuns*, saying that the real word was *Indians*. This led to a discussion on the name, *Indian*, where it came from (a mistake of Christopher Columbus), and how the first inhabitants of North America prefer to be identified. The discussion helped students to think about - how labels can be given by people in power - how these labels sometimes do not respect self-identity - finding an alternative to hurtful and unfair vocabulary (e.g., *Indians* prefer to be called Aboriginal, Native People, First Nation; or specific names such as Mi'kmaq or Maliseet) Follow-up discussion on another day focussed on unfair stereotyping of Native People as warriors and savages. Students had previously had experiences recognizing generalizations through being introduced to the "Some … ; others … " framework. (See page 101). As a result of this previous experience they were able to quickly identify the image of Native People as warriors as an example of unfair stereotyping. Using the "Some … others … " framework, the students were helped to formulate the following statements: "Sometimes Native People go to war; sometimes Native Peoples live in peace." "Sometimes other groups (such as …) go to war; sometimes they live in peace." Mrs. Carrier decided that a further extension of this discussion which might be pursued another day could be to consider perspective or point of view, and how stereotyping is perpetuated in history books and movies.

Specific Curriculum Outcomes

Reading and Viewing

Reading and viewing are meaning-making processes. They include making sense of a range of representations including print, film, TV, technological, and other texts.* It is important that students reflect on, synthesize, and evaluate ideas and information in increasingly sophisticated ways. They monitor their own understanding by questioning, rereading/reviewing and revising. They value reading and viewing for a range of purposes.

Foundation for the Atlantic Canada English Language Arts Curriculum

*Text **is used to describe any language event, whether oral, written, or visual. In this sense, a conversation, a poem, a novel, a poster, a music video, a TV program, and a multimedia production, for example, are all texts.**

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

Outcomes: Emergent	Suggestions for Teaching/Learning
Students will be expected to regard reading/viewing as sources of interest, enjoyment, and information	Read to students and share enjoyment of reading. Provide a print-rich environment (books, environmental print, posters, signs, labels). In the context of shared reading with enlarged print, engage students in reading and rereading a wide variety of predictable texts featuring rhyme, rhythm, and repetition. (See Shared Reading pp. 172–173.) Provide daily opportunities for students to read and view a variety of texts and talk about them: - engage students in talking about books read during shared, guided, and independent reading - involve students in talking about what they enjoyed or what they learned from viewing videos, plays, pictures, things seen on field trips, etc.
understand basic concepts of print including directionality, word, space, letter, and sound	Draw students' attention to conventions of print during shared reading, guided reading, and reading conferences (e.g., use a pointer during shared reading to model reading left to right and return sweep).
select, with teacher assistance, texts appropriate to their interests and learning needs	Provide daily opportunities for students to practise reading or reading-like behaviour and to select from a variety of texts, especially simple predictable texts. Teach children how to make appropriate choices (e.g., modelling reasons for choosing a particular book; letting children know that it is acceptable to return a book and get another if it is too difficult). Ensure availability of materials that students can successfully *read* on their own.

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

Suggestions for Assessment	Notes/Vignettes
Observe and record such behaviours and responses as - listening with interest during read-alouds - sharing ideas during booktalks and other discussions about texts (e.g., books, videos, TV programs, pictures) - participating in shared reading - identifying and interpreting environmental print - responding to the rhyme and rhythm of language by chiming in - showing appreciation of various forms of representation such as illustrations, role- playing, poetry, stories, through a variety of responses Discuss home reading/viewing habits with parents (e.g., books, TV programs, computer software). Observe and note students' responses when asked during shared or guided reading or reading conferences to point to a word, a letter, a space, or to show where to begin reading and where to go at the end of a line. Observe and note students' behaviours when reading (holding the book right side up, reading from left to right, reading the left page before the right, looking at the print as well as the pictures). Note texts children choose for independent reading/viewing. Having parents keep a record or home reading log is a helpful technique.	On the first day of school, a kindergarten teacher shares the Big Book, *Mrs. Wishy Washy*, with the students. After talking about the title and cover illustration, she asks them to make predictions about what the book will be about. They then look through the illustrations, talking about them, and enjoying the humour. The teacher then reads the text, inviting students to chime in on the familiar lines "Into the tub you go. Wishy-washy. Wishy-washy." They do so with confidence, gusto, and enjoyment. The text is reread several times over the next few days, with children chiming in on more and more of the text. Their enthusiasm is obvious. In the days that follow, students are observed choosing small copies of the text during independent reading time and eagerly engaging in reading-like behaviour.

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

Outcomes: Emergent	Suggestions for Teaching/Learning
Students will be expected to	Provide various contexts for reading—shared reading, guided reading, independent reading. Make a variety of different kinds of texts available.
engage in reading or reading-like behaviour as they experience a variety of literature	Model for students how to use prior knowledge of context and personal experience to make meaning and encourage them to use this strategy through questions such as What would make sense?
	Involve students in predicting for meaning through oral cloze.
use, with support, the various cueing systems and a variety of strategies to construct meaning from text	Help students make the connection between illustrations and the text by encouraging them to use the illustrations to predict what might happen next, or by composing text for a wordless book.
- use meaning cues (personal experiences, context, picture cues) to predict, confirm/ self-correct	Help students understand reading/viewing as a meaning-making process by encouraging them to make predictions about what the story will be about or what will happen next, and to respond to the text in various ways (e.g., discuss the text, retell a story orally or through sequencing pictures, draw a picture, use plasticine to make a model).
- use knowledge of oral language patterns (syntax) to predict, confirm/self-correct	Provide many experiences for students to hear and use oral language. Model predicting/confirming on the basis of what *sounds right.*

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

Suggestions for Assessment	Notes/Vignettes
Observe students as they engage in reading in various contexts, and record such behaviours as using memory for story to produce meaningful retellings, *reading* the pictures, using both the print and pictures to read the story, pointing to words as they read, producing meaningful substitutions.	From the beginning of the year, we have a daily student reader. The students may choose any book they feel comfortable about. They read with expression using the pictures and memory of previous readings. They mirror the teacher's reading behaviours. As the year progresses, many choose to read books with familiar words and exhibit use of further cueing systems.
Use running records and ongoing observation/anecdotal records to analyse and record students' use of the cueing systems and reading strategies. (See pp. 250–252) e.g., Do their predictions sound right and make sense? Are they visually similar to the text? Do they realize when their predictions do not produce meaningful reading?	The daily helper in Mrs. B's Primary/Grade 1 class reads to the class after recess on their helper day. This gives Mrs. B. a regular opportunity to observe each child's reading progress. She keeps a scribbler or card file and notes date, choice of book, attention to print, sense of story, use of strategies, predictions, understanding of story, and so on.

Parent volunteers also record the same kind of data, after Mrs. B demonstrates and discusses the kind of information she is looking for. |
| Analyse students' responses to texts for meaning? Do they suggest that students are reading/ viewing for meaning, and have understood what they have read/ viewed? | A daily posted agenda is a tool that gives children a purpose for reading. Early in Primary (Kindergarten) the agenda is supplemented with sketches. As the children learn the basic structure of the day and some initial letter correspondence, words stand alone. My children enjoy the days when I scramble the agenda (e.g., when *Home* appears after *Snack,* or when *Math* appears three times.) They discuss and argue, problem solve, and share strategies to make sense of the changes. I find this to be a powerful, non-threatening, and socially supportive tool for making print meaningful. |

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

Outcomes: Emergent	Suggestions for Teaching/Learning
Students will be expected to	Help children become familiar with letters of the alphabet through alphabet songs and alphabet books.
use, with support, the various cueing systems and a variety of strategies to construct meaning (continued)	Involve children in developing class alphabet word lists or word banks.
	In the contexts of shared reading and shared and modelled writing, talk about letters, relating to the sounds they represent.
- begin to use knowledge of sound-symbol relationships as one reading cue (e.g., initial and final consonants)	Using oral cloze in the context of shared reading, ask children to predict on the basis of initial consonant as well as meaning.
- begin to match one-to-one spoken to printed word	Give students daily opportunities to write, developing knowledge of sound-symbol relationships as they use temporary spelling to record their thoughts. Use a pointer during shared language to encourage students to word match.
- begin to recognize some high frequency sight words	Involve students in taking turns using the pointer during shared reading
	When students are not word matching, intervene by asking them to try it again as they point to the words.
	Draw attention informally to high frequency words in the contexts of shared reading and guided reading (e.g., show students the word "the" and ask them if they can find the same word again in the text).

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

Suggestions for Assessment

Note which letters students recognize (through informal observation or letter recognition tests).

Use running records to record and analyse students' use of the various cueing systems, including sound-symbol relationships (graphophonics) in their predictions.

During reading conferences, guided reading, and shared reading, observe and note whether children are beginning to word match.

Observe and note students abilityies to recognize/locate high frequency sight words in the context of reading.

Notes/Vignettes

A group of Primary (Kindergarten) students were helping me spell the words I needed in my news story. For the word *high* they contributed *hi* and were somewhat confused when I added *gh* to the word. One of the children called it a wacky word since it had letters in it that didn't make sense. That was the beginning of our Wacky Word list for the class.

The children were fascinated with the words that were wacky and began finding words in their reading and writing everywhere that should go on the list. The interesting part was the inclusion of words with letter combinations such as *ough*, *igh* and *ph*. The children noticed the frequency of these combinations and were soon generating some sophisticated phonics principles for Primary (Kindergarten) students.

Word Wall
Many Primary (Kindergarten) classrooms create an alphabet Word Wall with a section for each letter of the alphabet. High frequency sight words as well as interesting and meaningful words are added under the appropriate letter as they arise.

When writing in her journal, Ariel drew and labelled a cuttlefish. I asked her how she knew the word 'cuttlefish', and she pointed to a video we had watched and said, "I know because it started with a 'C'."

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

Outcomes: Emergent

Students will be expected to

with assistance, interact with a variety of simple texts
(e.g., pictures, computer software, videotapes, non-fiction) as well as human and community resources

Suggestions for Teaching/Learning

Introduce emergent readers to the research process through a collaborative group effort where the process is modelled (e.g., where students can see demonstrated how to interact with information in a variety of resources). (See Research Process, pp. 221–227.)
Involve children in gathering information in simple ways (watching the weather forecast, interviewing their parents or classmates, observing what the classroom hamster eats, watching a video or listening to a classroom guest).

Set up a simple learning centre where students interact with a learning resource independently or in small groups. In a theme about bears, for example, this might involve viewing pictures of bears, reading a simple fictional or non-fictional book, or viewing a video. Provide clear instructions. For example, a learning centre might be set up to help students learn to classify bear books as fiction or non-fiction. Students might be asked to go to the learning centre in pairs to engage in activities, such as the following:

1. Read the two books about bears.
2. Talk about each book and whether you think it is fiction or non-fiction or real or imaginary. (This would have been preceded by similar whole group discussions.)
3. On page one of the Bear Booklet, print the title of each book where you think it belongs. (Headings might be *Real*, and *Imaginary* or *Fiction* and *Non- fiction*.)

After students have been to the learning centre, they might share their information and discuss why they classified the books as they did.

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

Suggestions for Assessment	Notes/Vignettes
Observe and note students' contributions during collaborative group efforts.	During the fall of grade one, we usually talk about families. We ask the students how many children are in their family, and together we generate a graph which shows the number of children in each family.
Monitor how students use the learning centre and whether they are able to complete the activity.	We then ask the children to interview one parent and find out how many children were in their family when they were in grade one. The next day we collect the information, generate a new graph together, and talk about the similarities and differences.
Involve students in reflecting about a learning centre activity in simple ways (e.g., colouring in a happy face or sad face).	Our unit was entitled *What Animals Do in Winter*. I introduced the concepts of hibernation, migration, and remaining active by telling the children that some creatures sleep through the cold winter months, some go south, and others remain active, foraging for food during the harsh weather. I said I was not really sure which creature did what, suggested we do some research, and asked where we could get some information. As the children suggested different sources, I listed them on chart paper. The list included books at home, in the classroom, and in school and city libraries; TV, videos, and computers; Moms and Dads and others; newspapers and magazines.
	After discussing, recording, and reading the lists of sources, we recorded the names of the creatures we would like to find out about and decided to do our research over the weekend, each child researching a creature of choice. After finding the information, children represented that information by drawing, painting, making a model, etc. When they brought their work to school on Monday, we discussed it during circle time and then displayed it on the bulletin board and the display table under the headings of *Hibernation, Migration*, and *Staying Active.*

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

Outcomes: Emergent	Suggestions for Teaching/Learning
Students will be expected to	Encourage students to make personal connections to texts they read (e.g., how it made them feel, what it reminded them of, which part they liked best).
respond personally to texts in a variety of ways	Provide opportunities and encouragement to respond to texts in a variety of ways, e.g., - drawing - painting - sculpture (e.g., Plasticine art) - talking - retelling orally, or through drama, art, or writing
express opinions about texts and the work of authors and illustrators	Involve students in discussions about their favourite TV programs, their favourite authors or illustrators, or their favourite books. Follow up with questions that lead students to consider *why*, and to give reasons to support their preferences.

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

Suggestions for Assessment	Notes/Vignettes
In the contexts of reading conferences, shared reading or guided reading, observe/ keep anecdotal records noting instances of students connecting personally with texts, and expressing opinions about texts, authors, and illustrators. Analyse student response journals and other representations.	After reading a story from the *Literacy 2000* series, my class responded to the text by putting on a play for the other kindergarten class. The children made farm animal masks. We had a narrator, and the children held up appropriate sentence strips from the text. They all enjoyed the experience. After the children expressed enjoyment of the ending of *Goodnight Owl* by Pat Hutchins, we read some of her other books and talked about their endings. On *Centre Day* Mrs. R. sets out clay, markers, paper of various sizes, puppets, and a tape recorder. Children are invited to use various media to represent their favourite part of a story that they have shared with a class. At reflection time each child is invited to explain his/her choice and his/her creation. Before reading a book to the class, the teacher sets a task for the children. "I want you to pay close attention to the illustrations to see how they are different or the same as the book we shared yesterday." Paint, pen and ink, limited colour, realistic or fantasy, patterns of black and white become part of the discussions. Children then take these observations into their partner reading or book buddy sessions.

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

Outcomes: Emergent	Suggestions for Teaching/Learning
Students will be expected to	Use labels when talking with students about different types of texts (This is a poster about Remembrance Day; Today we are going to read a poem; etc.).
recognize some basic types of texts (e.g., videos, poems, posters, letters, true and imaginary texts)	Talk with children about real and imaginary texts and have them identify various texts they read and view in terms of whether they are real or imaginary.
recognize some basic components of texts such as author, illustrator, and title	Point out title, author, and illustrator when sharing books during read aloud or shared reading. Talk about how the title relates to the book, and the difference between an author and an illustrator. Compare the work of different authors and illustrators.
begin to ask questions of text	Encourage discussion and value critical thinking about texts. Model using personal experience to ask questions of text. (e.g., I wonder why the author made that pig purple. My father's pigs aren't purple.).
begin to develop an understanding and respect for diversity	Work on developing self-concept and self-esteem, which play an important role in learning to recognize and accept others and their differences. Include texts that represent ethnic, gender, social, and cultural diversity. Add props and accessories to block, drama, and art centres (e.g., blocks to build different kinds of houses, crayons and paint to portray varying skin colours, dress-up clothes representing different cultures). Use bulletin board displays that reflect diversity and non-traditional roles. Frequently engage students in brainstorming of similarities and differences (e.g., kind of hats/caps we wear), and help them to realize that diversity can be enriching.

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

Suggestions for Assessment	Notes/Vignettes
Observe/note the way in which students refer to the texts they are reading and viewing.	Developing Respect for Diversity
	At the beginning of the year I provide booklets for my kindergarten (primary) students to create books about themselves. With the help of their family, they fill the booklets with photographs and information about themselves. The books are placed in the classroom library to be read with all the other books. They seem to say to the children, "I'm me and I'm a special person."
Note students' responses when asked to identify a particular text form.	
Note students' responses when asked to point to the title or author, or when asked to explain the difference between an author and an illustrator.	The children are very proud of their books and they love reading about one another. The project not only develops their self-concept and their self-esteem, but also helps them learn to recognize and accept others.
Observe/note the interactions of students to diversity in the classroom and in the texts they read and view. (e.g., Do they accept and value differences? Do they treat one another with respect?)	

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

Outcomes: Early	Suggestions for Teaching/Learning
Students will be expected to	Read to students and share enjoyment of reading.
regard reading/viewing as sources of interest, enjoyment, and information	Provide a rich, stimulating environment where students are surrounded by print and other kinds of texts.
	Provide daily opportunities for students to read/view and respond to a variety of texts:
	- Involve students daily in shared reading of enlarged print.
	- Provide time every day for students to read independently.
	- Engage students in conversation about texts read during shared, guided, or independent reading.
	- Involve students in conversation about what they enjoyed or learned from videos, plays, pictures, field trips, and other viewing experiences.
expand their understanding of concepts of print - punctuation in text serves a purpose - upper and lower case letters have specific forms and functions (first word in sentences and proper names)	Focus on upper- and lower-case letter forms and punctuation in the context of reading (and writing), and involve students in discussions about why they are used.
select independently, and with teacher assistance, texts appropriate to their interest and learning needs	Provide daily opportunities for students to read/view and select from a variety of texts.
	Teach mini-lessons on making appropriate selections (modelling reasons for choosing certain books or determining if a book is too difficult). Show students how to keep reading logs.

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

Suggestions for Assessment

Use observation/anecdotal records, noting when students
- engage in personal reading and viewing for longer periods of time
- reread/revisit favourite stories and other texts
- choose to read/view during self-directed times
- participate in shared reading with enthusiasm
- respond to rhyme and rhythm by chiming in
- share personal response to texts read and viewed
- share books and other texts with an audience with expression and enjoyment (e.g. read aloud, retell, or discuss texts read/viewed)

Discuss home reading/viewing habits with parents.

Note students' responses when asked to find a capital "P", ... a lower case "p", or to explain why a capital is used.

Observe whether students maintain meaning when a sentence extends beyond one line of text. Note full stop, pauses, and inflection patterns when students are reading orally.

Examine students' reading records, noting the variety and suitability of texts selected.

Use running records to determine whether students are choosing reading material appropriate to their needs. (See Running Records, pp. 250–252)

Notes/Vignettes

Example of a grade 1 student's reading record (home reading):
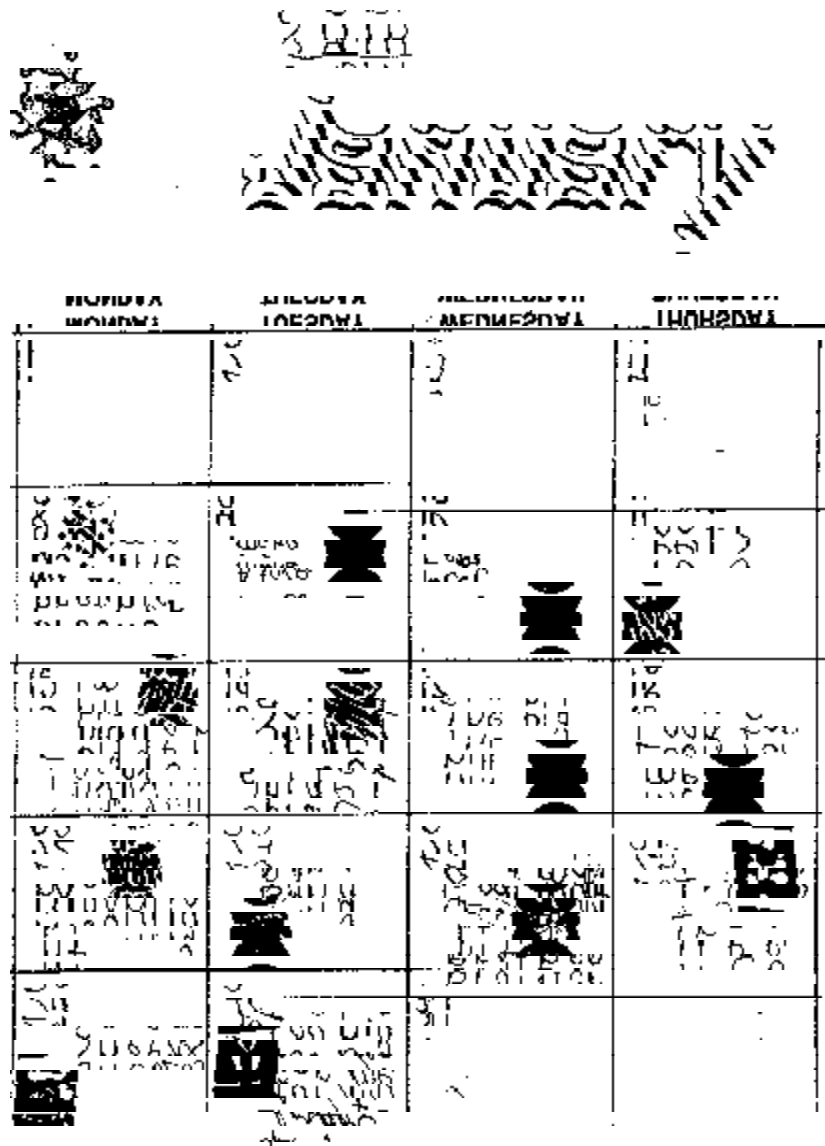
I send home trade books with response journals specific to the book. Children take turns taking these home to share with their parents. Children and parents read the book together and write and draw about it in their response journal. For a number of trade books, there is a class response book to which each family has contributed a page.

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

Outcomes: Early	Suggestions for Teaching/Learning
Students will be expected to use some features of written text to determine content, locate topics, and obtain information	Help students to develop knowledge about the use of such text features as titles, illustrations, and table of contents to determine content or to locate topics by modelling during read aloud and shared language, and through mini-lessons. Provide opportunities for students to practise using the above text features. For example, in a guided reading session, students could be supported in using the table of contents to locate information about a certain topic in a text.
use a combination of cues (semantic, syntactic, graphophonic, and pragmatic) to sample, predict, monitor/self-correct - predict on the basis of what makes sense, what sounds right, and what the print suggests - make meaningful substitutions - attempt to self-correct predictions that interfere with meaning - begin to monitor their own reading by cross-checking meaning cues with cues from beginning and last letters of the word (Did it make sense? Did it sound right? If it's tiger, would it start with a "p"?)	Teach children to use their prior knowledge and experience as well as context and picture clues to predict, confirm, and self-correct. Help them internalize the key questions (What makes sense? What sounds right? and What it looks like?) through - modelling strategies for attacking unknown words during shared language - engaging students in oral cloze activities - providing feedback to miscues - teaching letter-sound relationships in reading and writing contexts

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

Suggestions for Assessment	Notes/Vignettes

Suggestions for Assessment

Observe and note students' use of text features:
- Do they use titles, headings and illustrations to predict content?
- Can they locate information in a table of contents?

Take and analyse running records of students' reading
- to determine if they are using the various cueing systems
- to note the strategies they are developing or need to work on (for example, Do they take risks with predicting unknown words? Do they attempt to self-correct? Do they have a variety of strategies for self-correcting, such as reading on, rerunning, breaking a word into parts, or finding a little word in the big word?)

Observe students' responses when asked such questions as, What do you do when you come to a word you don't know? Do you ever do anything else? Such questions also help students to become aware of their reading strategies. (metacognition)

Notes/Vignettes

As part of a *Community* theme, my grade 1 class read some of the *My Family, Your Family* social studies Big Books. I find them ideal for introducing my students to the concept of table of contents. They are very clear and basic in their layout. e.g.,

Table of Contents
Family Photos.................1
My Mother.....................4
Flying 6

In shared reading, I ask children what they notice on this page, what they notice about the numbers, why they think it goes from one to four to six, etc.

As children become more familiar with how it works, the questions become more specific. (e.g., What would we find on page six? Is it a long entry? How can you tell? On what page(s) would we find information about flying?)

We also do predicting as we go along. For example, I often ask children to look at the table of contents and select a topic that interests them, predict what it will be about, and find the page it is on. After reading we talk about how well their predictions matched the text.

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

Outcomes: Early	Suggestions for Teaching/Learning
Students will be expected to	Model strategies for making sense of text (e.g., how one uses personal knowledge and experience, along with textual clues to make inferences or read between the lines to fill in gaps with implied but unstated information).
use a variety of strategies to create meaning - identify main idea - predict content using text information along with personal knowledge and experience - make inferences by drawing on their own experiences and clues in the text - identify character traits from contextual clues - make connections between texts, noticing similarities in characters, events, illustrations, and language - follow written directions	Provide opportunities for students to use such strategies through discussion in the contexts of shared and guided reading, and through individual responses; for example, asking students to - retell a text or arrange pictures representing story events in logical order (sequencing) - create a picture of a character that would tell something important about him/her - use a Venn diagram to show how two characters are alike and different - predict what a text will be about based on the title and cover illustrations, and their own experiences - complete a task by following directions - develop a story map
consistently match one-to-one	Encourage students who have difficulty with one-to-one matching to point to words as they read or as they listen to an audiotape and follow along. Provide opportunities for students to manipulate and sequence words, phrases, and sentence strips after reading a text.

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

Suggestions for Assessment

Examine students' responses to text and note growth in their use of such strategies to construct meaning, for example, analysing retellings and noting
- whether they include main idea and some supporting details
- whether their retellings are sequenced
- whether they include information about characters

Note responses to questions asked in the contexts of reading conferences, shared reading, and guided reading, such as,

What is the story about?
What might be another title for the story?
Why do you think … ?
How do you think Joey felt?
How is Sara like the boy in the last book we read?
What do you think will happen next?

Notes/Vignettes

A grade 1 student demonstrates understanding of text by retelling a story through creating and sequencing pictures (larger to smaller) and by adding an ending.
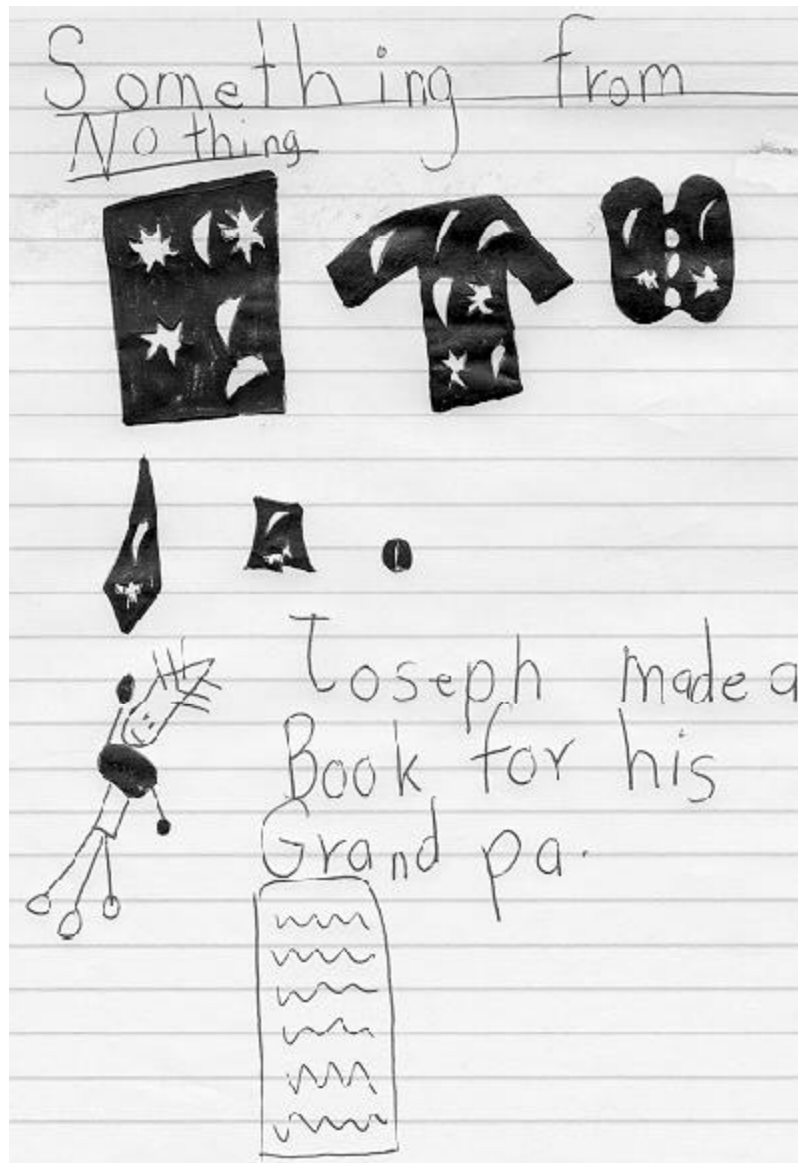
When reading *Charlotte's Web* and *Fantastic Mr. Fox* to my grade 2 class, we often discuss the different characters we meet. The children tell about a character and tell why they feel as they do. They may not just say, "He is greedy," but must tell what has happened to lead to this conclusion.

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

Outcomes: Early	Suggestions for Teaching/Learning
Students will be expected to	Give students experiences with the information process through collaborative group effort, using these situations to demonstrate strategies such as

engage in the research process with assistance	- brainstorming what they already know about a topic
	- developing questions to guide research (e.g., Where does it live? What does it eat? Who are its enemies?)
	- using print and non-print resources to answer their research questions, e.g.,
	  . using text features such as captions and headings
	  . interpreting simple graphs and pictures
	  . listening for information

- generate questions to guide research - locate appropriate information with assistance (classroom, library, home, community) - interact with the information	Provide opportunities for students to engage in research individually and/or in small groups: - Until students are more independent, preselect resources for them (e.g., set up a database, provide picture file material or appropriate texts at a learning centre, show a video or filmstrip). - When students are more independent, give them experiences in locating, with assistance, their own resources (e.g., looking for books on farm animals). (See also Research Process, pp. 221–227, and Writing/Representing Outcomes, pp. 128–129.)

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

Suggestions for Assessment

Observe and note students' contributions during collaborative group efforts.

Monitor how students use resources in a learning centre.

Observe skills/strategies students use in locating and using information. (e.g., Can they locate the easy-to-read section of the library?).

Use individual conferences (e.g., Do you have enough information to answer all of your research questions?).

Self-Evaluation: Involve students in reflecting about learning centre activities and/or individual or small-group experiences locating and using information.

Notes/Vignettes

Nathan's grade 2 class engages in research about animals. A booklet designed by their teacher-librarian helps them through the process. As they begin they are asked to reflect on what they already know about their chosen animals and what questions they would like to have answered.

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

Outcomes: Early	Suggestions for Teaching/Learning
Students will be expected to make personal connections to text and share their responses in a variety of ways	Expose students to a range of texts, and the work of different authors and illustrators. Model for students how one makes personal connections to texts (e.g., I know just how Franklin felt. I used to be afraid of the dark when I was six.). Invite students to express their personal connections to text in a variety of ways (e.g., talking in literature circles or writing in response journals about what the text reminded them of, drawing or painting their favorite parts)
express and begin to support opinions about text and the work of authors and illustrators	Model supporting opinions with reasons during read aloud or shared reading (e.g., I love books by Leo Lionni because he has so many different ways of making his illustrations.). Encourage students to talk about why they liked or didn't like a particular book. Involve students in comparing the work of different illustrators, different versions of the same tale, or different books by the same author, and forming opinions about which they prefer. Follow up with questions that lead students to consider *why* and to verbalize the reasons for their opinions.

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

Suggestions for Assessment	Notes/Vignettes
Use observation and anecdotal records and analyse students' responses for development in students' abilities to - connect personally with texts - express and support opinions about texts, authors, and illustrators	The following are examples of two students responding personally to texts they have read:

Effie was an ant that was different. Effie had a problem. Her voice was to leawd. It was like thurder. Evary one she met she blue them a way! One day her voice saved them from the Elephant! Then evaryone liked Effie.

I have a problem. I hug my brother when he is in my room. I have to get over it! I think I will let him in my room!

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

Outcomes: Early	Suggestions for Teaching/Learning
Students will be expected to use their experience with a range of texts to identify some different types of print and media texts, recognizing some of their language conventions and text characteristics	Expose students to a wide variety of types of text, and to a number of the same kinds of texts so that they can see similarities and begin to recognize common elements (e.g., poems, letters, cumulative tales, fairy tales, circular tales, information texts, different types of illustrations, posters, databases). After talking about common features of a certain type of text, involve students in examining various texts for these features. (e.g., considering whether *Rosie's Walk* has features of a circular tale).
respond critically to texts - formulating questions as well as understandings - develop an understanding and respect for diversity	Have students brainstorm questions they would like to ask of a visiting author, or in a letter to an author. Invite guest presenters to the classroom and invite children to ask questions. Model using personal experience and knowledge to ask questions of text (How could a dog do that? My dog can't stand on his head.). Encourage critical thinking by engaging children in discussion about text and by valuing different interpretations of text. Include texts that represent ethnic, gender, social, and cultural diversity. Help students develop the understanding that all human beings have similar needs that are met in different ways. Talk openly about differences, helping students learn to notice, identify, and appreciate differences. Demonstrate that diversity is valued in the classroom by having students tell stories about themselves that reflect who they are. Invite family members from various backgrounds and cultures into the classroom to share language, customs, and ways of thinking. Develop respect for students' first language by inviting all students to become familiar with a few words or phrases of the languages represented in the classroom. Involve students in discussions of what is fair and unfair.

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

Suggestions for Assessment

Note students' responses when questioned about types of text and their language conventions and characteristics (e.g., information books tell true facts and often have photographs rather than drawings).

Observe/note instances of students reading critically—asking questions or making observations that question what/how the author has done.

Note student responses in the contexts of response journals, learning logs, reading conferences, and discussion.

Observe/note the interactions of students to diversity in the classroom and in the texts they read and view. (e.g., Do they accept and value differences? Do they treat one another with respect? Are they able to recognize what is fair and unfair and explain why?)

Notes/Vignettes

Mrs. P. and her students generate charts of genre characteristics that they post all over the room for reference. Having the lists available for reference helps her students analyse new stories as well as provide support for their own writing. Some examples of the children's ideas:

Poetry: rhymes, lines are short, start with capitals
Letter: starts with Dear; ends with Love
Fairy tales: start with *Once upon a time*; ends with *Happily ever after*; full of princesses, dragons, and magic
Lists: go straight down; only single words

A grade 2 class, after examining several versions of various fairy tales decided to hold a mock trial. Individual students took turns assuming the roles of the various characters and defending their actions.

Dejan entered my classroom in November after emigrating from Bosnia with his family. He knew very little English and was working with an E.S.L. tutor. He was very quiet in the classroom and seemed very shy with the other children. As I worked with him, I asked him to teach me some words in his language.

As he learned some English words, Dejan also taught me to say them in his language. His confidence seemed to grow, and soon he was confidently teaching the other children some of these words. This seemed to be one of the contributing factors in helping the children make Dejan feel welcome and comfortable in their classroom.

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

Outcomes: Transitional	Suggestions for Teaching/Learning
Students will be expected to	Provide daily opportunities for students to read/view, selecting from a variety of texts with some guidance.
select, independently and with teacher assistance, texts appropriate to their interests and learning needs	Teach mini-lessons on making appropriate text selections (e.g., using table of contents or index to determine if text contains information to serve learning needs; determining whether a book is too difficult).
read widely and experience a variety of children's literature	Provide a rich stimulating environment where students are surrounded by a wide variety of print and other kinds of texts (e.g., fiction—including picture books and chapter books—poetry, non-fiction, magazines, films, videos, software such as CD-ROM)
	Provide daily opportunities for students to read/view and respond to a variety of texts, engaging them in conversation about texts read/viewed (e.g., books, videos, pictures, artifacts seen on field trips).
use pictorial, typographical, and organizational features of written text to determine content, locate topics, and obtain information	By modelling during read-aloud, and through instruction in the contexts of shared and guided reading and mini-lessons, help students develop such knowledge and understanding as - using features of texts such as pictures/illustrations, graphs, maps, bold print, paragraphs, titles, simple index, table of contents, chapter titles, and headings or subtitles to determine content, locate topics, and obtain information - recognizing that punctuation (periods, commas, exclamation and quotation marks) and capitals have meaning functions in text

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

Suggestions for Assessment	Notes/Vignettes
Use observation/anecdotal records, noting when students - regard reading and viewing as sources of interest, information and enjoyment - display a broadening interest in a range of texts (e.g., chapter books, poetry, non-fiction, magazines, films, videos, computer software) - read and view for longer periods of time - choose to read when given choice of activities Analyse reading records for variety and suitability of the texts selected. Use running records/miscue analysis to determine whether students are choosing reading material at an appropriate reading level. (See Running Records - pp. 250–252) Discuss home reading/viewing habits with parents. Elicit personal responses. Observe and note students' use of text features, such as - using titles, headings, and illustrations to predict content - locating information in a table of contents - using punctuation as one guide to oral reading of a text (e.g., pausing at periods, grouping ideas appropriately, using appropriate voice inflection)	I suggest students use the "five-finger test" to help them choose books at an appropriate reading level. I show them how to use their fingers to keep track of each word they have difficulty with. If there are five or more such words on the first page, I suggest they return the book and try another. When involved in a theme which includes expository texts, I ask students to look at the cover, table of contents, index, pictures, and maps to formulate questions about what the text is about or where to find things in the book. The students can then answer their questions.

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

Outcomes: Transitional

Students will be expected to

use and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic, and graphophonic) and a range of strategies to construct meaning

- predict on the basis of what would make sense, what would sound right, and what the print suggests (semantics, syntax, graphophonics)

- monitor reading by cross-checking the various cues (Did that make sense? Did it sound right? If the word were "fire" would it have a "t" at the end?)

- use a variety of self-correcting strategies (e.g., rereading, reading on and trying to think about what would make sense, trying to find a little word in the big word)

- read silently, vocalizing only when a major problem with word recognition or meaning occurs

- visually survey the text when reading and abandon finger pointing unless a problem occurs

- word solve by using analogy with known words; knowledge of affixes, roots, or compounds; and syllabication

- use blending as one strategy for decoding words

Suggestions for Teaching/Learning

Teach students how to make use of the cueing systems in an integrated way to predict, confirm, and self-correct by helping them learn to internalize the questions of what makes sense, what sounds right, and what it looks like by

- modelling these strategies during shared language

- engaging students in oral cloze activities

- teaching letter-sound relationships (graphophonics) in reading and writing contexts

- providing feedback to miscues

- providing instruction/intervention in the context of guided reading

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

Suggestions for Assessment

Use questionnaires/surveys to gather information about students' understanding about the reading process (e.g., What do you do when you come to a word you don't know? What do you do before you read/view or while you are reading/ viewing?) These kinds of questionnaires are also useful in helping students to reflect on and monitor their own reading and viewing processes.

Use checklists along with anecdotal records to keep track of students' developing skills/ strategies.

Use running records or miscue analysis to analyse students' use of cueing systems and reading strategies. Audiotapes of students reading are useful for this purpose.

In the context of guided reading and reading conferences, observe/ note strategies students use.

Notes/Vignettes

I use questionnaires such as the following to encourage students to think about the reading strategies they use. I find such questions and the discussion which follows brings effective strategies to the conscious level and lead to further development.

1. What do you do when you come to a part you don't understand? Do you ever do anything else?

2. What do you do when you come to a word you don't know? Do you ever do anything else?

3. Tell or show how you would explain "reading" to someone who doesn't know how to read.

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

Outcomes: Transitional	Suggestions for Teaching/Learning
Students will be expected to	Support students in their development of a sight word vocabulary by
use and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic, and graphophonic) and a range of strategies to make meaning (continued)	- providing resources where they encounter these words used in natural ways - creating opportunities for them to write frequently and focussing on sight words as part of the editing process - developing class charts or word banks containing various lists of words
- recognize a wide variety of sight words - use a dictionary - identify main idea and supporting details - identify principles of order in text (time, cause and effect, space) - interpret figurative language - use clues from the text and personal experiences to gain an understanding of character - recognize different emotions and empathize with literary characters - recognize the elements of a story or plot	Provide instruction on using a dictionary (e.g., alphabetical order, guide words, choosing appropriate meaning). Involve students in activities such as - selecting a title for a chapter or portion of text - creating webs of main idea and supporting details - writing letters or journal entries that a character in a text might have written - creating story maps that show sequence of events in a text - sequencing story parts that have been jumbled - using the *who, what, where, when* framework when retelling a story - creating character maps Provide opportunities for conferences where students can discuss their reading strategies.

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

Suggestions for Assessment

Note recognition of sight words when students are reading orally.

Observe/analyse students' use of such meaning-making strategies in the contexts of reading confer- ences, discussion, responses to questioning, written products, and other representations.

Notes/Vignettes

Grade 3 student, Alicia, reflects in her response journal in reaction to the novel, *James and the Giant Peach,* expressing opinions, empathizing with characters, and wondering what will happen.

I think that Aunt Sponge and Aunt Spiker could have a little more respect for James. I feel sad for James because he is probably not used to working and saving. I hope that James spills the seeds so he can get out of there. I wonder why the aunts are so mean and grouchy and how come they don't work.

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

Outcomes: Transitional

Students will be expected to

use and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic, and graphophonic) and a range of strategies to construct meaning (continued)
- use prereading/pre-viewing strategies such as
  . predicting what the text will be about based on its title and pictures, as well as their personal experiences with the topic
  . making connections between what they read and their own experiences and knowledge
  . setting their own purposes for reading/viewing
  . asking themselves questions about what they want to find out
- use during reading/viewing strategies such as
  . verifying and adjusting predictions/ making further predictions
  . making connections between what they read and their own experiences and knowledge
  . visualizing characters, settings, and situations (making pictures in their minds)
- use after-reading strategies such as
  . reflecting about the text
  . responding to the text (though talking, writing, or some other means of representation)
  . asking questions about the text

describe their own reading and viewing processes and strategies

Suggestions for Teaching/Learning

Through mini-lessons, modelling, and instruction during shared and guided reading and reading conferences, help students develop meaning-making strategies.

Ensure that students have plenty of time to practise these strategies in authentic reading/ viewing contexts; for example, asking students to

- make predictions before and during the reading/viewing of a text
- consider their predictions after the text is read/viewed
- develop a story map
- use a Venn diagram to compare and contrast two characters or two texts
- in written and oral responses, make connections with their own experiences and knowledge

Involve students in discussions and written responses to questionnaires and surveys to develop their awareness of reading strategies they use/ need to develop, and help them learn to vocalize these strategies.

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

Suggestions for Assessment	Notes/Vignettes

Suggestions for Assessment

Use observation along with anecdotal records and checklists to keep track of students' developing skills and strategies.

Use questionnaires/surveys to gather information about students' understanding of the reading process.

Note increasing confidence and fluency with which students are able to verbalize their reading/viewing strategies.

Notes/Vignettes

Mitch (grade 3) uses the strategy of reflecting in a learning log about what he has learned from a text.
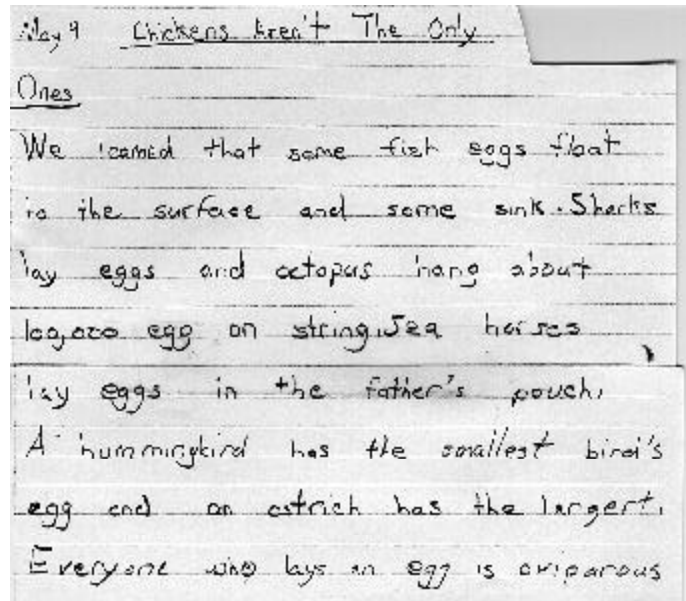
Amy (grade 3) uses the strategy of making connections between texts and her own experience and other texts.

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

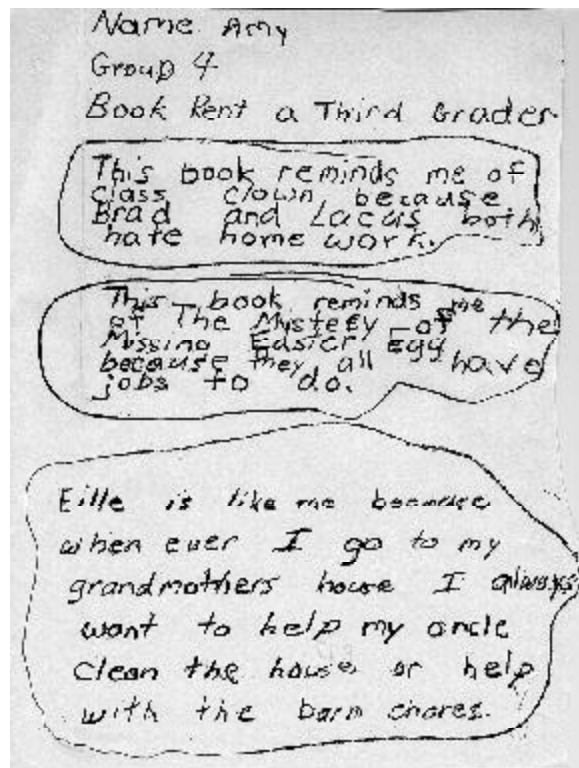| Outcomes: Transitional	Suggestions for Teaching/Learning
Students will be expected to	Create opportunities for students to interact with a wide variety of preselected materials set up in learning stations and/or engage in the research process with increasing independence.
with assistance, answer their own questions and those of others by seeking information from a variety of texts	(See also Research Process, pp. 221–227, and Writing/Representing Outcomes, pp. 142–143)
- identify their own personal and learning needs for information	Through collaborative group efforts, demonstrate strategies such as - brainstorming what they already know - developing questions to guide their research - using basic reference materials (e.g., databases, print and electronic encyclopedias, atlases) - skimming to find specific information - using features of text such as table of contents, index, and glossary
- generate their own questions as a guide for research	
- use a range of print and non-print materials to meet their needs	
- use basic reference materials and a database or electronic search	Help students learn to evaluate their own research process by giving them guidelines and experiences in reflecting in learning logs. (See Research Process, pp. 221–227.)
- begin to reflect on their own research process	

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

Suggestions for Assessment	Notes/Vignettes
Observe/keep anecdotal records of students' efforts as they plan, locate, and gather information.	A grade 2 class engaged in the research process to answer questions about dinosaurs (decided on by the class brainstorming) by interacting with a variety of texts in a variety of learning stations set up in the school Library/Resource Centre:
Examine work folders for evidence of various phases of the research process:	- Dinosaurs in an automated or traditional catalogue - *Dinosaur Adventure* CD-ROM - Table of Contents - Index - Glossary - Periodicals (Magazines) - Filmstrip (*Age of Dinosaurs*) - Fiction vs. Non-fiction (categorize)
- topic chosen and narrowed - questions or keywords to guide research - use of a range of two or more resources, both print and non-print - resources listed - point form notes taken and organized in some way - new information created and shared - reflection about how and what they are learning (e.g., What do I already know? What do I want to know? What did I learn? How did I learn?)	Ryan, a grade 3 student, reflects in his learning log about the information process he has used to learn about Australia.
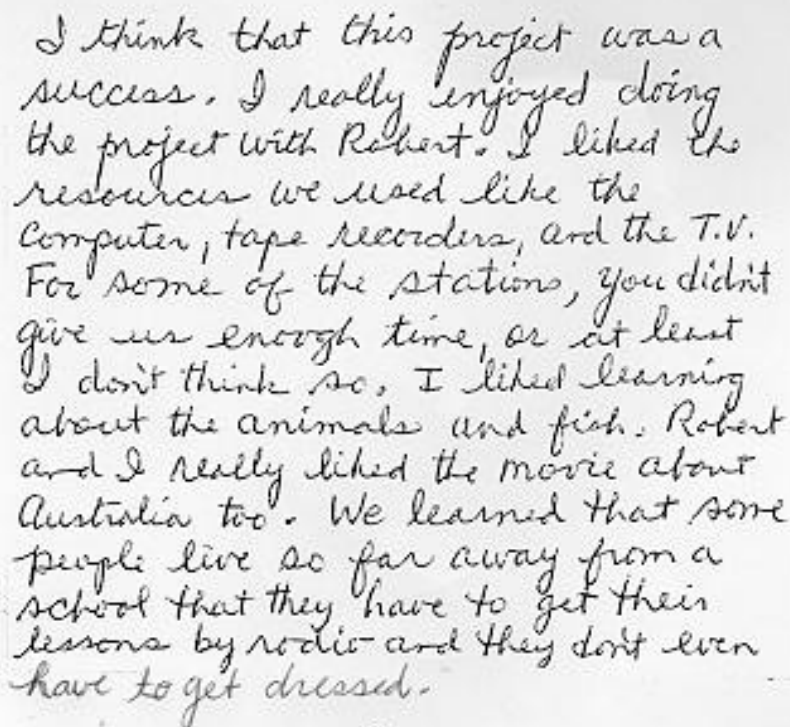
I think that this project was a success. I really enjoyed doing the project with Robert. I liked the resources we used like the computer, tape recorders, and the T.V. For some of the stations, you didn't give us enough time, or at least I don't think so. I liked learning about the animals and fish. Robert and I really liked the movie about Australia too. We learned that some people live so far away from a school that they have to get their lessons by radio and they don't even have to get dressed.

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

Outcomes: Transitional	Suggestions for Teaching/Learning
It is expected that students will	Expose students to a range of texts, and the work of different authors and illustrators.
make personal connections to texts and describe, share, and discuss their reactions and emotions	Provide opportunities for students to respond personally to texts in literature circles, response journals, or through other representations where they reflect on questions such as how they felt about the text, what it reminded them of, what part they liked best, etc. (See pp. 178–181.) Model personal responses to texts.
	Examine texts in which opinions are offered and supported as models for students.
express and explain opinions about texts and types of texts, and the work of authors and illustrators, demonstrating an increasing awareness of the reasons for their opinions	Create a climate where students feel free to express their opinions, and where different opinions are respected and valued.
	Help students realize, through discussion, that opinions are based on experience and that different experiences may lead to different opinions.
	Create opportunities for students to express orally their interpretations and opinions about texts in the context of reading conferences, shared and guided reading, literature circles, and discussions about texts viewed.
	Ask students to express and explain their opinions with reference to the text through writing in response journals.

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

Suggestions for Assessment	Notes/Vignettes
Observe/keep anecdotal records as well as samples of student work showing students - connecting personally with texts - expressing and supporting opinions about texts, authors, and illustrators	During a class discussion of the novel, *Class Clown*, a grade 3 student makes some personal connections when she comments, "You know, Teacher, I think he wrote it about our class. All the things that happen in there happen to us. This is freaky!"
Analyse growth in responses using such criteria as whether students integrate personal experiences, whether they include reference to the text, and whether the responses are logical and consistent.	One form of oral response in which my grade 2 students often engage is booktalks. During a Phoebe Gilman author study, the children were giving booktalks about specific Phoebe Gilman books. As part of her book talk on *Grandma and the Pirates*, one child expressed the opinion, "I think Phoebe used too much violence in this book when she had Grandma put into a bag upside down. That was a cruel thing to do."

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

Outcomes: Transitional	Suggestions for Teaching/Learning
question information presented in print and visual texts	Demonstrate that different texts may differ in information presented and teach strategies for making decisions about which might be more accurate (e.g., most recent publication date; fiction/non-fiction)
- use a personal knowledge base as a frame of reference	
	Read to students and have them read and view a wide variety of types of texts.
identify some different types of print and media texts	Discuss with students some of the basic features of types of text and engage them in thinking about how texts they read/view fit with these features. (e.g., poetry, fairy tales, different types of illustration, posters, advertisements, TV shows, magazine articles, weather reports, photo essays, maps).
- recognize some of their language conventions and text characteristics	
- recognize that these conventions and characteristics help them understand what they read and view	Discuss/demonstrate how such text features as headings and charts help us understand and interpret what we read, e.g., Maps— key, scale, colour coding, compass direction, symbols, labels
	(See pp. 180, 230–231 for additional information on critical response.)

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

Suggestions for Assessment	Notes/Vignettes
Observe/note students' behaviours such as - pointing out discrepancy in two pieces of information (e.g., a video and a magazine article give different information about the number of books Phoebe Gilman has written) - questioning parts of texts that do not seem to make sense	After reading *The True Story of the Three Little Pigs*, a grade 3 class put the wolf on trial. Class discussion and brainstorming produced questions for the prosecuting attorney. Some examples of questions they came up with included the following: If he was so sick, would he feel like juggling a cup and whistling ? Why did he sneeze only when he was at the pigs' houses?
Note students' responses to questions such as, "How is this story like the other circular tales we have read?" or "Why has the author used bold print for some words in this section?"	In his response journal, a grade 3 student reflects critically about the text, *Tatterhood*, asking, "How come Tatterhood could talk the moment she was born?" and "How could Belinda's head be put back on?"
Observe and note students' growth in critical response in the context of response journals (pp. 182, 205) reading conferences (pp. 178–179, 246) literature circles/discussion (pp. 155, 156, 178)	

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

Outcomes: Transitional	Suggestions for Teaching/Learning
respond critically to texts - formulate questions as well as understandings	Model responding critically to text; e.g., how readers notice patterns in text or ask themselves questions to make sense of text (e.g., "I wonder why the author used this title? I wonder why the illustrator chose to include/exclude this part of the story?") Engage students in formulating questions to ask in a letter to an author.
- identify the point of view in a text and demonstrate an awareness of whose voices/ positions are and are not being expressed	Help students understand point of view by engaging them in role playing and telling simple tales from different points of view, and by comparing stories told from different points of view (e.g., *The Three Little Pigs* and Jon Scieszka's *The True Story of the Three Little Pigs).*
- discuss the text from the perspective of their own realities and experiences	Model for students how to use personal experience/ knowledge to assess the validity of a text. (e.g., I live on a farm and that's exactly what the sheep on my farm are like.)
- identify instances of prejudice, bias, and stereotyping	Help students understand and learn to identify examples of these in what they read and view; for example, - show a video or read a story that contains an example of prejudice - have students talk about the actions of the characters in terms of fairness and unfairness and explain the reasons for their opinions - through discussion, help students to arrive at a class definition of prejudice - provide other opportunities for students to practise the skill of detecting prejudice - involve students in brainstorming and practising ways of counteracting prejudice.

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

Suggestions for Assessment	Notes/Vignettes
Observe and note such behaviours in the contexts of reading conferences, literature circles, discussion and other representations. For example, to determine whether students understand the concept of point of view, observe them as they engage in role-play, discuss stories told from different points of view, or retell a story from another character's point of view. Observe/note students' observations of instances of prejudice, bias, and stereotyping in texts.	After reading *Rosie's Walk*, students from a grade 2 class were invited to rewrite the story from the fox's perspective. Mr. MacGregor, wanting to help his grade 2 students develop an understanding of the unfairness of stereotyping, had them brainstorm some characteristics of boys and girls. He wrote the students' comments on chart paper in the form of a T-Chart (some of which were obvious stereotypes—e.g., girls like to play with dolls; boys are brave). Together they went on to read two books by Robin Muller, *Tatterhood* and *Mollie Whuppie*, both of which feature strong female characters playing unconventional roles in the folk tale genre. The students then brainstormed characteristics of the two female characters and compared them to characteristics previously listed in the T-Chart. Mr. MacGregor asked the students whether it was fair/true to say that all girls … , or that all boys … , and to explain why or why not. He then explained the meaning of stereotyping—believing/saying that all members of a particular group have the same characteristics. In order to give students practice in using fair language, he modelled a structure that discourages false generalizations: "Some boys like baseball; other boys like music; some boys like baseball and music." Students then generated their own examples to practise the structure.

Specific Curriculum Outcomes

Writing and Other Ways of Representing

Writing and other ways of representing involve students in working through various processes independently and collaboratively to explore, construct, and convey meaning; clarify and reflect on their thoughts, feelings and experiences; and use their imaginations. This variety will include, in addition to written language, visual representation, drama, music, dance, movement, media production, technological and other forms of representation.

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English Language Arts Curriculum

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

Outcomes: Emergent	Suggestions for Teaching/Learning
Students will be expected to	Demonstrate through modelled and shared writing the connection between oral and written language.
understand that print carries a message	Demonstrate that print carries a constant message.
	Model writing for a variety of purposes (e.g., to communicate messages, to recount experiences, to express feelings and imaginative ideas).
use writing and other forms of representing to convey meaning (communicating messages, recounting experiences, express-ing feelings and imaginative ideas, exploring learning)	Make writing and other ways of representing an integral part of the curriculum.
	Provide situations that encourage students to write for different pur-poses (e.g., inviting guests to classroom events, making lists, drawing up classroom procedures, writing messages to parents, writing thank-you notes to the principal or classroom guests).
	Read a variety of texts to students and help them to make the reading-writing connection.

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

Suggestions for Assessment

Observe and note behaviours that suggest students' understanding that print conveys a message, e.g.,
- constructing meaning through drawing/writing
- explaining the meaning of their drawings or reading back their writing

Analyse growth through dated writing samples.
Use writing conferences to question students about their understanding of writing and its functions.
Observe and note the variety of functions for which students use writing (e.g., labelling, making signs, recording experiences, making lists).

Notes/Vignettes

After Eric spilled his lunch milk all over his shirt, he grabbed a piece of paper and wrote this note to the principal. ("Dear Mr. Eyre, We need straws. Love Eric") The next day the straws, which had been removed as an economic measure, reappeared and Eric learned the power of print.

Darren also used print to communicate an important message and got a reply.
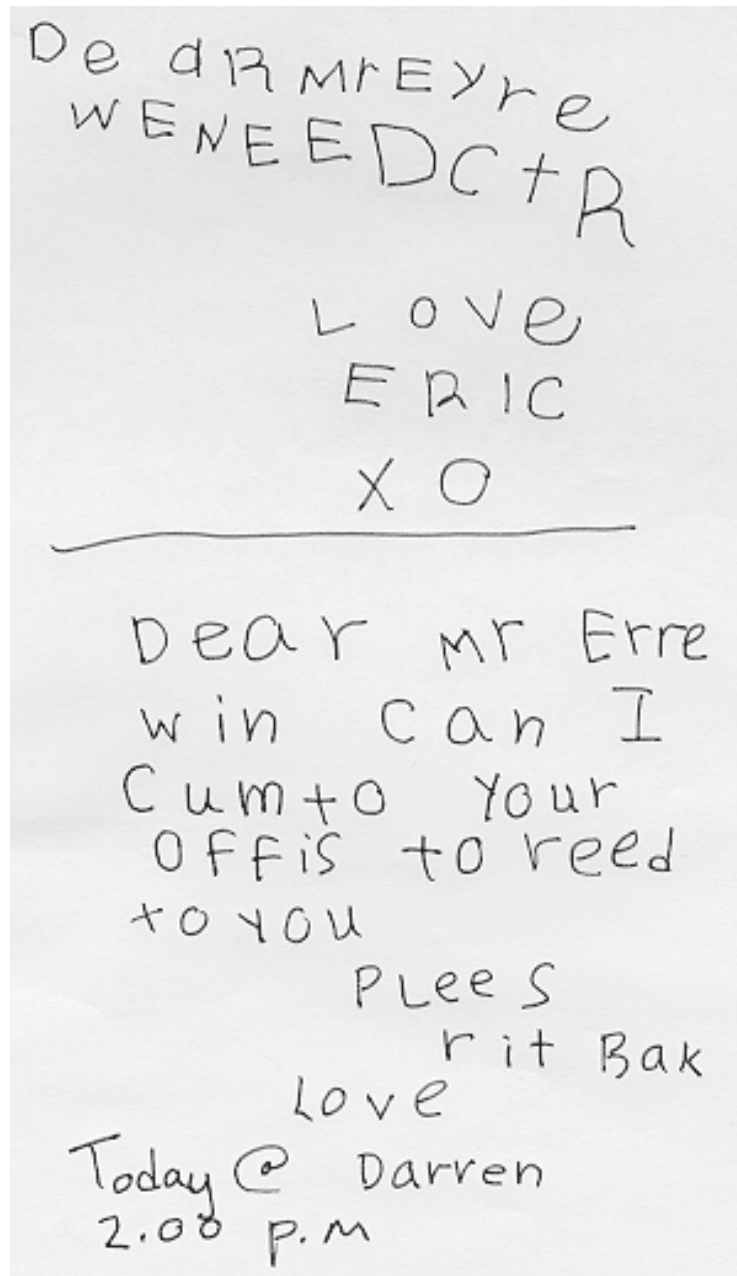
Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Outcomes: Emergent	Suggestions for Teaching/Learning
Students will be expected to	Introduce students to various forms of written and media texts through read aloud and shared reading.
create written and media texts using some familiar forms (e.g., lists, letters, personal narratives, retellings, messages, finger plays, drawings, puppetry)	Demonstrate writing in a variety of simple forms in the context of modelled and shared writing (e.g., newsletters to parents, thank-you letters to classroom guests, lists of classroom procedures, personal narratives, recipes, labels).
demonstrate a beginning aware-ness of audience and purpose	Demonstrate that writing has a purpose and audience (e.g., when writing a newsletter to parents, involve students in a discussion of who the audience is, why the letter is being written, and what information needs to be included so that it will be understood).
begin to consider readers'/listeners'/viewers' questions/comments about their work	Provide opportunities for students to write for a variety of purposes and audiences.
	Conference with students about their writing, asking questions/providing feedback that causes students to think about what they might add or explain. (While emergent writers often do not use this feedback to actually change their writing, being able to respond orally and show where they might put additional information is an important first step in revising.)
	Provide opportunities for students to share their work and respond to one another's writing/representations.
	Teach students how to respond positively and constructively to one another by modelling responses such as I liked the part about … or I liked the way you told about … and I'd like to know more about …

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

Suggestions for Assessment

Collect dated samples of writing and other representations, noting experimentation with simple forms.

Use conferences to question students about their audience and purpose.

Observe/note students' responses (orally and/or in writing) to the questions and comments of others during whole-group sharing time, peer conferences, and teacher-student conferences.

Notes/Vignettes

When a hamster became a class pet in my kindergarten classroom, Robert developed and posted a list of rules near the cage, demonstrating an awareness of an authentic purpose for writing.

Rules:
DO NOT
TAHIT
DO NOT
HIT
IT
DO NOT FEDIT

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

Outcomes: Emergent

Students will be expected to

use some conventions of written language

- use drawings, letters, and approximations to record meaning
- develop the concept of directionality (left to right; top to bottom)
- establish one-to-one correspondence between spoken and written words
- begin to use spacing between words
- write complete sentences (although they are not always punctuated correctly with periods)
- experiment with punctuation (sometimes overgeneralize use of periods—e.g., periods after every word)
- understand that letters can be written in upper and lower case forms (but often tend to them indiscriminately)
- use letters to represent the predominant sounds in words (e.g., beginning sound; beginning and final sound; beginning, middle, and ending sound)
- begin to spell some words conventionally

Suggestions for Teaching/Learning

Demonstrate conventions of written language through modelled and shared writing, and through shared reading:
- Help students develop the concepts of letter, sound, space, and sentence.
- Help students make the connection between letters and the sounds they represent (e.g., rhyming activities, finding words with the same first or last sound).
- Help students develop an awareness of punctuation.

Display an alphabet chart and have alphabet strips on students' desks for easy reference.

Provide plastic or wooden letters for students to manipulate.

Provide opportunities for students to engage in word and picture sorting activities (e.g., words beginning with the same letter; words beginning with the same sound; rhyming words; etc.)

Encourage students to *have-a-go* with temporary spelling until they can spell words conventionally.

Help students build a personal word list or personal dictionary, and expect them to gradually increase the number of words they can spell conventionally.

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

Suggestions for Assessment

Keep dated writing samples.

Observe the following indicators of growth:

- use of drawing to communicate a message
- approximation (scribble, letter-like symbols to label drawings)
- unconventional/conventional strings of letters to convey meaning
- use of letters to reflect predominant sounds in words
- gradual increase in the number of sounds reflected in words
- spaces beginning to appear between words
- conventional spelling for some high frequency words beginning to appear

Note the use of upper- and lower- case letter forms in writing.

Note responses when asked during shared reading or writing conferences, to indicate a capital "T" and a lower-case "t".

Notes/Vignettes

Examples of development in emergent writing:

Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness. (continued)

Outcomes: Emergent

Students will be expected to

begin to develop strategies for prewriting, drafting, revising, editing, and presenting, e.g.,

- use drawing and talking as ways to rehearse for writing
- take risks with temporary spelling as a strategy for getting ideas on paper (drafting)
- confer with others, respond orally to comments, and begin to add on (simple revision strategies)
- use simple editing strategies such as adding more letters to one or two words, or putting in periods
- share writing and other representations with others in a variety of ways

Suggestions for Teaching/Learning

Model prewriting strategies in modelled and shared writing (e.g., choosing topics, using temporary spelling, writing about experiences).

Help students develop prewriting strategies by engaging them in activities such as dramatizing/role-playing, talking/discussing, or looking at visuals such as pictures or videos.
Demonstrate drafting strategies for beginning writers such as telling a story through drawing, or using temporary spelling to write a caption for a drawing.

Demonstrate simple revising and editing strategies in the contexts of modelled and shared writing.

Provide opportunities for students to receive response to their work (whole-group share, writing conferences).

Model for students how to give helpful response (I like how you … or I like the part about … and I'd like to know more about … or Could you tell me how …)

In the context of writing conferences, help students develop the concept of making editing changes to help the reader (e.g., help them to make some simple editing changes, such as adding more letters to one or two words, or checking a spelling in a personal word book).
Provide opportunities for students to share their writing with others by reading it aloud, displaying it in the classroom or hallway, creating a book, or recording it at a listening station.

Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness. (continued)

| Suggestions for Assessment	Notes/Vignettes

Suggestions for Assessment

Keep dated writing samples.

Observe and note strategies students are attempting to use.

Use conferences to ask such questions as, Where did you get the idea for your story? What do you think you will do next? If you were going to put that in, where would you put it?

Notes/Vignettes

In a small-group conference with four of my Kindergarten (Primary) level students, Amy was sharing a drawing and reading the accompanying text.
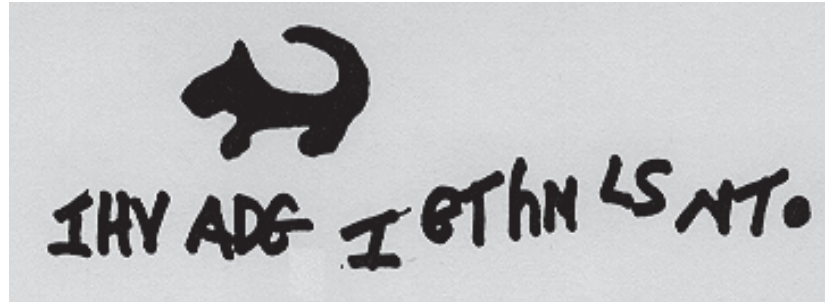
(I have a dog. I got him last night.)

After Amy read her piece, Sarah responded with the question, "Where did you get him?" Amy replied by telling about going to the pet store with her father and her brother and picking him out. When I asked her if she thought she would put that in and where she might put it, she pointed to the end of her text.

I watched to see what Amy would do when she returned to her seat. She read her story again but made no changes. Over the next few weeks, however, I noticed that she was adding more details to her rough drafts, and eventually she began to use feedback from me and the other children to add on information

One day Tyler started to write a story about his family. He drew his house and family. In a writing conference, I asked him, "Who is in your picture?" He responded by labelling his drawing. When he presented his work to the class, he realized he had forgotten his dog. He went to his seat and added a drawing of his dog and his dog's name. Tyler demonstrated that he was developing the concept of revision.

Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness. (continued)

Outcomes: Emergent	Suggestions for Teaching/Learning
Students will be expected to demonstrate engagement with writing and other forms of representation - choose to write when given a choice of activities - take risks to express self in writing - sustain engagement in writing and other forms of representation (e.g., creating with blocks or paint, role-playing, telling a story through drawing and writing) - write in *play* situations (e.g., making grocery lists, making signs, playing school, preparing menus) - engage in writing and representing activities every day - share writing and other representations willingly with others	Provide time for students to engage in purposeful writing and other ways of representing on a frequent and regular basis. Provide for choice by encouraging students to generate their own topics/write about topics of interest to them. Create a supportive environment (modelling, demonstrations, feedback) that encourages students to take risks with writing/ representing. Model enthusiasm for writing. Celebrate writing by displaying students' writing and providing opportunities for students to share their writing with others (e.g., inviting another class to a sharing session; inviting parents to a *Meet the Author* night).

Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness. (continued)

Suggestions for Assessment	**Notes/Vignettes**
Observe and note behaviours that indicate that students value writing/representing as sources of enjoyment and communication.	The current topic was bears. As Jake's Mom dropped him off, she pushed a book into our teacher's hand, asking her if she would like to have it for the unit. She said that Jake's Aunt Joanne was the illustrator. Catherine Simpson's *There Are No Polar Bears* was delightful. We wrote a letter to Jake's aunt inviting her to come to visit our classroom and tell us what it was like to be an illustrator. She accepted our invitation and brought the paintings which were used in the book. As we sat in a circle, Aunt Joanne told us the story of how she met the publisher and became an illustrator. Next day we wrote a thank you note to Aunt Joanne. We also wrote a story about her visit. A few days later, our teacher said that other boys and girls might like to know that we had a real live illustrator come to our classroom and tell us how books are published. We decided to write a book. It will be published soon. We hope other boys and girls like it.

Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness. (continued)

Outcomes: Emergent	Suggestions for Teaching/Learning
Students will be expected to with assistance, begin to use technology in writing and other forms of representing - use a tape recorder to tape a piece of completed writing, an oral retelling, or a dramatization - use a drawing program/simple word processing program (computer software) to create illustrations for a group story or to draw a picture and write a caption	Demonstrate for emergent writers how to use a word processor to compose simple text (one or two sentences) using temporary spelling just as they would with paper and pencil. Use a simple word processing program such as *The Children's Writing and Publishing Center*. Teach students some basic concepts and strategies: - letters tapped on the keyboard appear on the screen - mistakes can be erased by using the backspace key - spaces can be placed between words by using the space bar - the enter key can be used to move to a new line. - work can be saved Teach students how to use a drawing program such as *Colour Magic*. Students might create a drawing as a prewriting activity, and then write a story either with pencil and paper or with a word processing program. They need to be shown how to create different shapes, erase an object or page, how to add colour to an object, and how to print a picture. Allow students time to explore so that they can learn to use the various graphic tools, and practise with the mouse to develop eye-hand co-ordination.

Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness. (continued)

Suggestions for Assessment	Notes/Vignettes
Observe/note strategies students are developing as they begin to use technology in writing and representing.	I had spent some time early in the year using students from the upper elementary level to act as mentors helping my grade one students become familiar with the computer. Through the help of these mentors, the children had already had some practice in trying out the *Children's Writing and Publishing Center.*

After exploring colour words over a few weeks, I asked my students to work in pairs using this program to write a sentence using a colour word and to choose a picture from the graphics part of the program to illustrate it. Colour words were displayed on a big colourful poster. The grade five mentors were there to help if needed.

This sentence and picture created by Janie and Kate is an example of what children were able to produce.

mi kt z black

Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness. (continued)

Outcomes: Emergent	Suggestions for Teaching/Learning
Students will be expected to	Provide opportunities for students to engage in the information process in collaborative group efforts where they can see strategies demonstrated. For example, demonstrate how information is read/viewed/ listened to, evaluated, and recorded. (See also Reading/Viewing Outcomes, pp. 68–69, and Research Process, pp. 221–227)
with assistance, engage in the research process to construct and communicate meaning	
	Provide opportunities for students to interact with texts at a simple learning centre. (See also Reading/Viewing Outcomes, pp. 68–69, and Research Process, pp. 221–227)
- interact with a variety of simple texts (e.g., pictures, computer software, videotapes, easy fiction and non-fiction), as well as human and community resources	
	Provide a structure for recording information (e.g., webs, charts with headings, predesigned booklets).
- record information in simple ways (e.g., drawings, labels, predesigned booklets, short pieces of writing)	Provide opportunities for students to experience a variety of appropriate ways to share what they have learned, discovered, or created (e.g., reading a poem, sharing information in pictures or charts, presenting information orally, dramatizing).
- share information with others in a variety of ways	Help students learn to be an active, participating audience (e.g., listening/viewing actively, asking appropriate questions, giving positive comments).

Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness. (continued)

Suggestions for Assessment

Observe and note students' contributions during collaborative group efforts.

Monitor how students use the learning centre, what strategies they use to record information, and whether they are able to complete the activity.

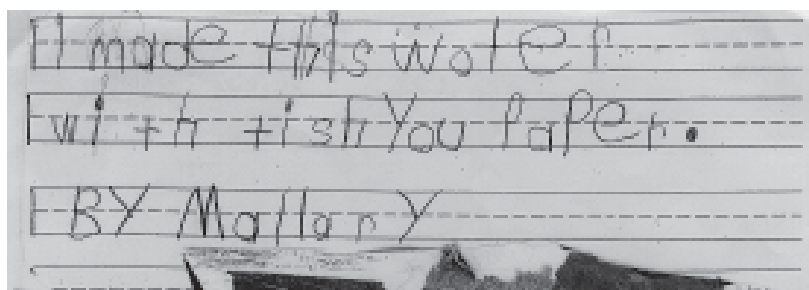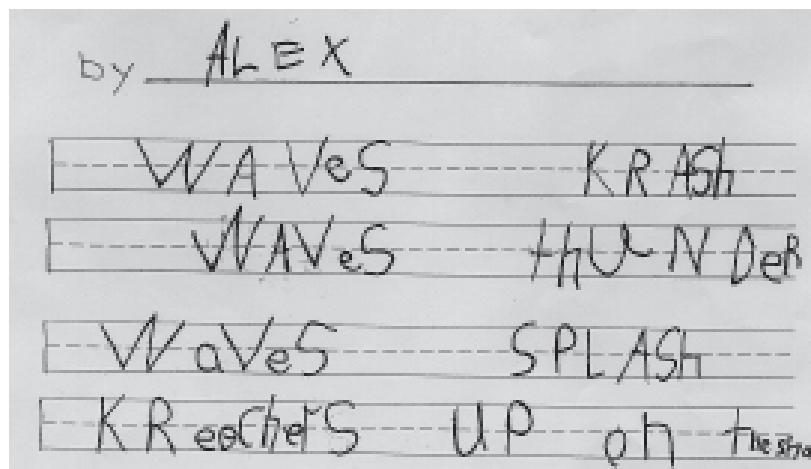Evaluate student products, using criteria that has been shared with students.

Involve students in reflecting on the process they used through group discussion, or in individual learning logs (e.g., I learned …)

Notes/Vignettes

The following vignette is an example of a Primary (Kindergarten) class interacting with a variety of resources to answer their own questions arising form an illustration noticed in a book they were reading.

After a comment from a Primary student that the water in *Rosie's Walk* was yellow, the class discussed the technique the illustrator used to make sure we knew it was water. This led to a collection of books with water in them and discussions on the techniques and/or materials the illustrators used in their illustrations. The art corner was set up with a variety of materials to create water. The books were also at the art corner and the children had a wonderful time experimenting to create water. Each child chose their favourite water effect and wrote down the method they used to get that effect for others. The class went on to enjoy and discuss classical music with 'water' sounds. They drew up a list of 'water' words and wrote some poetry.

Example of one child's poem and another's report:

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

Outcomes: Early	Suggestions for Teaching/Learning
Students will be expected to use writing and other forms of representing for a variety of functions - to ask questions - to generate and organize ideas - to express feelings, opinions, and imaginative ideas - to inform/communicate information - to record experiences - to explore learning	Model writing and other ways of representing for variety of purposes in daily life (to communicate with parents, to extend invitations, to express feelings and imaginative ideas). Make writing and other forms of representation an integral part of the curriculum by providing time every day for students to engage in writing/representing for a variety of purposes, e.g., - using art, drama, and writing to express feelings and imaginative ideas - expressing opinions about texts in response journals - writing invitations to classroom events (e.g., inviting another class, the principal, or parents to a theme celebration or "Meet the Author" event) - recording observations (e.g., growth of seeds) - exploring what and how they are learning in learning logs
begin to develop, with assistance, some ways to make their own notes (e.g., webs, story maps, point-form notes)	Demonstrate various note-making strategies when processing information in listening/ viewing/reading situations. Teach students to formulate and use guide questions.
begin to experiment with language choices in imaginative writing and other ways of representing	In various reading contexts, draw attention to language choices (e.g., different ways authors express how people move, or different ways to say, *He said.*)

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

| Suggestions for Assessment	Notes/Vignettes
Use observation and anecdotal records, noting the range of ways in which students use writing and other ways of representing. Use checklists. Keep dated writing samples from writing folders/ portfolios. Involve students in self-evaluation: 　　- Portfolios 　　- Learning Logs	Peter (grade 1) uses writing in his learning log to think about what he has learned from a unit on plants. He lists each new learning and circles it.
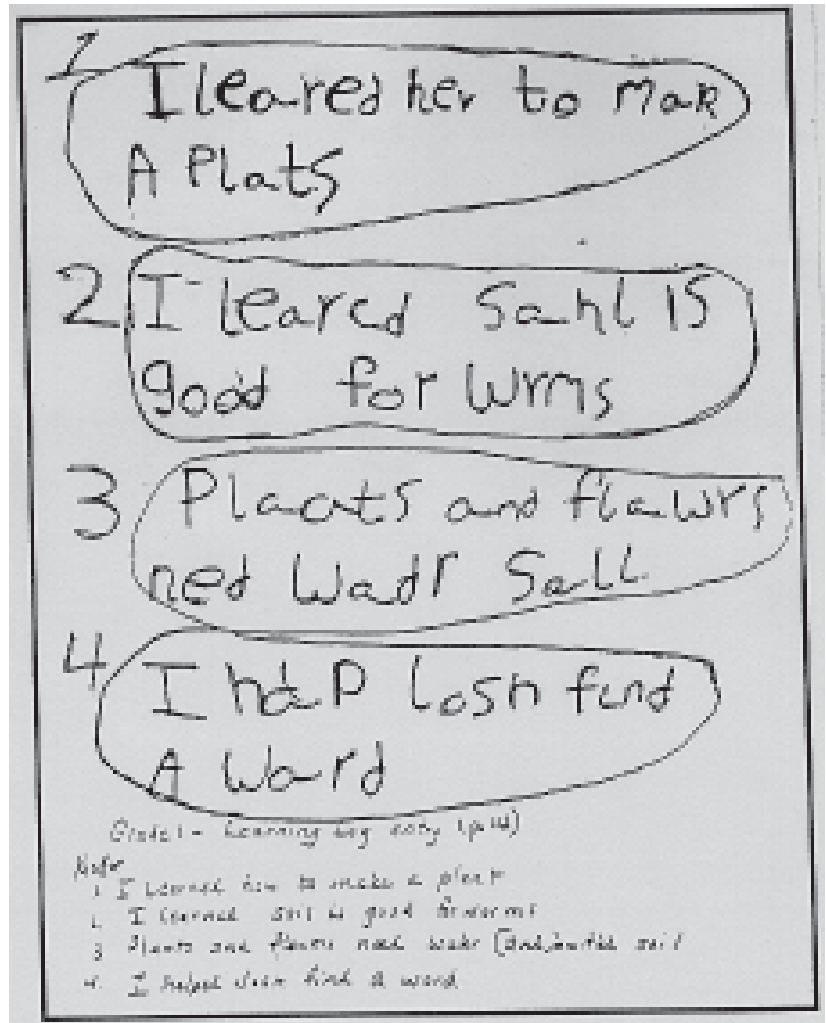
Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Outcomes: Early	Suggestions for Teaching/Learning
Students will be expected to	Introduce students to various forms through read-aloud, and guided and shared reading.
use a variety of familiar text forms and other media (messages, letters, lists, recounts, stories, poems, records of observations, role-play, Readers Theatre)	Provide a variety of texts, both fiction and non-fiction, for independent reading. Demonstrate writing and representing in a variety of forms (e.g., create texts collaboratively in shared writing—text innovation where students compose a story together). Teach students about the features of forms (e.g., story structure—beginning, middle, and ending; character; setting; problem; etc.). Provide opportunities for students to use a variety of other media to enhance their writing (paint, Plasticine art, drawing, computer graphics and drawing programs).
demonstrate some awareness of audience and purpose - choosing particular forms for specific audiences and purposes - realizing that work to be shared with an audience needs editing	Help students grow in their awareness of audience and purpose by vocalizing/discussing the intended audience and purpose when modelling writing or engaging in shared writing (e.g., explaining something to parents, communicating with students in another province). Engage students in discussion about what they might have to do to make things clear for this audience.
consider their readers'/viewers'/listeners' questions/comments and begin to use such responses to assess and extend their learning	Use mini-lessons/modelling to teach students how to give helpful feedback (*I liked …* ; *I want to know more about …* ; *Can you explain that part … I don't understand how …*). Provide opportunities for students to give/receive feedback (conferences, group sharing). When modelling writing, invite students to respond with questions and comments; demonstrate how to use such feedback to revise writing.

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

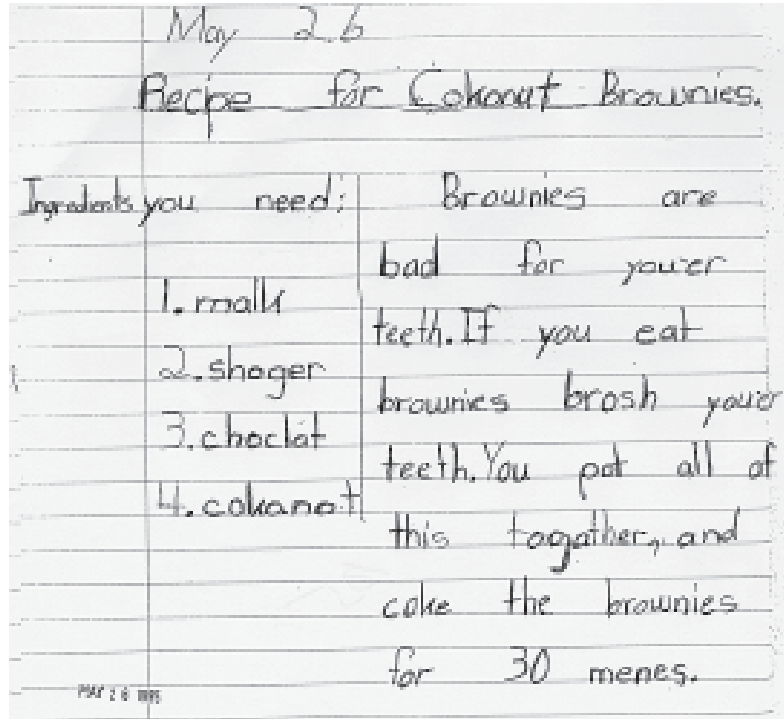| Suggestions for Assessment	Notes/Vignettes
Use observation/ anecdotal records/ checklists, noting students experimentation with various forms. Use conferences to question students about their knowledge of text forms and characteristics, or about their intended audience and purpose. Keep dated samples of writing and other ways of representing in various forms. Involve students in placing in their writing portfolios pieces of writing that reflect a growing repertoire of forms.	April (grade 1) experiments with a new form of writing—recipes. Nathan demonstrates an awareness of audience (As you can see …)
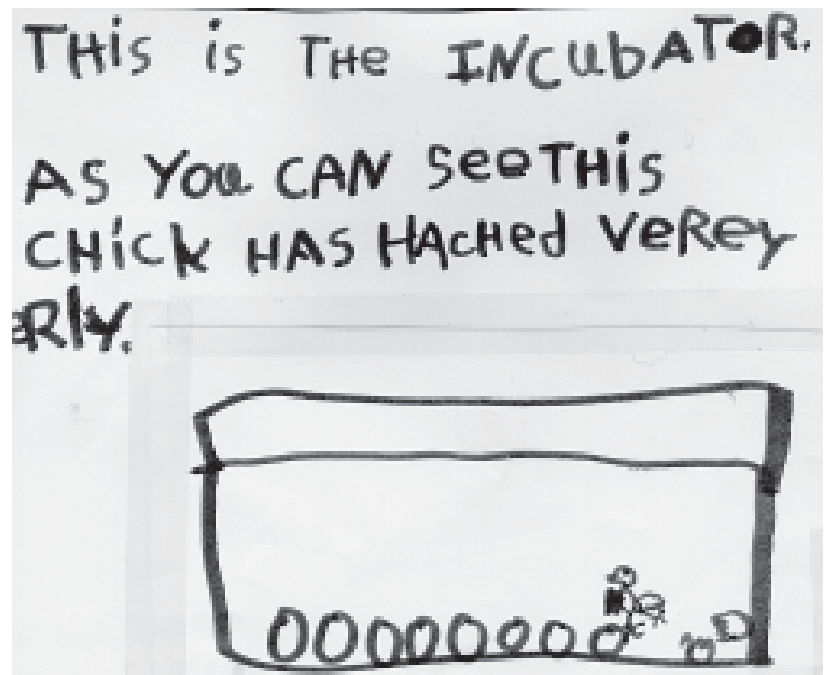
Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.

Outcomes: Early	Suggestions for Teaching/Learning
Students will be expected to develop strategies for prewriting, drafting, revising, editing/proofreading, and presenting/publishing - use prewriting strategies, such as drawing, talking, and reflecting - use appropriate drafting strategies for getting ideas on paper (e.g., taking risks by using temporary spelling or by exploring various forms, writing freely with a focus on getting ideas on paper, composing simple text using a word processor) - use simple revision strategies to create a meaningful message (e.g., adding on, crossing out, starting to insert information) - use simple editing strategies (e.g., making some simple corrections in spelling and punctuation—capitals, periods; circling and correcting a few misspelled words; using beginning dictionaries or class-made word lists as resources for spelling) - use a variety of techniques for publishing/presenting (e.g., sharing writing/representing with the class or another class, publishing on-line, submitting work to school/district anthology or magazine)	Teach prewriting strategies by modelling such things as choosing a topic, brainstorming for ideas and details, talking about or webbing ideas. Demonstrate through thinking aloud how one can translate ideas from planning into writing. Provide support in the form of conferences for those students who can't get going or those who get started but can't seem to go any further. Provide opportunities for students to receive response to their drafts through writing conferences and whole-class sharing. Focus feedback on one or two points. Teach students how to revise and edit. Demonstrate revising and editing strategies, talking about the process as you do so, to make the strategies explicit for students. Use mini-lessons and shared reading and writing to help students develop knowledge about spelling, punctuation, and spelling. Provide help in one-to-one editing conferences. Provide resources such as simple dictionaries or word books, and editing checklists. Provide opportunities for students to present/publish their work. The importance of revising and editing becomes more real to students when they are able to share their work with others. (See also Process of Writing, pp. 190–197.)

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

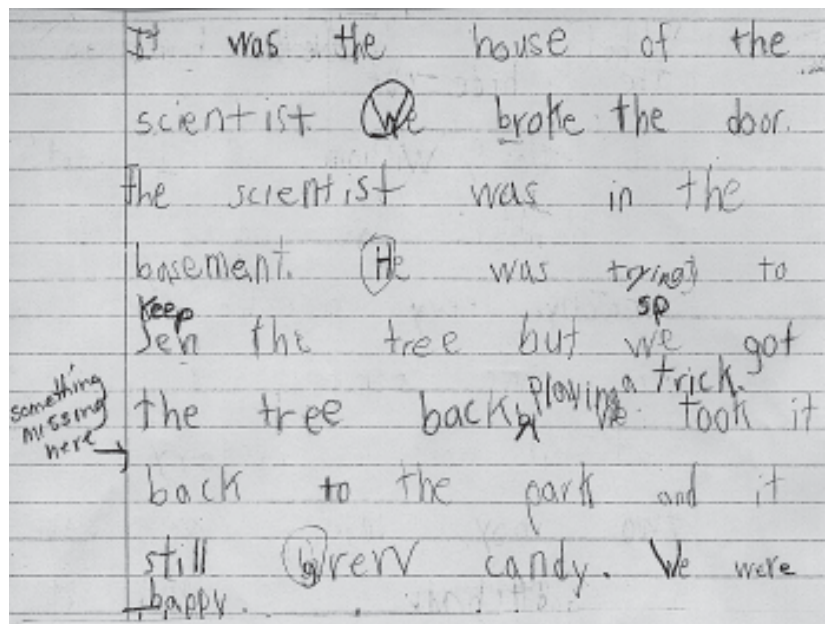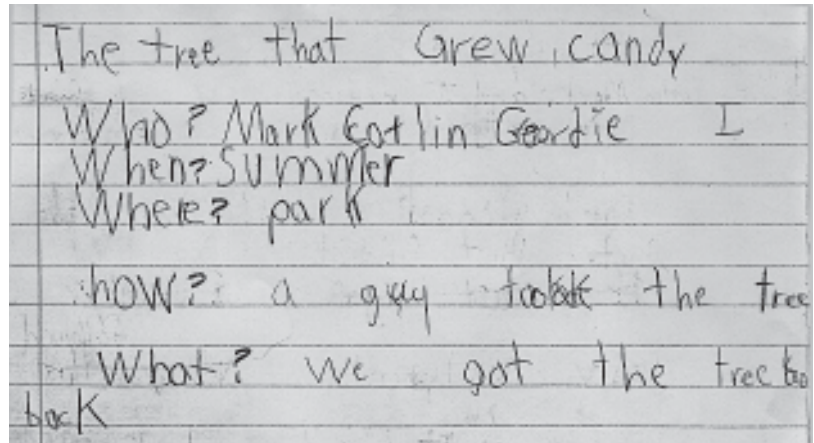| Suggestions for Assessment	Notes/Vignettes
Keep and analyse dated writing samples, including prewriting and rough drafts. Observe and note strategies students use for prewriting, drafting, revising, and editing. Note responses to questions such as the following asked during writing conferences: - Where did you get the idea for this story? - What do you do before you write? - What do you think you will do next? - If you were going to add that, where would you put it?	Jamie, a grade 2 student, shows that he has developed some strategies for prewriting, revising, and editing.

Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness. (continued)

Outcomes: Early

Students will be expected to

use some conventions of written language
- use conventional spacing between words
- use an increasing number of letters to represent sounds (most vowel and consonant sounds represented)
- use an increasing number of words spelled conventionally
- use simple sentence structures
- attempt to use punctuation (periods, question marks, exclamation marks)
- use capital letters for proper names, pronoun "I", and sentence beginnings

demonstrate engagement with the creation of pieces of writing and other representations
- engage in writing and repre-senting activities every day
- sustain engagement in writing and other forms of representa-tion (drawing, role-play, Plasticine art, collage, etc.)
- choose to write independently during free choice time
- share writing and other repre-sentations with others and seek response
- contribute during shared writing activities
- contribute observations/ information to classroom records of field trips, science experiments, etc.

Teaching Strategies

Teach conventions in context, using shared reading and modelled writing.

Have students focus on the use of conventions in shared or guided reading texts (e.g., finding capital letters and generating their own rules for using capitals)

Model correct usage orally and in writing.

Encourage risk taking with temporary spelling, but expect students to take increasing responsibility for conventional spelling.

Teach students how to edit/proofread their writing for spelling, punc-tuation, and other conventions.

Help students develop personal word banks or dictionaries.

Provide time and opportunity for students to engage in writing and other forms of representation on a daily basis, choosing topics of interest to them and carrying some of them through to a finished product, which they share with an audience such as another class, parents, or students in another part of the country or world.

Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness. (continued)
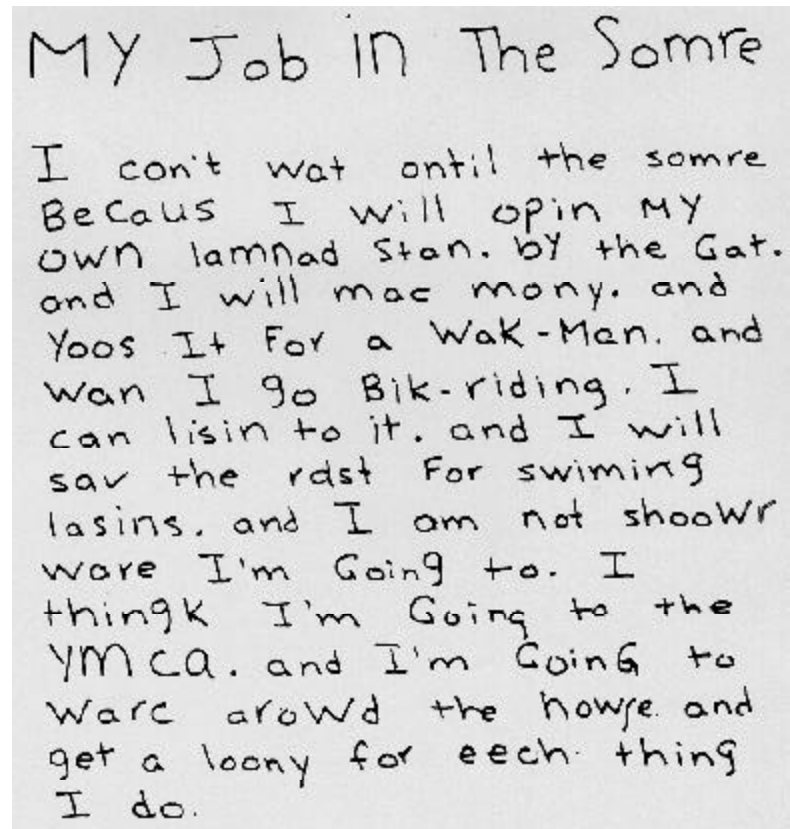
Suggestions for Assessment

Keep dated writing samples, noting growth in use of conventions of written language.

Use conferences, observation, and anecdotal records, noting the enthusiasm, pride, and sense of commitment students exhibit about their writing/representations.

Notes/Vignettes

The following piece was written by a child after one year in school:

MY Job IN The Somre

I con't wat ontil the somre BeCaus I will opin MY own lamnad Stan. bY the Gat. and I will mac mony. and Yoos It For a WaK-Man. and Wan I go Bik-riding. I can lisin to it. and I will sav the rdst For swiming lasins. and I am not shooWr ware I'm Going to. I thingk I'm Going to the YMCa. and I'm Going to Warc arowd the howse. and get a loony for eech thing I do.

The child shows that she is developing knowledge of and beginning to use some conventions of written language:
- becoming aware of periods although at this point overgeneralizing
- 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)
- using high quality temporary spelling for unknown words (most sounds represented)
- beginning to use contractions (I'm, can't)
- using capital letters for "I" and "YMCA"; generally using lower-case letters appropriately

Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness. (continued)

Outcomes: Early

Students will be expected to

with assistance, experiment with technology in writing and other forms of representing

- using a tape recorder to record choral readings, dramatizations, retellings, or finished pieces of writing

- creating illustrations/drawings with a computer graphics/ drawing program

- composing simple text (and beginning to revise and edit) with a word processing program

- sharing writing/representations on-line

Suggestions for Teaching/Learning

Teach students how to use a simple word processing program such as *The Children's Writing and Publishing Center* to compose a short text. Teach strategies such as using the backspace key to erase mistakes, using the enter key and space bar, saving work, inserting new ideas. (Having students work with a few sentences rather than longer texts is recommended with students at this level.)

Teach students how to use a simple drawing program such as *Color Magic.* Involve students in using such a program to create a picture as a prewriting strategy, or to illustrate a piece of writing.

Provide time for students to explore using the various graphics tools and to develop eye-hand co-ordination in using the mouse.

Invite students who are familiar with technology and such drawing and writing programs to share their expertise with other students.

Help students use the Internet to find an audience for published work (e.g., a teacher might enter a completed group story written in shared writing and have pairs of students use a drawing program to illustrate it; the completed text might then be shared with other students through the Internet).

Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness. (continued)

Suggestions for Assessment	Notes/Vignettes
Observe/note confidence, degree of independence, and strategies students display in using technology.	Grade 1 student, Jeremy, used a drawing/graphics program to create the following picture. This was a prewriting activity for him and led him to compose the accompanying text.
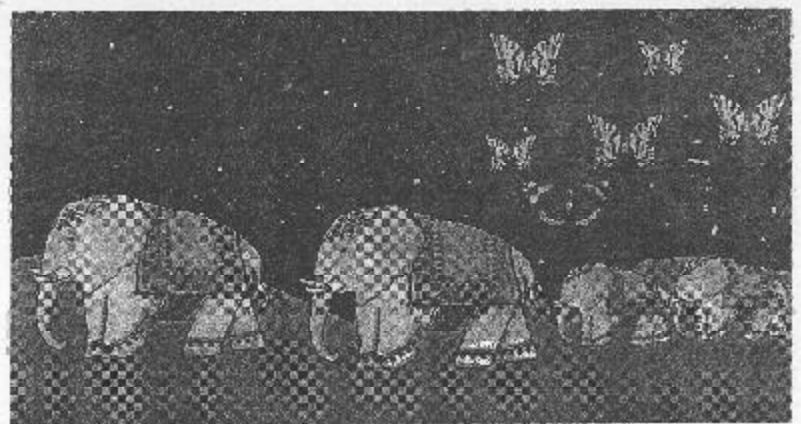
Thes are Elafants they are tchravling on a Jirney. They are tchravling in grooes to fransiscoe and it's at niate.

Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness. (continued)

Outcomes: Early	Suggestions for Teaching/Learning
Students will be expected to select, organize, and combine, with assistance, relevant information to construct and communicate meaning - interact with resources (print, nonprint, computer software, or human) to answer their own questions or learning needs - with assistance, develop strategies for making and organizing notes - create a new product - share their information in a variety of simple ways	Students at this level need assistance with the information process; e.g., - frequent demonstrations - group information processing activities - learning centres with preselected resources and built-in support - opportunities to engage (with assistance) in the information process independently and/or in small groups Teach students reading/viewing/listening strategies needed to determine if information is useful in answering their questions - interpreting pictures, simple charts - listening/viewing for relevant information - using text features such as bold headings, captions Teach students how to record and organize their information. Model note-making and organizational strategies, and give students practice in such activities as a group and/or individually. Demonstrate how to use information gathered to write sentences or create other products. Provide opportunities for students to experience a variety of appropriate ways to share what they have learned, discovered, or created (e.g., reading a poem, sharing information in pictures or charts, presenting information orally, dramatizing). Help students learn to be an active, participating audience (e.g., listening/viewing actively, asking appropriate questions, giving positive comments). (See also Research Process, pp. 221–227 and Reading/Viewing Outcomes, pp. 80–81.)

Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness. (continued)
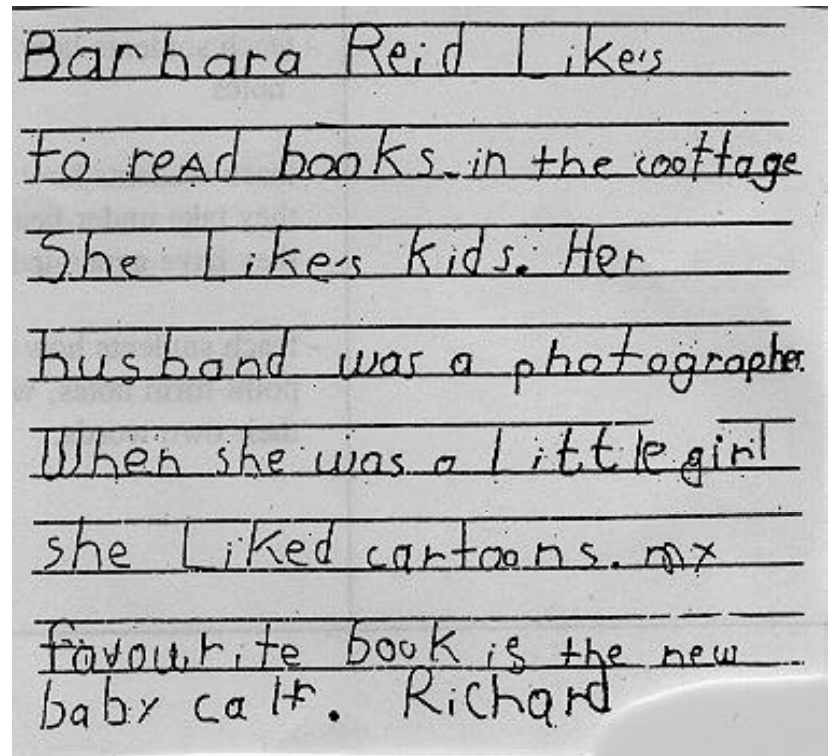
Suggestions for Assessment

Observe and note skills and strategies students use at various checkpoints during the information process
(selecting information, recording and organizing information, creating a product, sharing information)

Involve students in reflecting about what they are learning and how they are learning as they engage in the information process through group discussion and learning logs.

Notes/Vignettes

After viewing a *Meet the Author* videotape, hearing his teacher read aloud some biographical information, and reading several of Barbara Reid's books, Richard combines information in his own words to create the following product:

> 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. my
> favourite book is the new
> baby calf. Richard

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

Outcomes: Transitional	Suggestions for Teaching/Learning
Students will be expected to	Make writing an integral part of the curriculum, providing opportunities for students to write on a regular basis for a variety of purposes, e.g.,
use writing and other forms of representation to	
- formulate questions	- using webs to formulate questions to make plans for learning
- generate and organize language and ideas	- using art, drama, fiction, and poetry to express feelings or imaginative ideas
- discover and express personal attitudes and opinions	- using response journals to explore, discover, and express their attitudes and opinions
- express feelings and imaginative ideas	
- record experiences	
- explore how and what they learn	
explore, with assistance, ways for making their own notes	Teach various note-making strategies when processing information from listening, viewing, reading situations (e.g., point- form notes, webs, charts, databases, story maps)
	Draw students' attention to the various language choices authors use and the effects they create.
experiment with language choices in imaginative writing and other ways of representing	Encourage students to experiment with different choices in their own writing and other ways of representing (e.g., experimenting with different leads in fiction, playing with line arrangement in poetry, trying out different ways of dramatizing a character's feelings, experimenting with different types of illustrations).

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

Suggestions for Assessment

Use observation and anecdotal records to observe and note the range of ways students are using writing and other forms of representation; for example, is there evidence of use of writing to explore their own learning, or to record experiences, or to generate and organize language and ideas.

Use checklists (e.g., checking off different purposes for writing/representing noted in students' writing and representation).

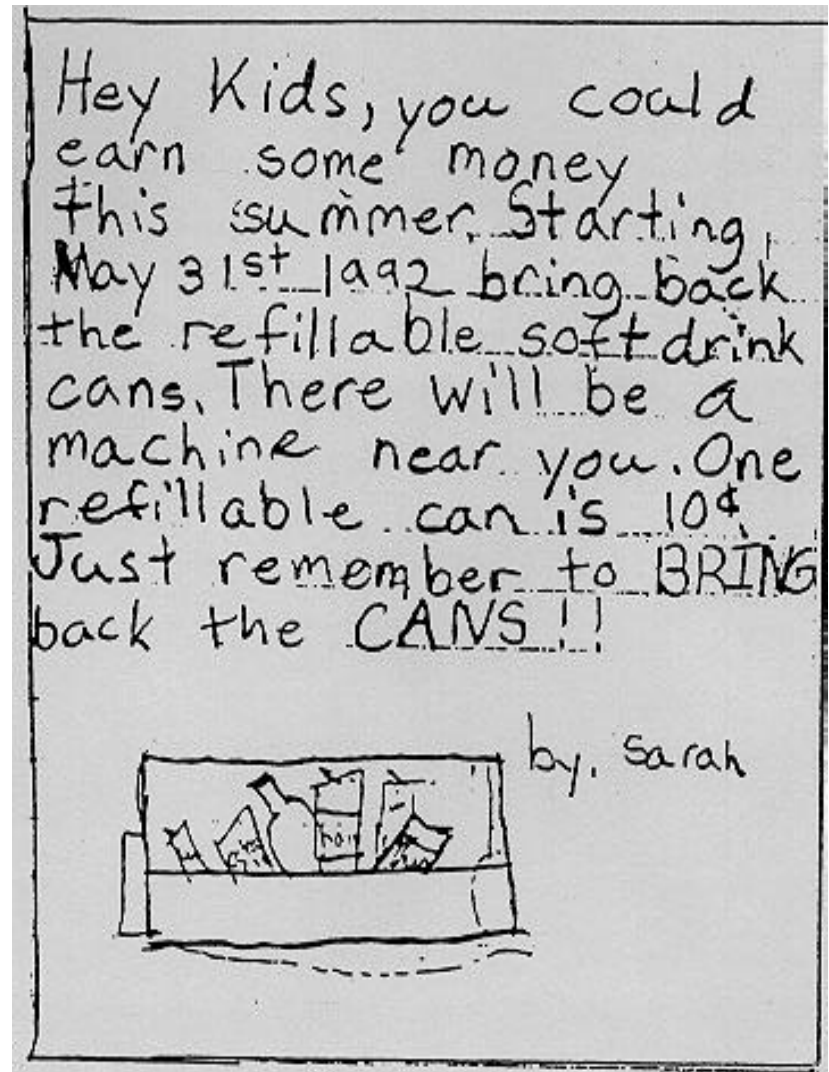Keep dated writing samples from writing folders/portfolios.

Use conferences to question students about their purposes for writing.

Involve students in self-assessment:
    portfolios (pp. 255–256)
    learning logs (pp. 182, 205, 255)
    conferences (pp. 200–201, 246)

Notes/Vignettes

Sarah (grade 3), uses writing for an authentic purpose.

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

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

Outcomes: Transitional	Suggestions for Teaching/Learning
Students will be expected to create written and media texts using a variety of forms - experiment with a combination of writing with other media to increase the impact of their presentations demonstrate some awareness of purpose and audience - make choices about form for a specific purpose/audience - realize that work to be shared with an audience needs editing	Introduce students to various forms of written and media texts through read-aloud, shared reading, and mini-lessons and discuss the purposes and audiences the authors may have intended. Read both fiction and non-fiction in shared and guided reading and help students to understand that - both fiction and non-fiction have structure—a beginning, middle, and end - fiction has characteristic features—plot, character, setting - non-fictional forms of writing have characteristic features (e.g., headings, charts, graphs, sections/paragraphs) Model and encourage the use of a combination of writing and other media (e.g., graphs and charts to show survey results, displays featuring posters or models with written information, Plasticine art to illustrate written work, published stories using word processing and drawing programs). Model various forms in shared writing and mini-lessons and talk about the appropriate use of forms for different purposes and audiences Provide opportunities for students to write for different purposes and share their writing with a variety of audiences (writing to entertain or to explain something to younger students in the school, writing letters to adults outside of the school to request information). Ask students questions during conferences that cause them to think about their intended audience and purpose (e.g., Do you think your pen pal will understand that? Do you need to tell him more?).

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

Suggestions for Assessment

Use observation, anecdotal records, checklists, and analysis of dated writing samples. Note growth in the following areas:

- variety of forms attempted
- consideration of audience and purpose
- story structure
  - including beginning, middle, and end
  - starting to compose stories that build plot, character, and setting
- expository structure
  - including beginning, middle, and end
  - beginning to organize into paragraphs or sections
  - beginning to include features such as charts, diagrams, etc.
  - awareness of the needs of the audience

Use conferences to question students about their purposes and audiences
 (pp. 200–201, 246)

Involve students in assessment (e.g., questionnaires and learning logs) to reflect on their use of various forms.

Notes/Vignettes

A grade 3 class had just completed a science theme. The students used information they had learned from the various texts to compose trivia questions. Groups of students then created game boards and invited another grade three class to play and learn from their multimedia project.

Grade 3 student, Kathleen, tries out a new form of writing, a *Help Wanted Poster*, as she begins to think about the next school year.

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

Outcomes: Transitional	Suggestions for Teaching/Learning
Students will be expected to	Provide regular opportunities for students to receive feedback to their work (one-to-one, small-group, and large-group conferences)
consider their readers'/listeners'/ viewers' questions, comments, and other responses in assessing their work and extending their learning	Use mini-lessons and modelling to teach students about the kinds of questions that are helpful to one another in working on further drafts of their work (e.g., I'd like to know more about … ; I don't understand …)
	Demonstrate for students how they can use questions and comments from others to help them revise their work or extend their learning.

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

Suggestions for Assessment	Notes/Vignettes
Use observation /anecdotal records, checklists, and student work samples, noting students' willingness and abilities to make use of others' questions and comments to revise their work or extend their learning.	Grade 3 student, Jaclyn, wrote a story about something that happened with her friends. In a conference with Jaclyn, her teacher asked if she thought her story needed an ending. Mrs. M. suggested that Jaclyn read her story to two of her friends and get their opinion. After doing this, Jaclyn added an ending to her story. When she shared her final version with the class, Jaclyn reported that her conference with her friend, Lynn Marie, had helped her think of a way to end her story.

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

Outcomes: Transitional	Suggestions for Teaching/Learning
Students will be expected to	Teach prewriting strategies by modelling such things as choosing a topic, brain-storming for ideas and details, talking, or webbing ideas.

Outcomes: Transitional

Students will be expected to

experiment with a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies

- use a variety of prewriting strategies for generating and organizing ideas for writing (e.g., brainstorming, webbing, story mapping, reading, re-searching, interviewing, reflect-ing)
- use appropriate drafting techniques (focusing on getting ideas on paper, taking risks with temporary spelling when necessary, experimenting with new forms/techniques, keeping audience in mind, using a word processor to compose)
- use revision techniques to ensure writing makes sense and is clear for the audience (e.g., reading/rereading, adding ideas, crossing out repetition or unnecessary information, sequencing ideas/information, rearranging, using feedback from conferences to help revise)
- use editing strategies (e.g., checking punctuation and language usage, checking spelling by circling words that don't look right, trying them another way, and checking with a resource such as dictionary; using an editing checklist)
- use appropriate techniques for publishing/presenting (e.g., a word processor to publish; illustrations, charts and dia-grams to enhance writing where appropriate; sharing writing/ representing orally; publishing in a class newsletter; publishing on-line; submitting work to school/district newsletter)

Suggestions for Teaching/Learning

Teach prewriting strategies by modelling such things as choosing a topic, brain-storming for ideas and details, talking, or webbing ideas.

Demonstrate through thinking aloud how one can translate ideas from planning into writing.

Provide support in the form of conferences for those students who can't get going or those who get started but can't seem to go any further.

Provide opportunities for students to receive response to their drafts through writing conferences and whole-class sharing. Focus feedback on one or two points.

Demonstrate revising and editing strategies, talking about the process as you do so to make the strategies explicit for students.

Use mini-lessons and shared reading and writing to help students develop knowledge about spelling and punctuation.

Provide help in one-to-one editing conferences.

Provide resources such as dictionaries and editing checklists.

Provide opportunities for students to present/ publish their work. The importance of revising and editing becomes more real to students when they are able to share their work with others.

Provide opportunities for daily independent writing/representing so that students can practise these strategies in authentic writing situa-tions. (See also Process of Writing, pp. 190–197.)

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

Suggestions for Assessment	Notes/Vignettes
Use observation, anecdotal records, checklists, noting prewriting, drafting, editing/ proofreading, and presentation strategies students use, as well as those with which they need help (e.g., To what extent is the student willing to revise and edit his/her work? What kinds of revising and editing changes does the student make? Is the student able to locate and correct spelling errors? What strategies does the student use to correct spelling?). Keep and analyse dated writing samples, including prewriting and initial drafts.	My grade 3 students take responsibility for doing some editing and revising before I conference with them. I give them these questions to use as a guide. Decision to Publish First ask yourself, "Will this story interest my readers?" If the answer is yes, then proceed. A a) Read you story to yourself and answer these questions. 1. Does my story make sense all the way through? 2. Are my ideas in the right order? 3. Did I stay on topic? 4. Did I say what I wanted to say? 5. Do I have a strong beginning? 6. Is there a better word to use or can I change a part to make my story clearer? 7. Do I need to leave out a part? 8. Do I need to add anything? 9. Do I have a good ending? b) Make any changes you think you should make. B. Read the story to someone else. Ask your partner to 1. Tell what s/he remembers about your story. 2. Ask about any part that was not clear. 3. Ask any other questions about your story that s/he would like to know. 4. Make any suggestions s/he has. C. Read the story to yourself again and make any further changes you think will improve it.

Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness. (continued)

Outcomes: Transitional	Suggestions for Teaching/Learning
Students will be expected to	Teach conventions of written language in the context of shared and guided reading, modelled and shared writing, writing mini-lessons and editing conferences.
use some conventions of written language	
• punctuation and capitalization	Provide models of correct usage in oral and written language.
- use capitals for proper names, titles, places, days, months, holidays, beginning of sentences	Create opportunities for students to generate their own rules for applying various conventions of written language.
- use periods at the ends of sentences and for abbreviations	
- use commas in a series, and in dates	Demonstrate for students how to edit/proofread their writing for spelling, punctuation, and other conventions.
- use apostrophes for possessives and contractions	Hold editing conferences with students.
- use question marks, exclamation marks, and quotation marks	Expect students to take increasing responsibility in editing their writing for the conventions of written language.
• language structure	
- make subjects and verbs agree	
- begin to use simple paragraphing	
- use a variety of simple and more complex sentence structures	
- be consistent in pronoun usage	
• spelling	
- use meaning and syntax patterns as well as sound cues	
- use a range of spelling strategies	
- spell many words conventionally	
- develop a variety of strategies to edit for spelling	
- identify misspelled words, trying them another way and using another resource to check them out	
demonstrate engagement with the creation of pieces of writing and other representation	Provide the time and opportunity for students to engage in writing on a daily basis, choosing topics of interest to them, carrying some of them through to finished product, which they share with an audience such as another class, parents, or students in another part of the country or world.
• engage in writing/representing activities for sustained periods of time	
• work willingly on revising and editing for an audience	
• demonstrate pride and sense of ownership in writing/representing efforts	

Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness. (continued)

Suggestions for Assessment	Notes/Vignettes
Analyse dated writing samples, noting growth in students' use of conventions of written language.	I introduce the conventions of writing gradually over the year. I use shared language and guided reading time to highlight each item in context. I also use writing mini-lessons to demonstrate its use. Students are involved in using the convention in various writing tasks.
Involve students in self-evaluation by having them use editing/ proofreading checklists such as the following:	At a point when most students understand the appropriate use of the specific convention, I add it to a list of things to look for when editing.
- Did I use capital letters and punctuation marks correctly? - Do all of my sentences make sense? - Are there any words I may have spelled incorrectly? Which ones? How can I find the correct spellings?	The focus of my instruction is determined by my observation of students and their writing. When I see my students attempting to use a convention like quotation marks, I know they are open to learning how it should be used. Of course, not everyone is ready at the same time, so these concepts must be revisited many times during the year.
Note the pride, enthusiasm, commitment, and sense of ownership students display in their writing/ representing.	

Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness. (continued)

Outcomes: Transitional

experiment with technology in writing and other forms of representing

- use a tape recorder to tape dramatic presentations, readings of published work, and retellings

- use a simple word processing program to draft, revise, edit, and publish

- use a drawing program (computer software)

- with assistance, use a database, CD-ROM, and the Internet as resources for finding information (prewriting strategy)

- with assistance use the Internet to communicate

Suggestions for Teaching/Learning

Teach students how to use a simple word processing program such as *The Children's Writing and Publishing Center* to compose a short text. Teach strategies such as using the backspace key to erase mistakes, using the enter key and space bar, saving work, inserting new ideas. At this level, having students work with a few sentences rather than longer texts is recommended.

Teach students how to use a simple drawing program such as *Color Magic.* Involve students in using such a program to illustrate a piece of writing.

Provide time for students to explore using the various graphics tools and to develop eye-hand co-ordination in using the mouse.

Invite students who are familiar with technology and such drawing and writing programs to share their expertise with other students.

Help students use the Internet to find an audience for published work. (e.g., a teacher might enter a completed group story written in shared writing and have pairs of students use a drawing program to illustrate it; the completed text might then be shared with other students through the Internet).

Create opportunities for students to correspond through the Internet with students in other parts of the country.

Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness. (continued)

Suggestions for Assessment	Notes/Vignettes
Observe and note the confidence and degree of independence students display in using technology. Examine printouts of writing done with a word processing program, noting changes in a student's work as it evolves to final copy.	In November when my grade 3 class was involved in an Arnold Lobel author study, they were also using the computer to write. Many of them chose to write stories or poems featuring frogs. Justin's is one such story.

The Frog Boy

Once the was a poor boy who was 14 years old He live with a wizard. The wizard would sit and say get me something to eat or put the TV on and things like that. One day the boy didn't do what the wizard said and wizard turned the boy into a frog and threw him into a pond. One day a princess was walking by and the frog boy said "princess" the princess said "AAAHH" don't the frog boy said. what the princess said. I'm a boy who was turned into a frog. the spell can only be broken by a kiss from a princess so she kissed him and he began to grow into a boy Hi! said the boy. Hi! said the princess. The boy said "I got turned into a frog by a wizard." How! said the princess I lived with him because my mom and dad died and he killed them and captured me. He just lives over there so they went to her castle and got the guards. They all went to the wizard's house. The guards captured the wizard and put him in the castle dungeon and the princess and the boy got married and lived happily ever after but the wizard well let's not talk about him. THE END
    by JUSTIN

Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness. (continued)

Outcomes: Transitional	Suggestions for Teaching/Learning
select, organize, and combine relevant information with assistance, from at least two sources, without copying verbatim, to construct and communicate meaning	Demonstrate strategies for selecting appropriate resources and information within these resources, and support students as they use strategies such as the following: - developing guide questions - interpreting pictures, charts, graphs - listening/viewing for relevant information - skimming/scanning (using headings, captions, etc.) - using a table of contents, index, or glossary - using print and electronic encyclopedias - using the Internet to find information Demonstrate strategies for recording information (webs, databases, point-form notes) Demonstrate strategies such as colour or numbering for organizing notes (e.g., all the notes about *Habitat* are marked #1; all the notes about *Food* are marked #2) Assist students in learning how to publish a report/book including cover, title page, and table of contents. Help students to understand that research does not always have to result in a written report; some other possibilities are stories and poems; pictures, graphs, and charts; games; posters; oral presentations such as dramatizations. Provide for conferences at checkpoints along the way. Invite students to share their information with an audience in a variety of ways (e.g., publishing a book; presenting orally using visual aids; dramatizing for classmates or another class; displaying a poster, mural, or model; publishing through the Internet).

Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness. (continued)

Suggestions for Assessment	Notes/Vignettes
At various checkpoints during the process, observe and note the skills and strategies students use and their abilities to cope with the demands of the process (e.g., ability to make notes in their own words, ability to organize their notes).	During a theme study of spiders, groups of students wrote research reports and projects to present to the class. They were videotaped and sent home to parents for viewing. A parent commented in the Parent Response Log,
Use checklists or rubrics to evaluate information products.	Jan. 15, 1996 Look out, David Suzuki! Super, super job Grade 3! Your projects were well prepared, illustrated and presented. What a wealth of information. Your video is wonderful. We truly enjoyed it. It's obvious that you all have worked very hard and produced a superb video. Matthew says that you are all very talented. We have to agree.
Involve students in reflecting about what they are learning and how they are learning as they engage in the information process.	P.S. We sure are glad that we live in Canada where spiders do not grow to be the size of dinner plates. However, we have to agree that they sure are sensational! Great Work!

Program Design and Components

Introduction

This section includes
- organizational approaches
- an overview of content
- the speaking and listening component
- the reading and viewing component
- the writing and other ways of representing component
- the role of information literacy
- the role of media literacy
- the role of critical literacy
- the role of visual literacy
- the role of drama
- the integration of technology with language arts

The English language arts curriculum: entry–3 is designed to engage students in a range of experiences and interactions across the curriculum. It is built on the understanding that language processes are interrelated and can be developed most effectively as interdependent rather than discrete processes.

Organizational Approaches

Organizing Students for Learning

Students need to experience a variety of organizational approaches, including whole class, small group, and independent learning.

Whole-class groupings are often used to introduce and explore topics, concepts, skills, and strategies, and to support other methods of instruction. Whole-class teaching/learning includes such components as
- demonstrations
- modelling
- mini-lessons
- questioning
- sharing
- discussing

Shared reading, shared writing, read-aloud, and language experience are some of the contexts for whole-class teaching/learning commonly found at the entry–3 level in English language arts.

Small-group experiences help students learn how to interact effectively and productively as members of a group or team. Through a variety of paired and small-group activities, students have the opportunity to practise their language skills. Small-group processes require students to participate, collaborate, and negotiate; consider different ways of going about a task; build on and share their own ideas and the ideas of others; identify and solve problems; manage tasks and make decisions; recognize the responsibilities of working in groups and begin to assess their own contributions.

Such group work will also decrease students' dependence on the teacher and increase positive interdependence.

Independent learning allows for individual differences in students' backgrounds, interests, and abilities. It offers students flexibility in selecting topics and resources, and in exploring curriculum areas that suit their interests and specific needs.

Reading and writing workshops are one way of organizing independent reading and writing. A workshop approach requires
- setting aside regular and frequent blocks of time where students can work independently on reading, writing, and other processes
- providing for choice (e.g., choice of topic in writing, choice of resources in reading)
- conferencing with students in small-group and one-to-one situations

Thematic Teaching/Learning

Thematic teaching/learning, which is one way to organize the curriculum, has a number of benefits. One of the major ones is that it offers the opportunity for many styles of learning in a meaningful context.

A theme in English language arts may develop around
- a topic, such as farm animals
- a literature genre, such as fairy tales
- a concept, such as friendship or diversity (multiculturalism or special needs)

Author studies are frequently included as a special aspect or central focus for these themes. An author, for example, who has written several books on a friendship theme might be a good choice to include as an author study in that theme.

Planning a Theme
1. When planning a theme within the language arts curriculum, teachers consider the outcomes they wish students to achieve, including processes, skills, strategies, attitudes, and concepts.
2. Teachers then consider appropriate resources for achieving those outcomes, as well as for meeting individual student needs. This

includes print, technological, and community resources.

3. Teachers also develop appropriate learning activities.

4. When in the planning stages of developing a theme, teachers consider appropriate assessment strategies.

Collaborative Theme Planning

Collaboration may begin at the grade level with teachers sharing their ideas about a theme. By planning and teaching together, many primary teachers feel their themes and the students' learning experiences are enriched. Some schools have a *team approach* to developing key themes for each grade level. Library professionals, included as part of this team, can contribute knowledge about resources both within and beyond the school. They can also bring expertise to the team as it considers how information processing skills will be included in the theme.

Cautionary Note

Currently, many different situations exist in the name of *thematic teaching.* Many commercial thematic units are nothing more than *activities* clustered around a topic. In addition, many of the commercially developed thematic packages are developed around narrow and trivial topics. Teachers often create fully developed themes when they have opportunities to collaborate with other teachers; consider how they will integrate the various English language arts concepts, skills/strategies and processes; and the concepts, skills, and strategies from other curriculum areas.

Interdisciplinary Teaching/ Learning

Interdisciplinary teaching/learning occurs when the regular curriculum provides a natural overlap among subject areas and when students can see the relevance and interrelatedness of the curriculum.

One approach to interdisciplinary teaching/learning, sometimes called *parallel teaching,* involves concurrently exploring similar themes or topics in two or more subject areas and yet maintaining the boundaries between these subjects. For example, a water unit in science might be taught concurrently with a related sea theme in language arts.

Another approach to interdisciplinary teaching/learning involves breaking down the boundaries between the subject areas. When there are common concepts, content, processes, and skills among the disciplines and when the discipline walls begin to crumble, teachers and students begin to sense a new meaning for *interdisciplinary teaching/learning.* Although this approach has many benefits for teachers and students, it is crucial

• to ensure that the skills, strategies, and knowledge components of each discipline are respected and deliberately included since there is the potential for one discipline's agenda to override or dilute another discipline's agenda

- not to force integration where there are not natural, meaningful links

Content

Knowledge Base

To challenge all students to develop their language abilities and knowledge base, a broad range of content is essential in the entry–3 English language arts curriculum. The following elements are essential to the development of students' competencies in English language arts and to their achievement of curriculum outcomes:

Knowledge of and Experiences with a Broad Range of Texts
The entry–3 English language arts curriculum provides students with opportunities to explore a wide variety of written, spoken, and visual texts and to compare the ways in which ideas and information are presented in different media.

Knowledge about Language Strategies
Students need to build a repertoire of strategies to use in speaking, listening, reading, viewing, writing, and other ways of representing. Activities and experiences in the entry–3 English language arts curriculum focus on acquiring a range of strategies and knowing how to choose, apply, and reflect on those that best fit the learning task or situation.

This repertoire of strategies includes
- speaking strategies such as adapting volume to the speaking situation
- listening strategies such as knowing how to request clarification
- reading strategies such as making connections to personal experience
- viewing strategies such as making predictions about the plot of a film
- writing strategies such as adding or deleting words to clarify meaning
- strategies for spelling unknown words such as sounding out, using visual memory, or using knowledge of base words and prefixes/suffixes
- strategies to assist small-group discussion such as asking questions or encouraging participation of other group members
- research strategies such as using a table of contents or index to locate information
- strategies such as note-making and webbing to explore, record, and organize ideas and information

Knowledge about the Features and Purposes of Various Types of Texts
Students need opportunities to become familiar with the features and purposes of various types of text and their social and cultural contexts and traditions. Students also need to know how to use this information as they engage in various language endeavours.

Areas of inquiry will include
- purpose: to plan, inform, explain, entertain, express opinion/emotion, compare/contrast, persuade, describe, experience imaginatively, and formulate hypotheses
- genre/form: fiction, non-fiction, poetry, drama, fairy tales, cumulative tales, wordless books, circular tales, legends, fables, novels, magazine articles, news reports, encyclopedia entries, films, documentaries, etc.
- structure: approaches to organizing texts, particular structural patterns, characteristics and conventions of specific genres and forms

Knowledge about the Underlying Systems and Structures of Texts
At the entry–3 level, students should begin to understand the processes, forms, and functions of language itself and the visual and linguistic systems out of which texts are created. Aspects of study will include
- sound-symbol relationships
- grammar and usage
- spelling and punctuation
- vocabulary

Speaking and Listening Component

Oral Language Development

Oral language (speaking and listening) is an integral part of learning. Children learn best when they have frequent opportunities to share their thinking orally with their peers and with adults. This change in focus from having the teacher always leading classroom talk to allowing and valuing peer discussion in small- and large-group interactions supports children's meaning making in all learning situations.

A focus on speaking and listening in the primary grades fosters communication and social skills and an awareness of how language is organized, and facilitates literacy development. Speaking, listening, reading, viewing, writing, and other ways of representing are integrated processes, and development in one strand supports the others. There should be frequent opportunities for oral communication in classrooms so that speaking and listening become a primary focus of instruction.

Values of Classroom Talk

- Oral language is the cornerstone of successful experiences with reading and writing. Students learn a great deal about language through their oral interactions. This supports children in making the link between oral language and how language operates in print. They continue to develop their knowledge of the sound system (phonology), their background knowledge base (semantics and syntax), and the complexity of their language structure. They bring this knowledge to the reading and writing process as they develop their literacy skills.
- Talk in the classroom is a valuable learning tool in that it
  - provides students with a way to make meaning (When students voice their thoughts and receive feedback from the teacher and their peers, it helps them to clarify their thinking and to begin to understand at a deeper level—to *own* the information by transforming it so that it is meaningful to them.)
  - helps students expand their knowledge base (As students use informal, exploratory talk, they share information and connect their experiences with the experiences of others to refine their thinking, which helps them build their knowledge about the world.)
  - helps students draw on their prior knowledge so that they make better connections with new information as they are learning
  - helps students grow in their abilities to speak and listen effectively through daily opportunities to engage in oral language interactions

Establishing an Atmosphere that Encourages Talk

To promote talk in the classroom as an avenue to learning, teachers and students need to build a classroom community that creates an atmosphere of encouragement and acceptance where children feel safe to take risks. In such a classroom they recognize that their contributions are valued and worthwhile, and they feel free to express their ideas, opinions, and feelings.

Establishing the classroom as a *community of learners* not only provides opportunities for students to engage in social discourse as a tool for learning, but also provides a vehicle to develop the positive social interaction skills students need to become successful in life. The development of these skills should be viewed as an integral part of the English language arts curriculum in the primary grades.

Students can help to develop guidelines for appropriate social interaction that support productive classroom talk. They can also begin to learn about routines, roles, and rules that facilitate successful group interaction. Students can begin to assess their own performance in group situations to recognize what supports and what detracts from group learning experiences. An important focus for the primary years will be on explicitly structuring classroom experiences and teaching children how to work co-operatively so that the power of learning in group situations is maximized.

Organizing the classroom to facilitate the development of speaking and listening will mean establishing times for whole-group interactions, as well as small-group, pairs, and teacher-student interactions. Flexible grouping, where group members change depending on the nature and purpose of the learning experience, as well as over time, best supports the needs of all students.

The physical set-up of the classroom is another component of establishing a classroom atmosphere where diverse ideas and viewpoints are valued and welcomed. Desks in parallel rows tend to limit classroom talk to teacher-student interactions. While this is one aspect of classroom talk, desks in clusters encourage interaction among students and allow the teacher to interact with groups of students more effectively. Learning centres also provide opportunities for students to interact and to problem solve as a group. They allow students with a wide range of abilities to be included in classroom activities.

The Development of Listening

Teaching students about the role of the listener is vital to the development of successful communication. In order for children to use *talk* effectively as a learning tool in the classroom, teachers need to consider, assess, and spend time explicitly focussing on the role of the listener in

interactions.

Although classroom teachers often assume children know what it means to be a good listener, they often cite listening as a concern. As Donahue states in *Topics in Language Disorders*, there are several components to successful listening including

- the ability to hear what is said (including adequate auditory acuity, clarity of the spoken message, and background noise factors)
- behavioural/social aspects (interrupting, waiting your turn, being quiet, recognizing what listening looks like and feels like)
- attentional factors (maintaining focus and concentration, fatigue)
- comprehension dimensions (having a purpose for listening: for enjoyment, for information, and to critically analyse arguments, opinions and ideas; understanding the language used; having shared knowledge/experiences; knowing how to request clarification)

Children will begin to appreciate that listening is an active process through their experiences in the classroom where there are opportunities to communicate with their peers. They develop strategies to improve their listening skills when they see that listening has a purpose and that what they hear connects to them in a meaningful way, and when they begin to take another person's perspective. Teachers can support this strategy development as they highlight and focus on many components of effective listening.

Contexts for Talk

Traditionally, classroom talk has often been limited to teacher-student exchanges, usually in the form of questions and answers. Teachers who recognize the value and importance of talk in the classroom encourage both formal and informal talk and structure the classroom so that *talk* is a natural part of the learning process. Students need to have the opportunity to ask each other questions, exchange information, share feelings, seek help, and reflect on their learning. Teachers can model appropriate purposeful classroom talk through using open-ended questioning strategies, valuing the responses of the students, and drawing on students' prior knowledge and experiences.

Teachers encourage many different patterns of talk: teacher-student, student-student, student-small group, student-large group:

- Students often work in pairs or small groups engaging in such activities as reading and talking about books, problem solving, or working together on various forms of representation such as role-playing.
- They have opportunities to interact with the whole group (e.g., news time, show and tell, shared reading, shared writing, booktalks). At these times students may be talking about important things in their lives, and exploring ideas related to the books they are reading or

classroom themes.
- They engage in one-to-one conversations with other students, with teachers in conferencing situations, and with other adults, for example, interviewing their parents, the principal, or guests such as visiting authors.

Since talk is an integral component of the English language arts curriculum, students need multiple opportunities throughout the day to engage in oral interactions. Following are various contexts and activities that support the development of speaking and listening in the primary grades:

Sharing Time

Students in the primary grades benefit from having a time when they can share information about themselves and their interests and activities with their classmates. This often takes the form of *show and tell*, *news time*, or *talking journal*. The sharing time provides an opportunity to teach students language skills, such as effective listening strategies, oral presentation skills (using appropriate volume, using gesture), and expressive language (giving enough information, providing clarification, answering questions, etc.)

Storytelling

Storytelling is a very powerful tool that includes many advantages for students. Among these advantages are
- the motivation to read
- the opportunity to hear oral language modelled and to practise oral language
- a context for developing listening comprehension, for example, learning to visualize
- the opportunity to develop a sense of story and to become familiar with the language of literature

Students in the primary grades can benefit from both informal and formal storytelling opportunities by listening and responding to stories told and from telling their own stories. Students can respond to oral stories in the same variety of ways they respond to stories read aloud or stories they read themselves. Some strategies teachers use for helping students in the early primary grades into storytelling include having them join in as a story is being told (for example, refrains or speaking parts), or having them retell familiar tales such as *Goldilocks and the Three Bears* with the use of simple props, such as a flannel board. Helping students enact and tell familiar stories or experiences supports story comprehension, language development, and knowledge of narrative structure.

Basic Techniques of formal storytelling

Have students
- Choose a story they like and want to tell.
- Read the story several times until they are familiar with its structure and parts.
- Visualize the characters and setting(s).
- Visualize the action taking place. (Think of it as a series of pictures or a silent movie.)
- Practise telling the story aloud in their own words.

Choral Speaking/Choral Reading
This activity involves students in the oral interpretation of literature through reciting rhymes, chants, and poems as a group. Choral speaking is different from choral reading only in that students do not have the text. Both choral reading and choral speaking invite students to deepen their understanding and enjoyment of literature by experimenting with elements of voice, gestures, and movement. These activities heighten awareness of the rhythm, flow, and sounds of language. Experience in choral speaking and reading also develops oral communication skills: enunciation, pronunciation, diction, intonation, and breath control.

Suggestions for Preparing a Choral Arrangement
- Select a poem that students will find interesting and enjoy performing.
- Read the poem several times to the class and have students discuss it.
- Have students read the selection together.
- Have students decide on an appropriate way to read the poem (e.g., How slowly or quickly will the poem be read? How loudly or softly to speak? Which words will be emphasized? Where will pauses occur? Who will read the poem?)
  Choral speaking/reading can include one or more of the following arrangements:
  Unison—everyone speaking together
  Solo—some parts spoken by one person
  Antiphonal—different groups responsible for different parts
  Cumulative—a gradual building of sound, beginning with one voice and gradually adding more voices until everyone is speaking
- Have students think about what gestures or actions might be added to help convey meaning.
- Have students experiment with different ways of presenting the poem and consider the effects they have achieved.
- Choral speaking/reading interpretations may or may not be polished for an audience.

Booktalks and Literature Circles

Many teachers include booktalks as a regular part of their reading programs. They also provide another excellent opportunity for developing oral language. Once booktalks have been modelled, students can participate in booktalk experiences in small-group situations. They can begin to interact with the texts to build their own understanding of the stories as they relate them to their own experiences. When these various interpretations are shared within a group, the potential for meaning making for all is enhanced. Booktalks often include three main components:

Features of the book—title, author, illustrator, publisher, publication date

Content of the book—what the book is about

Personal response—where you found the book and why you chose to read it; why you liked/did not like the book; who you think might also like the book and why; your favourite part

Students can build on their own understanding of the story through the personal responses and viewpoints of others shared in group discussion and booktalks.

Literature circles promote oral language through student led small-group discussion. They provide the opportunity for students to take responsibility for their own learning and to develop critical thinking about texts. Students in the primary grades can participate in literature circles with appropriate structure and support.

Interviewing

An interview is a conversation between two people in which one person asks questions and the other answers them. With appropriate structure and support, even kindergarten (primary) students can be involved in informal interviewing (interviewing their parents, other family members, school personnel, or classmates). Students need to have interviews modelled for them, and they need to learn what is involved in an effective interview. Guidelines may include the following:

1. Have a definite purpose. Think about the topic you want to find out about and what you would like to know.
2. Prepare some questions to ask. (Younger students might do this as a group.)
3. Listen carefully to the answers of the person being interviewed. (Students can learn to record the answers to their questions in

various ways including pictures or symbols, jot notes, and tape recorders.)

The information from an interview may be shared in many ways (e.g., playing a taped interview for the class, giving an oral presentation, writing a newspaper article or a report using the information from the interview).

Group Discussion

Students need frequent opportunities to generate and share their questions and opinions both in large and small groups. Their speaking and listening skills become refined through actual communication events that have purpose and support their learning.

Group discussion takes many forms in the primary grades. It may occur through small-group learning centre activities where students are making observations or problem solving with focussed activities; through group brainstorming; through problem solving in math or science; through literature groups; or through open-ended large-group discussion of a particular topic or issue. Whatever the form, it allows students to structure their own experiences and compare them to the experience of others.

Group discussion not only develops the skills of speaking and listening: as students participate in the give and take of conversation in oral interactions, they also begin to develop a deeper understanding of concepts and confidence in their own abilities to communicate. Through group discussion students make sense of the world, develop social skills, and learn to express, clarify, and extend their ideas and opinions.

Assessment

The major assessment tools teachers use to assess speaking and listening are observation and anecdotal records which are explained in the section on assessment and evaluation (pp. 244–248). The outcomes section on speaking and listening (pp. 40–59) describes the kinds of indicators teachers look for as they engage in observation and record-

ing. Following is an example of such a checklist that could be used as an observation guide for speaking and listening.

Speaking and Listening **Name:**	**Dates:**				
Talks socially with peers and adults					
Speaks with confidence					
Uses appropriate volume					
Takes turns in discussion					
Listens when others are talking					
Contributes to group discussions					
Asks/answers questions					

Volunteers information

Many of the tools teachers use to assess how students make meaning from reading can also be used to assess how they are making meaning from texts they hear (e.g., retelling rubrics, checklists, rating scales).

As students engage in various forms of classroom talk, it is very important to involve them in self-evaluation. When students engage in this kind of reflection, it helps them become more aware of what effective classroom talk involves.

Teachers might also want to engage in self-evaluation, considering how they support speaking and listening in their classrooms. Questions that might be considered include the following:
• How is my classroom structured to facilitate oral interaction—student-student/student-teacher?
• Do students feel safe to take risks in oral communication?
• What opportunities are there for students to discuss ideas and texts to build on each others experiences and knowledge?
• How are modelling and teaching of active listening occurring in the classroom?
• How is successful interaction being fostered?

Reading and Viewing Component

Reading and Viewing: Fundamental Principles

Students learn to read/view most easily when
- they are immersed in reading and viewing
- they develop a sense of ownership by having choice in what they read and view and how they respond
- they receive response/feedback
- they see strategies demonstrated and modelled
- reading and viewing are regarded above all else as meaning-making processes
- risk taking and approximation are supported
- reading and viewing skills/strategies are taught/learned in context
- they see the value of reading and viewing and develop the desire to engage in these processes
- a balanced approach is used—a combination of shared reading, guided reading, independent reading and read-aloud, as well as modelling, demonstrations, and direct teaching. (Writing and oral language are also integral parts of a balanced reading program.)

Process of Reading/ Viewing

Reading and viewing are the processes of constructing meaning from a range of representations including print, film, television, technological and other texts. These are active processes involving the constant interaction between the minds of readers/viewers and the text. As readers/viewers interact with text, they use the strategies of sampling, predicting, and confirming/self-correcting. This complex process requires the integration and co-ordination of four cueing systems or sources of information: pragmatic, semantic, syntactic and graphophonic (or visual in the case of viewing).

Cueing Systems
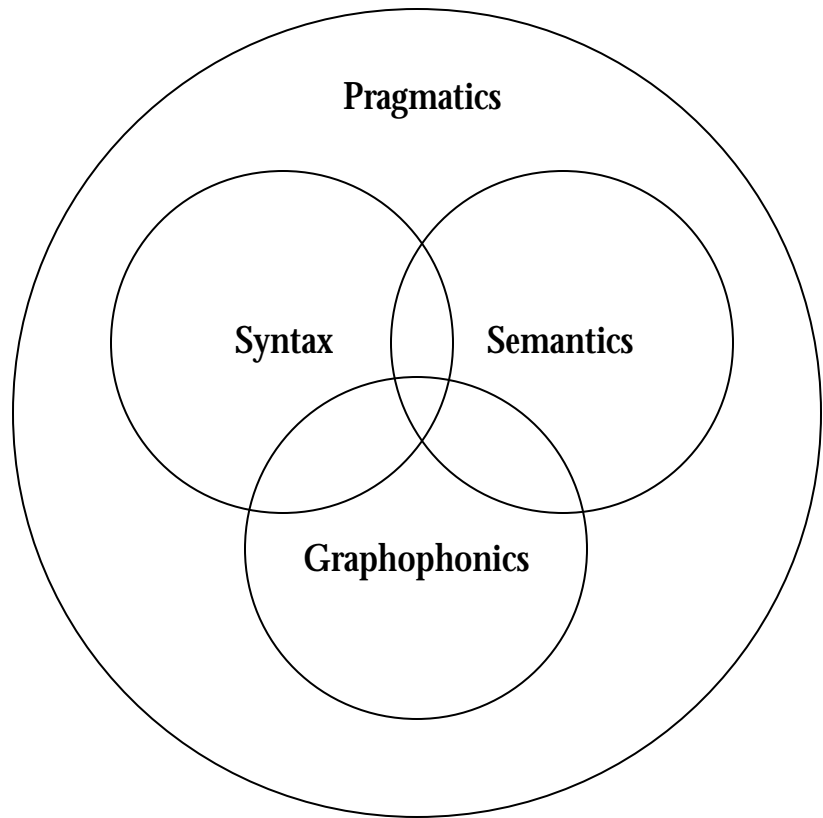
Pragmatic Cueing System

The use of pragmatic cues refers to readers' understanding of how text structure works and their purpose for reading.

Readers use this information to predict meaning as they read. Understanding the basic structure of a narrative, as well as the features of a story particular to various genres (fairy tales, mysteries, etc.) allows children to set the appropriate purpose for reading and to predict more successfully. Children learn to recognize the text structure cues related to expository text, such as headings, illustrations, graphs, or bolded words. This allows them to activate prior knowledge and support prediction as they read.

Effective readers have a wide background of experience with language in many situations, although experience will vary in different cultural contexts. To expand students' knowledge of written language in its various uses, the teacher may

- immerse students in a variety of genres and styles of literature
- read a wide variety of non-fiction to students
- discuss the information readers receive from non-print cues such as illustrations, story pattern and structure
- use a variety of text structures and story mapping techniques with students, helping them to recognize and chart the text structure visually

Semantic Cueing System

Semantic cues refer to the meaning that has become associated with language through prior knowledge and experience.

Semantic context consists of meaningful relations among words and ideas. Readers/viewers construct meaning when they relate the information in the text to what they know. When they use their background knowledge, meaning contained in illustrations, and meaning contained in the words and their relationships, they are making use of semantic cues. The key question readers/viewers ask when they are making use of semantic cues is, *What would make sense?* Self-correction when the text does not make sense is an indication of the child's level of appreciation for and effective use of meaning cues.

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

- extend students' background experiences and involve them in as many real-life experiences as possible
- discuss experiences to extend students' understanding and related vocabulary
- encourage extensive independent reading, to help build students' experiences with a range of topics
- before reading, have students recall and share what they know about the topic to build their knowledge of the concepts and knowledge in the text
- encourage predictions before and during reading to encourage reading for meaning; explain to students why they are making predictions before they read and *how* to use this prior knowledge effectively as a reading strategy

- help students clarify and extend understanding by having them respond to reading in a variety of ways, such as through drama, writing, discussion, and drawing
- help students learn to use the semantic cueing system by teaching them to ask themselves as they read, *What would make sense here? Did that make sense?*
- use oral and written cloze activities, focussing on meaning to predict and confirm

Syntactic Cueing System

Syntactic cues refer to the structure of language or how language works.

Readers who use information such as sentence structure, word order, function words, and word endings as they read are making use of syntactic cues. Self-correction of miscues that do not *sound right* (in terms of normal English sentence structure) provides evidence of the students' appreciation for and use of syntactic cues. It should be recognized, however, that ESL* students will bring a different experience and understanding to the phrase *sounds right*.

To build students' knowledge of how language works, the teacher may
- read to students from a wide variety of literature
- provide time and opportunity for students to read independently
- provide literature with repeated syntactic and semantic patterns, thus encouraging students to make predictions based on their know ledge of such patterns
- provide opportunities for students to use language for different purposes—to tell stories, to explain, to ask questions, to give directions
- use oral and written cloze activities, focussing on syntactic patterns to predict and confirm/self-correct
- demonstrate through oral reading how to use syntactic cues to predict and recognize miscues (Model self-correcting because of these miscues. Have students listen for parts of the passage that don't *sound right* so that they can develop an awareness of what the term actually means.)
- encourage students to use the *read ahead* strategy and explain that this often helps them to predict a difficult word based on the structure of the rest of the sentence

* ESL includes new immigrants and students whose first language is not English.

(See Appendix 7, pp. 269–270, for a list of language skills and strategies, Entry–3)

Graphophonic Cueing System

Graphophonic cues refer to knowledge about the sound-symbol system and how readers apply this knowledge as they read.

This includes knowledge about directionality and spacing as students develop the concept of *word* and learn to track print. Effective readers develop generalizations about letter-sound relationships and integrate this knowledge with their use of the semantic and syntactic cueing systems.

Phonological Awareness

Phonological awareness is an understanding of the sound structure of language, which develops initially in oral language.

Students with well-developed phonological awareness are then able to map their developing knowledge of sound and letter correspondence onto an underlying understanding of how language can be segmented and blended into its component parts. This would include an understanding of words, syllables, rhymes, and finally, individual sounds. For example, the tasks of judging whether two words rhyme or begin with the same sound, or clapping out the sounds in a word require phonological awareness. Recent research suggests there are different levels of phonological awareness. For example, being able to detect rhyme or hearing the syllables in words is easier than being able to hear and manipulate the individual phonemes (e.g., hearing that the word *seek* contains three phonemes /s/ /ē/ /k/).

There is a growing body of evidence suggesting a strong connection between students' phonological awareness and their reading development. Research shows that being able to segment and blend language is an essential skill if students are to be able to use graphophonic cues effectively in reading. Many children enter school with some phonological awareness. If they have had lots of experience with oral language, they are often able to detect words that rhyme or words that start with the same sound. Phonological awareness continues to develop as children learn to read. Their attempts at temporary spelling also support the development of phonological awareness as they segment the words they want to spell.

Teachers can help students build upon the phonological awareness they have when they enter school in several ways:

- providing many opportunities for students to *play with words* in oral language to support the development of phonological awareness
- providing extensive experiences with rhyme in contexts such as shared language, read-aloud, and rhyming games so that students can develop the ability to recognize and generate rhymes automatically

- clapping the syllables in a word (e.g., singing : / / - sing ing); listening for the *secret word* (saying the word syllable by syllable and having students guess the word)
- helping students learn to segment rhyming words at the rime/onset boundary (m-an) orally. This becomes an important strategy in reading and spelling as children look for familiar word chunks, rather than having to segment and blend each word sound by sound
- using picture sorts to help students compare and contrast features of words
- clapping the individual phonemes in a word, e.g., at : / / team: / / (For students who find this a difficult task, the Reading Recovery strategy of using Elkonin boxes can be helpful; that is using squares and counters for each phoneme, and having the child push the counters into the boxes as he/she says each phoneme); e.g.,

cat

  O   O   O

team

  O   O   O
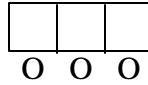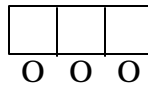
Developing Graphophonic Knowledge

Students build upon their phonological awareness in oral language as they learn to use their developing knowledge of how letters/sounds work. They make the connection to how sounds and letters work in print through their attempts to make meaning in what they are reading and as they explore sounds through temporary spelling in the writing process.

To support the development of the graphophonic cueing system, students need to learn about the alphabet and the sounds the letters make. Sound awareness activities focussing on rhyme and alliteration support the development of this knowledge.

Teachers need to recognize that some students will have difficulty in learning about the graphophonic system because of difficulties with phonological awareness and the range of development common to early primary classrooms. Some students may need more time and more explicit practice to learn about letters and sounds, as well as to learn how to use graphophonic cues as they read and write.

As with any strategy, teachers need to be modelling how and when to use this knowledge in the reading process. Two excellent opportunities for such modelling are through the use of the morning message and individual conferences with students.

To help students build graphophonic knowledge and learn to use it in an integrated way with the other cueing systems, the teacher may

- introduce a sound-symbol relationship to children in context—following is a suggestion of one way to do this:
  - Read a poem, rhyme, or book to students. A first reading should focus on meaning and enjoyment, before exploring a particular sound in a sentence or part (e.g., "There's a hole in my **b**each **b**all, and a hole in my kite. There's a hole in my teddy where Scruffy took a **b**ite. There's a hole in my school **b**ag and a hole in my glove." from *Oh No* !) Without showing students the print, ask them what sound they hear at the beginning of *beach, ball, bite* and *bag.*
  - Have students say the sound, focussing on the shape of their mouths as they produce the sound.
  - Have students brainstorm words they know that start with/contain the sound. Start making a list that students can add to as they find more words. Help students make the connection between the sound and the letter that makes it by telling them that the sound /b/ is made with the letter "b". Show students how to make the letter and have them make it in a variety of ways, e.g., in the air, on the palm of the hand with a finger, on the board with chalk.
  - Return to the context of the book and read it again, this time drawing students' attention to the sound in print.
  - Help students learn to *use* this phonics knowledge, along with other cues, in the reading of other Big Books, poems, and rhymes in shared reading, guided reading, and reading conferences. Through shared writing, writing conferences, and mini-lessons, show students how to use this knowledge in trying to spell a word.
- help students develop an understanding of letter-sound relationships by providing opportunities for them to
  - hear language and then see it in print
  - see their own words and sentences in print
  - hear language while following it in print
  - build a sight vocabulary of signs, letters, labels, and other print in their environment
- draw attention to phonics relationships in the context of reading and when modelling writing
- use shared reading experiences, such as big books, poems, songs and chants on charts, morning messages, pointing to the words to reinforce directionality and to focus on particular letter-sound relationships

- provide many opportunities for writing, encouraging students to use temporary spelling until they know the conventional spelling (This exploration of sound through temporary spelling is an integral part of the students' development of graphophonic knowledge.)
- read alphabet books to students providing opportunities for reading and writing alphabet books
- encourage students to develop personal word lists, such as word families and words that sound the same
- have a variety of dictionaries available
- use oral and written cloze activities, focussing on graphic cues along with semantic and syntactic cues to predict and confirm
- make sentence strips taken from familiar books or poems and cut the sentences into phrases/words (The activity of unscrambling the words to make meaningful sentences focuses attention on the print.)
- use picture and word sorts to help students compare and contrast features of words
- help emergent readers develop the early strategies of directionality and one-to- one matching (Using a pointer during shared reading and encouraging emergent readers to read with their fingers help them develop these strategies. Students can be helped to monitor their reading for one-to-one matching with feedback such as, *Did that match?* or *What did you notice?*)

(See Appendix 8, pp. 271–272, for a list of sound-letter relationships, and pp. 273–274, for a list of resources related to the teaching of graphophonics.)

*Reading Strategies
(Word Identification)*

Reading is an active process involving the use of the basic strategies of *sampling, predicting,* and *confirming/self-correcting.* Readers make use of the cueing systems (semantics, syntax, graphophonics, and pragmatics) in an integrated way to carry out these strategies.

Strategies

Cueing Systems		
Pragmatic		**Sample**
Syntactic	**used to**	**Predict**
Semantic		**Confirm/Self-Correct**
Graphophonic		

Sampling

Sampling means attending only to the necessary details after predicting what is coming next based on semantic and syntactic knowledge and cues. Readers then confirm or self-correct and make new predictions. In order for students to sample print effectively, they need to learn to make use of sight vocabulary and significant details of print.

Sight Vocabulary

Having a sight vocabulary enables the reader to make use of context cues, thus increasing fluency and ease of reading. It is acquired gradually in context through a variety of activities.

- extensive reading where students see the same words and phrases in many different contexts (books, signs, labels, on TV)
- writing where students use common words and phrases again and again
- shared reading and shared writing, contexts in which students' attention can be focussed upon sight words
- rereading of familiar texts to build fluency

For students who require additional practice with sight words, the method suggested by Don Holdaway of creating cards with a word on one side and a sentence containing the word on the other side works well. The sentence may be one students compose or one from a familiar book. These might be used at a playing with print centre or at home. Sight word lists may be built from common words the students are attempting to write and from books they are reading.

Print Details

Readers also make use of their knowledge of letters, letter-sound relationships, word parts, and print conventions when they sample. Students acquire this knowledge over time through the kinds of experi-

ences listed above (pp. 164–165). With practice in reading, and through demonstrations and feedback, students learn to make use of print details as one reading cue.

Predicting

Readers make predictions from what they have sampled of the text by using the cueing systems in an integrated way. This entails making predictions based on
- what would make sense (e.g., What is happening in the story? what does the picture suggest?)—semantic cues
- what would sound right (e.g., How would I say that?)— syntactic cues
- what the print suggests (e.g., What does it start with? … end with? Do I know another word that looks like that?)— graphophonic cues

Example:
Andy put his pet turtle in the tank. It d— under the water.

In predicting the word *dove*, readers use their background knowledge about turtles and swimming and the meaning contained in the context (semantic cues); their knowledge of how language works—i.e., that a verb is required here, given what comes before and after; that the verb will be in the past tense, given what comes before (syntactic cues); and print information—i.e., that the word starts with "d" (graphophonic cues).

Confirming/Self-Correcting

Effective readers are constantly monitoring their predictions, looking for confirmation. They ask themselves the questions:
- Did that make sense? (semantic cues)
- Did that sound right? Can I say it that way? (syntactic cues)
- Does it look right? If it were "there," would it have a "th" at the beginning and a "t" at the end? (graphophonic cues)

When readers are uncertain about their predictions, they need to have a variety of self-correction strategies upon which to draw. For example:
- Read on and come back to make another prediction that fits.
- Go back to the beginning of the sentence and try it again, thinking about what fits.
- Sample more of the print information, for example,
    - look at more of the letters
    - break the words into parts
    - think about a word you know that starts the same way or looks similar
    - look for small words in the big word

Students learn these strategies of sampling, predicting, and confirming/ self-correcting over time when they are focussed on in the contexts of shared reading, guided reading, mini-lessons, and reading conferences. For example, during shared reading, teachers might cover up some of the print to create a cloze activity that involves students in using the various cueing systems to sample, predict, and confirm/self-correct.

With beginning emergent readers, the initial focus needs to be on predicting, confirming, and self-correcting on the basis of what makes sense (semantic and syntactic). As students begin to acquire knowledge about the graphophonic cueing system, they need to be taught how to use this knowledge along with the other cueing systems as they predict, confirm, and self-correct.

Feedback such as the following helps students learn to make integrated use of the cueing systems:
- That made sense, but does it look right?
- That sounded right, did it make sense?
- What would end like that and sound right?
- What can you see in the picture that starts and ends like that?

The decision about which of the various feedback statements to use depends on individual students and an understanding of their particular needs in relation to their development of reading strategies. For example, a student who is relying on a *sounding out* strategy needs feedback focussing on using semantic and syntactic cues. A student who is relying primarily on contextual cues might need to have attention focussed on the print and his/her use of graphophonic knowledge. Appropriate feedback varies depending on whether the strategies used by the student are successful.

As students become more experienced in using a range of reading strategies, the feedback provided might focus more on helping them recognize what strategy they used and whether or not it was effective, as well as suggesting an alternate strategy. Examples of such feedback comments include the following:
- How did you figure out that word. Is there any other way you could figure it out?
- You stopped for a moment. What were you thinking? What did you notice?
- Can you find two ways to check that word?

(See Appendix 2, p. 260, for further suggestions for feedback comments.)

Reading Strategies (Comprehension)

Reading/viewing are active meaning-making processes. Readers/viewers construct meaning as they interact with the text. The *prior knowledge and experience* they bring to a text has a profound influence upon what they comprehend.

Effective readers are active readers. They use a multitude of strategies before, during, and after reading.

Prereading/viewing strategies are a critical component of the reading/ viewing process. Central to this aspect of the reading process are two elements: activating prior knowledge, which sets the stage for the reader to actively engage with the text, and setting a purpose for reading. Some such strategies are

- brainstorming what one already knows about a topic and what one expects or would like to find out
- predicting what a written text will be about based upon such things as front and back covers, title page, table of contents, pictures
- asking questions to organize one's search for information

During reading/viewing strategies are used during the process of reading to—can help readers to make sense of a text and to monitor their understanding of what they are reading. Some such strategies are

- confirming or modifying initial predictions and continuing to make predictions about what will happen next
- asking oneself questions as one reads
- visualizing or making a picture in one's mind about the text
- going back and rereading when the text does not make sense
- making personal connections with the text.
- making notes from the text

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

- reflecting on one's predictions and how well they matched
- thinking about and explaining or mapping what one learned from the text
- thinking/telling about what one really liked about the text
- drawing or dramatizing one's understanding of the text
- rereading the text or parts of the text
- talking to others about the text
- retelling the text in one's own words
- writing reflectively about the text
- asking questions about the text
- creating a new product

Helping Students Develop These Strategies

Comprehension strategies need to be developed in the context of authentic reading and viewing and in the exploration of ideas and concepts across the curriculum. Teachers need to provide instruction where they explain and demonstrate these strategies. They need to build time into the daily schedule for reading/viewing where students can apply the strategies in guided and independent practice. They also need to provide opportunities for students to respond to texts in a variety of ways (e.g., writing, discussion, drama, art).

Comprehension strategies are developed through a variety of daily activities in the curriculum, such as independent reading and writing, shared reading and writing, response journals, art and drama responses, mini-lessons, reading conferences, literature circles, story mapping, and webbing.

Reading Process Assessment and Evaluation

Teachers can use a variety of assessment strategies to monitor students' development in reading, using the information they gather to inform their teaching. Some of the key information they look for in the primary grades includes information about students' understanding, attitudes, and strategies, for example, whether they

- understand reading as a meaning-making process
- understand the concepts of directionality and one-to-one matching
- make use of the cueing systems in an integrated way to predict, confirm, and self-correct
- use a variety of self-correcting strategies
- have a number of sight words they recognize automatically
- read/feel confident and positive about reading
- comprehend what they read (e.g., make predictions, make connections, ask questions, recognize genres)

Strategies teachers use to gather, analyse, and keep track of information about students' reading development (which are explained in the Assessment and Evaluation Section, pp. 243–258) include

- running records
- observation
- miscue analysis
- anecdotal records
- reading conferences
- checklists
- interviews/questionnaires
- retellings

(See also assessment suggestions in the Outcomes section, pp. 62–101)

Contexts for fhe Reading Process

Read-Aloud

Reading aloud to students is an essential component of any reading program. It is one of the best ways to interest them in reading and to demonstrate that reading can be enjoyable and worthwhile. Reading to students helps them to understand the nature and purposes of reading. It also helps them become familiar with the patterns of written language. It can interest them in different types of literature and different authors. Reading aloud can also be used to model effective reading strategies and to help students build awareness and understanding of such strategies (e.g., predicting, making connections, creating visual images, rereading when they don't understand). Reading aloud to students has been shown to have positive effects on

- reading comprehension
- listening comprehension
- quality of oral and written language
- reading interests

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

Read-aloud suggestions:

- Read aloud daily.
- Become familiar with a book before reading it to students. (Don't read books you don't like; think about how you will use the book.)
- Read with feeling and expression.
- Introduce the book, drawing attention to the front and back covers, title page, author and illustrator, etc.
- Before reading, help students to listen actively by inviting them to make predictions on the basis of the title and cover and helping them to build background knowledge.
- During reading, pause when appropriate to share illustrations, have students confirm/revise their predictions, make further predictions, or model reading strategies.
- After reading, allow time for students to relate the book to their own experiences and to other books read.
- Have students respond in a variety of ways to read aloud selections. (See Response section, pp. 180–187.) Modelling responses to a text read aloud is an excellent way to introduce students to various kinds of responses.

Shared Reading

Shared reading (often known as shared language in its broader context) is an important classroom routine used in the primary grades. An extension of the *bedtime story*, shared reading is a step between reading to students and independent reading. It provides an important way in which students can learn to read by reading. Shared reading involves the whole class and the teacher sitting close together as they share in the exploration of rhymes, songs, poems, and stories. The enlarged print often used makes the print accessible to all students. In primary classrooms, teachers often begin the day with a shared reading session.

Functions of Shared Reading
- shared reading provides motivation for reading, demonstrating for students the joy and fun of being part of a club of readers
- shared reading provides the opportunity for students to practise reading in a supportive risk-free environment
- shared reading provides the opportunity to teach numerous concepts, skills, and strategies in the context of reading (e.g., concepts such as directionality, words, spaces, capitals, contractions; reading strategies such as using the cueing systems to sample, predict, confirm/self-correct; sound-letter connections; book knowledge such as concept of story, illustration, genre; high frequency words; punctuation

Procedure
- Materials for shared reading include
    - morning message displayed on the board or chart stand
    - rhymes, chants, poems, or songs on charts or overhead transparencies
    - books, Big Books
- A first reading should focus on reading for meaning and enjoyment. On successive readings, students can be invited to chime in or read together as the teacher or a child points to the print. There are numerous variations in how students can enjoy reading together (e.g., different groups reading different sections or parts; small groups reading some parts, whole groups reading other parts).
- Successive readings can also be used to teach a variety of essential concepts, skills, and strategies such as phonological awareness and knowledge of sound-letter connections. It is important, however, not to try to teach too many skills/strategies at once. Decisions about what skills to focus upon should be based on careful observation of students and what they are trying to figure out. Some ways teachers use shared reading to teach such strategies, skills, and concepts include the following:
    - asking students what they notice
    - demonstrating strategies
    - drawing students' attention to specific features of print

- covering up some of the words with post-it-notes to create a cloze activity (an excellent way to teach students how to use the cueing systems to sample, predict, and confirm/self-correct)
- working with sentence strips made from the text (e.g., cutting the sentence strip into words and having students remake the sentence)
- finding similar words in the text (e.g., words that rhyme, words that start/end the same, words that have the same spelling pattern)
- finding high frequency/sight vocabulary words
- pointing to the words as the text is read, which helps students develop the concept of *word* and *voice/print matching* (A variation is to involve the students in taking turns with the pointer.)

• Shared reading can also be used to model a variety of ways to respond to what is read and to engage students in response (e.g., discussing, illustrating, story mapping, webbing, writing).

• Following shared reading, students should have opportunities to read the text independently, either through small versions of the same text or by returning to the enlarged version in small groups or individually at other times during the day.

Guided Reading

Guided reading is an important component of a balanced reading program. In guided reading sessions, teachers support small groups of students (or sometimes individuals) in reading texts they are unable to read independently. The focus is on helping students to develop concepts, skills, and strategies, and to learn to apply them in other reading situations. A particular guided reading session might, for example, focus upon a strategy such as one of the following:

• directionality or one-to-one matching
• selecting appropriate texts
• using prior knowledge and experience to make sense of a text
• using semantic, syntactic, and graphophonic cues to predict, monitor, and self-correct
• rerunning or reading on as one strategy to use when one runs into difficulty

The focus for a guided reading session is based on careful observation of students and their needs as well as an understanding of the reading process and reading development.

For guided reading, teachers generally form flexible groups of four to six students with similar needs. In this way, teachers are able to choose a text and a focus of instruction appropriate to the needs of the particular group. Teachers generally structure guided reading so that they are able to meet with each group about every four or five days, although it may be necessary to work in additional sessions for students experiencing difficulties.

Procedure

- Decide on a focus of instruction for the particular group, based on observation of students reading independently; choose a text at the group's instructional level. (A text is considered to be at instructional level when students can read it at an accuracy level of 90–94 percent.)
- Help students experience success by first giving them an idea of the storyline (e.g., This is a non-fiction book about bears.), asking them to make predictions based on the cover illustrations and title, and by talking emergent readers and writers through the pictures. It is important to explain to students how they can use these predictions as they read. Brainstorm with the students some of the words they might expect to find in the text. After reading, ask them if these words were in the story and if they can find them.
- Ask the students to read the text. Emergent and early readers will generally be reading aloud. Observe/listen, intervening where appropriate to help students develop reading strategies and become aware of these strategies. This can be used as an opportunity to model, explain, and make strategy knowledge more explicit. (e.g., Support the student who is not using semantic cues by saying something such as, You said … Does that make sense? and by encouraging him/her to think of another word that would make sense. (See Appendix 2, p. 260, for other examples of feedback appropriate for different situations.)
- Follow-up to reading the text may include talking about the text, focussing on features of print, rereading, or responding through writing, drama, or art.

One of the challenges faced by teachers with guided reading in the primary grades is to manage to find a stretch of uninterrupted time (approximately 15 minutes) to work with the guided reading group and have the rest of the students engage in meaningful, independent work. Many teachers include some of the following activities, sometimes set up as centres through which students rotate:

- reading independently
- reading in pairs
- reading Big Books/chart poems as a small group
- responding to texts in a variety of ways
- working at a *playing with print centre* which includes such things as magnetic letters, sentence strips, Plasticine or play dough for making letters
- listening or reading along at a listening centre

The guided reading session offers an excellent opportunity to gather assessment data about students' developing concepts, skills, and strategies. Such information is important in planning for future guided reading sessions.

Language Experience

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

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

Language experience is a useful strategy for
- helping emergent readers and writers see the connection between oral and written language
- helping students understand the reading/writing connection
- providing a text for beginning readers that is predictable—since the ideas and the words are their own, and since the context is familiar
- modelling the writing process

Independent Reading

A balanced reading program includes independent reading as well as shared and guided reading. An independent reading program involves time, choice, and response. Students need time during each school day to choose their own texts from a wide variety of literature. Choice stimulates interest and builds motivation to read. Students do, however, sometimes need guidance in choosing appropriate texts. Students also need opportunities to respond to what they read, and to receive feedback/response from others (e.g., oral discussion in the context of literature circles and reading conferences, response journals and other forms of writing; art, drama, retellings patterned stories). This does not mean, however, that students should have to respond to everything they read or view. Independent reading can take a variety of forms, including the following:

Uninterrupted Sustained Silent Reading (USSR)/Drop Everything and Read (DEAR)
Some schools build in time for independent reading by setting aside a time when everyone in the whole school reads.

Paired/Buddy Reading
Paired or buddy reading offers another audience for students. Many teachers make partner or paired reading a part of their regular classroom routines. For example, during reading workshop when teachers are conferencing/meeting with one group of students, paired reading is one activity in which some of the rest of the class might engage. Some teachers also pair up their students with another class at a different

grade level. There are many benefits for both younger and older students when they select and practise a book to read to a each other.

Home Reading

Most teachers have a home reading program in addition to the reading students do in school. Each day students take home a book (one at an appropriate reading level and generally one they themselves select). They are responsible for

- reading the book to a parent/caregiver
- bringing the books back and forth
- keeping their reading logs with the help of a parent/caregiver

Reading logs, such as the one that follows, can be an effective way to involve parents(s)/caregiver(s) and to help the teacher monitor what the student is reading. It is important to help parents(s)/caregiver(s) learn to read with their children. For example, they need to know that emergent readers can benefit from walking through the pictures or hearing the book read before they read or that it is appropriate to read the same book several times since rereading builds fluency, sight word knowledge, and a feeling of success. They also need to know what strategies are being taught and how they should respond to children's miscues or requests for help. Demonstrations on parent night or special curriculum presentations can be a very effective means of educating parents(s)/caregiver(s).

Reading Workshop

Reading workshop is one way to organize many of the components of independent reading. Reading workshop is

- an excellent way to build a community of readers
- a vehicle for giving students the opportunity to engage in the behaviours of real readers—reading and responding
- a close parallel to writing workshop
- an effective way to manage a literature-based approach

Structuring Reading Workshop

The reading workshop, which usually lasts for 45–60 minutes, is often divided into four parts: instruction, reading, responding, and sharing.

Instruction

This instructional time is often called the mini-lesson. Here the teacher teaches some procedure, concept, skill, or strategy. The mini-lesson often takes the form of modelling or demonstration.

Examples of mini-lesson topics include the following:

- Procedures
    - responding in response journals to topics such as *I predict,* or *This story reminds me of …*
    - demonstrating other kinds of responses such as creating story maps
    - modelling talking about books
    - letting students know expectations/rules for reading workshop

- Strategies/Skills
    - choosing appropriate books
    - reading strategies such as predicting
    - using the cueing systems (what makes sense, what sounds right, and what it starts with/ends with, etc.)
    - making predictions about what the book will be about

- Concepts about literature
    - story structure (e.g., beginning, middle, end ; character, setting)
    - different genres (e.g., folk tales, circular tales)
    - focus on a particular author or illustrator

Reading

During this part of the reading workshop (15 to 20 minutes), every student is engaged in reading. Generally, students are reading individually, although sometimes they may be reading in pairs. At this time, the teacher moves informally around the classroom, dropping in briefly on individual students to listen to them read or to chat with them about their books.

Responding

When students are involved in responding, the teacher meets with a group of four or five students. Teachers usually set up their schedules so that they meet with a different group each day. In response groups, students might be asked to talk about the books they had been reading at home the previous night. They might, for example, share their favourite parts, discuss characters in their books, or consider how their books are characteristic of a certain genre. Examples of some discussion topics include the following:

- favorite part and why   - setting
- problem and how it was solved - characters
- predictions/questions   - new learnings
- connections to their own experiences and to other books

While the teacher is meeting with the small group, the remaining students will be working independently engaged in a variety of meaningful activities (e.g., responding in some way to what they have been reading, reading individually or in pairs). Some teachers have found it works well to set up groups which rotate through different activities during the week/cycle. For example, on one given day, groups might be working as follows:

> Group 1—Responding
> Group 2—Listening to books at a listening centre
> Group 3—Reading Big Books/poems on charts
> Group 4—Reading in pairs
> Group 5—Working at a *playing with print centre*
> > (e.g., manipulating magnetic letters, playing word games, working with sentence strips or word sorts)

Sharing

The fourth component of reading workshop is a few minutes of sharing time with the whole group. At the end of the workshop, one or two students may be invited to tell the class about the book they have been reading or to share a response.

Reading Conferences

Reading conferences are an essential part of reading workshop. Students need feedback or response from teachers on a regular basis to nourish their growth in reading. The reading conference also provides an excellent opportunity for teachers to gather data about students' reading development. As teachers interact with students, they observe and record growth in their repertoire of strategies as well as areas in which they need help. The reading conference also provides an opportunity to engage students in self-evaluation and goal setting.

Both individual and group conferences can be built into reading workshop. Group conferences provide the opportunity for teachers to meet with students who have similar needs and for students to interact with one another. Individual conferences often occur when students are engaged in reading. Teachers move around the class dropping in to talk to as many students as possible. These conferences are usually kept very brief, often no longer than one minute. Students need to know that they can expect help at this time. During these brief conferences, teachers listen to students read, respond with questions that help them learn to use the cueing systems and develop reading strategies, and talk with them about their ideas about what they are reading. Using a class list to check off the students who have had conferences is a way to ensure that nobody gets missed.

Example of a brief individual conference:

Jamie is reading *Buffy* (*Literacy 2000*—Set 1C)

Mr. S.	What are you reading?
Jamie	*Buffy* …I have a dog!
Mr. S.	Is your dog like Buffy?
Jamie	Yep! He chases things too.
Mr. S.	Oh, Buffy chases things, does she? Why don't you read some for me …
Jamie	(reading) Buffy chased a ball Buffy chased a bone Buffy chased a …(looks at picture) … a branch?
Mr. S.	What do you think? Could it be a branch? How can you tell?
Jamie	It looks like a branch in the picture.
Mr. S.	Yes it does. That was a very good guess. But if it were *branch*, do you think it would start with "st"? What else could it be?
Jamie	Oh …stick …Buffy chased a stick.
Mr. S.	Good for you. You figured it out.

Response to Texts

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

Personal Response

A curriculum outcome for reading is that students by the end of grade 3 will respond personally to a range of texts. In order to achieve this outcome, students need to be exposed to a wide variety of types of text and the work of different authors and illustrators. They also need regular opportunities to consider the thoughts, feelings, and emotions evoked by texts and to make connections to their own experiences and to other texts.

Critical Response

The entry–3 English language arts curriculum also expects students to respond critically to texts, applying their knowledge of language, form, and genre. A major focus of learning to read critically in the primary years is gaining an understanding of different types of print and media texts, and their conventions and characteristics. Emergent readers can learn to identify some basic types of print and media texts. Early readers should be able to recognize some of their conventions or characteristics elements. By the end of grade 3, students should begin to consider how these conventions help the reader make sense of the texts they read and view.

Curriculum expectations for the later primary years also require students to understand the concept of point of view, realizing that there are varying points of view from which a text might be told.
Teachers can help students develop this concept in a variety of ways.
(See pp. 101–102 for some examples.)

Another aspect of critical reading, also a curriculum expectation for late primary, is the developing awareness of instances of bias, prejudice, or stereotyping found in some texts. As the suggestions and examples on pages 72–73, 84–85, 100–101 indicate, students in the primary grades can be helped to develop a sensitivity to such language and situations.

Learning to question the validity of texts by using their own knowledge base as a reference is also a critical reading skill students in the primary grades can develop. Teachers can help students learn to do this by modelling during read aloud and shared reading.

(See also Critical Literacy, pp. 230–231.)

Creative Response

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

puppet shows	drawing
role-play	creating with clay
creating maps or diagrams	writing another version
painting	writing a poem
telling a story	creating a poster

The Role of Questioning in Response

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

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

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

Examples of a Variety of Responses to Texts

Writing

- Response journals/learning logs where students share their reactions to texts in writing (for example, how they feel, what they have learned, what connections they are making)

- Creative responses such as
    - writing a journal entry or letter from a character's point-of-view
    - writing a different ending
    - writing a text patterned after another text
    - creating a new product after engaging in the information process

- Written retellings, both unguided and guided:
  Involving students in evaluating their retellings with guides like the one that follows can help students grow in their comprehension of texts.

Retelling Guide

Introduction – It began …

Setting – Time/Place – The story took place …

Characters – Main/Other – The story was about …

Plot – The problem/goal was …

Events – What happened first, next?

Resolution – The problem was solved/the story eneded when …
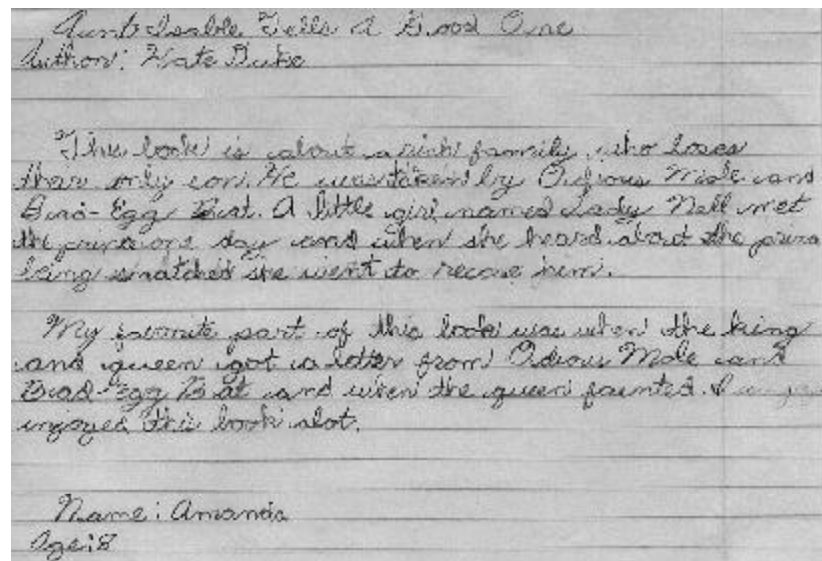
Visual Representations

• Various Types of Maps

- Venn diagrams to compare and contrast texts or characters

Venn diagrams are useful in helping students think about similarities and differences.
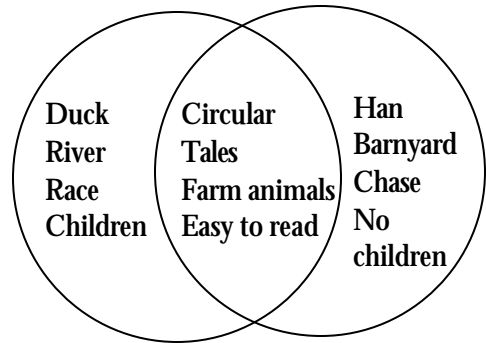
This Venn diagram was created by a grade 2 class after reading *Go Ducks Go* and *Rosie's Walk.*

Go Ducks Go   **Rosie's Walk**

Duck
River
Race
Children

Circular
Tales
Farm animals
Easy to read

Han
Barnyard
Chase
No children

- **Character webs**
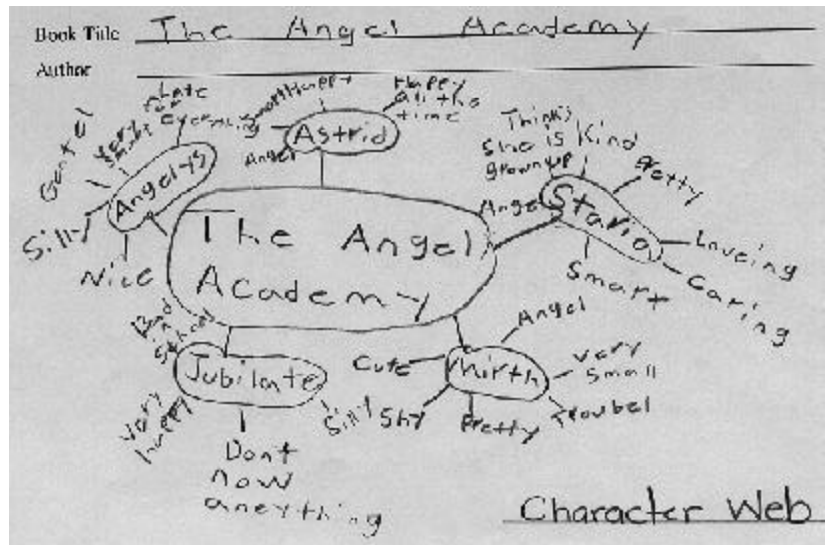
Character Web

- Story maps (fiction)

Title:	*The Dragon Who Had the Measles*
Setting:	A castle
Characters:	Princess Petra Puffy McDuffy
	Aunt Fiddlesticks Queen
Problem:	Puffy McDuffy is not happy when he gets the measles and the Castle doctor send him to bed.

Event #1: Maids get Puffy ten mattresses and thirty quilts and Princess Petra gets him 150 hot water bottles and a pair of sunglasses.

Event #2: Aunt Fiddlesticks waves her wand and makes Puffy sneeze.

Event #3: The Queen gives Puffy 14 gallons of fruit juice

Event #4: Princess Petra refills his hot water bottles and reads him stories.

Solution: Puffy McDuffy gets better, but Princess Petra gets the measles.

- Concept maps (non-fiction)
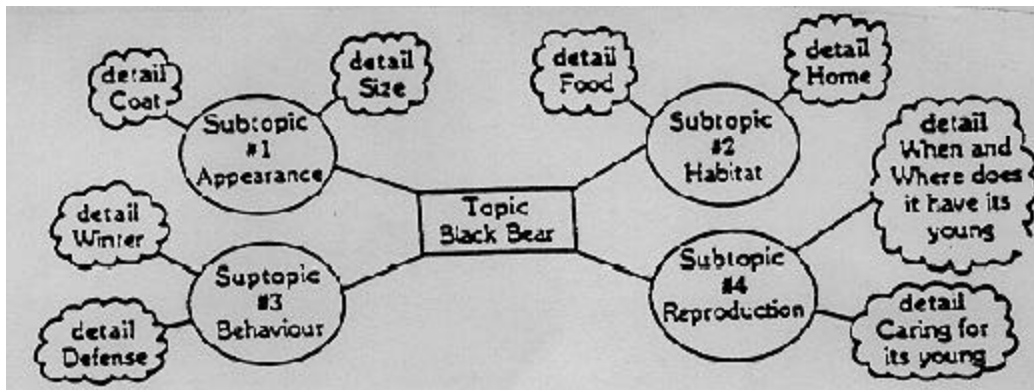
• Drawings

- showing sequence of events in a story
- describing the setting
- describing a character
- illustrating an event in the story
- predicting what might happen next
- showing what images are brought to mind

A grade 1 student uses drawing to sequence events in the story, *Goldilocks and the Three Bears*.
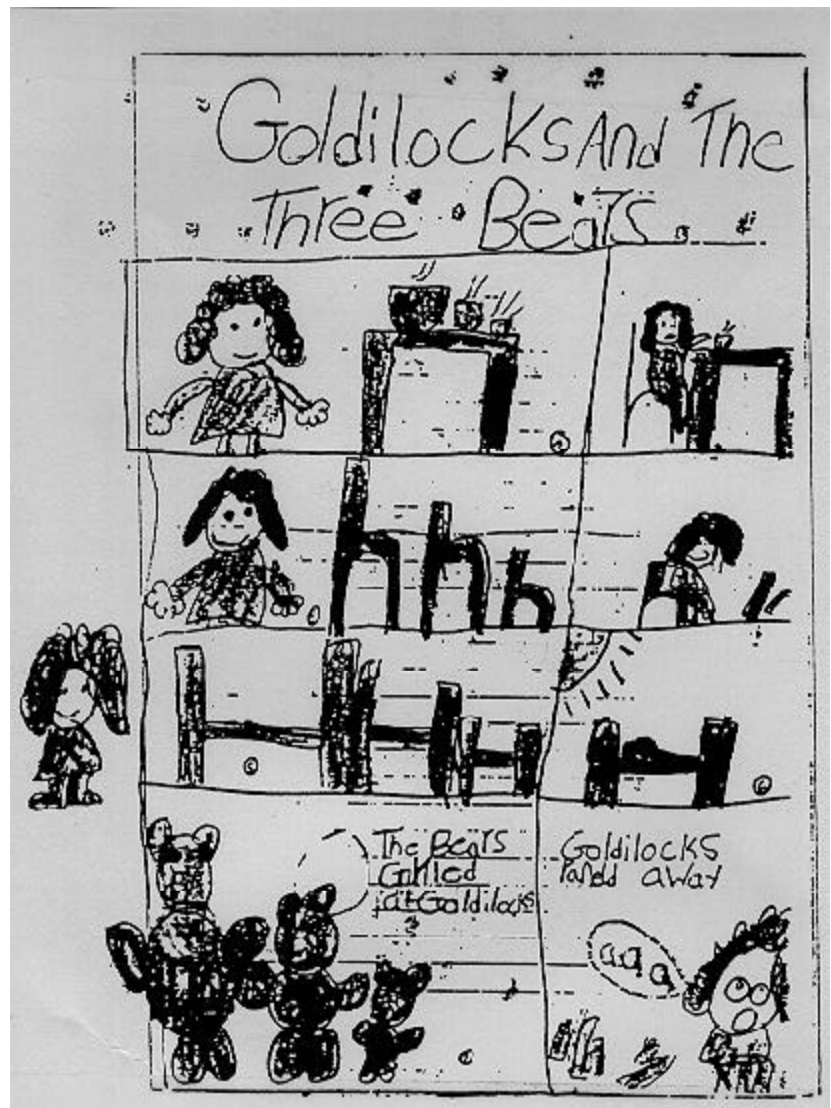
- Graphs/Charts

Fairy tale features chart completed by a grade 3 class

Characteristics	The Beauty Who Would Not Spin	The Balloon Tree	The Queen Who Stole the Sky
Happens a long time ago	The story begins, "Many years ago…"	The story begins, "Long, long ago…"	The illustrations and the clothes and the home tell us it was a long time ago.
Usually has royalty	Prince and the Queen who lived in the castle	The King and the Archduke and Princess Leora	Queen Tallyrat who lived in a castle
Often has something magic	—	The balloon tree	The dress made from the sky.
Often includes a task which if completed involves a reward	If Anastasia could spin flax into thread, she could marry the prince.	—	Queen Tallyrat's tailor was commanded to make a dress from the sky.
Often has a fairy godmother, fairies, elves or witches	The big-footed lady, the jug-shaped woman, and the reed-nosed woman acted like fairy god-mother to Anastasia.	—	Tabatha acted like a fairy godmother when she saved the village.
Usually has a happy ending	The story ends, "And they all lived in happy harmony for many years."	The King and Princess Leora had a big party and the Archduke and the meanest guards were locked up.	Tabatha saved the village and Queen Tallyrat locked herself away in the castle.

Oral Responses

- Discussion
  Various components of the school day such as shared reading, read-aloud, or literature circles provide opportunities for students to engage in oral discussion about texts. Responding orally is an effective way into written responses for emergent readers/writers.

- Drama
  Drama provides a powerful way for students to construct meaning from texts. Representing through drama can take a variety of forms, which include
    - Readers Theatre in which students read from prepared scripts adapted from texts
    - Role-play (e.g., role-playing a town hall meeting to problem solve; interviewing characters; dramatizing situations)
    - Puppet Plays

(See also The Role of Drama, pp. 233–234)

Writing and Other Ways of Representing Component

Students use writing and other ways of representing to explore, construct, and convey meaning; to clarify and reflect on their thoughts; and to use their imaginations. This variety includes written language, the visual arts, drama, dance, movement, media production, technological and other forms of representation. To become skilled in these processes, students need frequent opportunities to use writing and other ways of representing for various purposes and audiences. Some students who experience difficulties in the area of writing possess strengths in other ways of representing, such as art and drama. Such ways of representing meaning should be considered equally valuable, and students should be given opportunities to represent their ideas in various ways.

Fundamental Principles

Students learn to write/represent* most easily when they
- engage in writing on a frequent and regular basis
- engage in writing as a process
- have freedom to write on topics of their own choosing
- receive feedback to their writing during the process of writing
- work on skills/strategies in the context of writing
- receive instruction, demonstrations, and modelling of various aspects
  of the writing process
- feel free to take risks with writing
- read and see the connections between reading and writing
- have opportunities to write for authentic purposes and for a variety of audiences
- take increasing responsibility for their own writing growth

(* For ease in reading, writing/representing will not be repeated throughout this section. Generally where writing is referred to, representing can be understood in these principles and in the discussion that follows.)

Dimensions of Written Language: The Cueing Systems

The Context of Language (Pragmatics)

Writing, like reading, involves the co-ordination and integration of four cueing systems: pragmatics, semantics, syntax and graphophonics. (See definitions of cueing systems, pp. 159–162)

Young children usually write the way they talk, not yet understanding that writing is not simply talk written down. In the early stages of writing, it is important to build on students' knowledge of oral language, and to bring their oral language to the printed form, for example, through language experience and expressive writing. However, in order to build their pragmatic knowledge of written language, it is important to bring print to students. The teacher may
- immerse students in functional written language and provide opportunities to use writing informally in the course of daily activities, such as the calendar, signs, labels, announcements, and notes home

- read to students a wide variety of literature and non-fiction, and encourage them to write in those genres or forms (for example, read fairy tales to students and provide opportunities for them to retell or write their own fairy tales; read letters to students and provide opportunities for them to write letters)

The Meaning of Language (Semantics)

Writing is primarily about making meaning (semantics). As students write to create and express ideas, as they read and reread their own writing and respond to the content of each other's stories, they focus on the semantic aspects of print. The teacher may

- extend students' background experiences by
    - involving them in as many real experiences as possible such as field trips and hands-on experiences
    - providing vicarious experiences when real ones are not possible, for example, through reading to students, or by using film, videotapes and audiotapes, multimedia material, drama, and discussion
- discuss these experiences, have students write about them, and provide opportunities for students to share their writing orally, in hard copy, or on screen
- encourage both collaborative and independent writing, which provide students with opportunities to practise composing meaning in print
- give purposes for writing, such as to give directions, to record ideas, to explain events, or to entertain
- before writing, have students recall and share what they know about a topic to build their knowledge and extend their vocabulary
- help students clarify and extend their ideas, by providing a variety of ways for students to share and respond to one another's writing.

(See also The Semantic Cueing System, pp. 160–161)

The Structure of Language (Syntax)

Students need opportunities to write using a variety of syntactic or language patterns. Pattern writing and extension activities provide opportunities to play with and extend syntactic knowledge. It is important, however, not to overuse such activities as it is critical for students to express themselves freely in their own way. The teacher may

- provide literature with repeated syntactic patterns (such as pattern books and poetry) and encourage students to write with these patterns
- establish daily situations for students to use language for different purposes, for example, to tell stories, to explain, to give directions
- use the editing process to discuss language structure conventions to help students build their syntactic knowledge (e.g., developing use of more complex language, knowledge of function endings)

(See also Syntactic Cueing System, p. 161)

Conventions of Print (Graphophonics)

Writing is probably the single most important activity for focussing on and practising letter formation (printing and cursive writing), letter-sound relationships, and spelling. The teacher may

- provide opportunities for writing and encourage emergent writers to use temporary spelling (As students attempt to match their spoken and written language, they extend and consolidate their awareness of letter-sound relationships.)
- use alphabet books, reading such books to students, and providing opportunities for reading and writing alphabet books
- help students develop personal word lists, such as word families and words that sound the same
- have a variety of dictionaries available

(See also Graphophonic Cueing System, pp. 162–165.)

Process of Writing

Although approaches to writing vary from individual to individual, there are some common general procedures that most writers employ. These include prewriting or rehearsing, drafting, revising, editing, and publishing or presenting. *These procedures should not, however, be seen as discrete or lockstep.* For example, some writers do much of their prewriting in their heads, and some writers do some revising and editing as they draft. Although it is not expected that students take every piece of writing through the process to publication, they should nevertheless have frequent opportunities to experiment with various prewriting, drafting, revising and editing strategies.

Learning to write is a developmental process. The writing process of emergent writers will not look exactly the same as the writing process of fluent writers; however, from the first day, teachers can start to help students become familiar with the process through group writing situations such as shared writing and modelling while thinking aloud. Gradually, with the help of mini-lessons, demonstrations through books, writing conferences, and frequent practice, primary students will develop a more and more sophisticated writing process.

Prewriting

During this stage of the writing process, writers form intentions about their topics, audience and form. They decide what they will write about and what they will say about their topics. They think about who will read their writing, what the most appropriate form will be and how they will organize their ideas. Individual students, small groups of students, or the entire class can be helped to develop prewriting strategies by being involved in activities, such as

- reflecting upon personal experiences
- dramatizing and role-playing
- talking, interviewing, discussing, storytelling
- engaging in shared reading experiences

- looking at visuals (pictures, paintings, films, interesting and mysterious artifacts)
- drawing models, flow charts, cartoons, thought webs, or other graphic representations
- using poems, stories, and other written work as models for writing
- researching
- visualizing, thinking
- using reporter's questions: who? what? when? where? why? how?
- brainstorming for related ideas and vocabulary

During prewriting, the student can also decide what form his/her writing will take (story, poem, letter, play, report, etc.), for whom it is being written (its intended audience), and for what purpose.

During prewriting, students often make decisions about form, although sometimes the form is shaped as the drafting continues and decisions may change in midstream. Experienced writers often say that content dictates form, that their ideas tell them which form to use. Developing writers, however, need to experience a variety of forms. As they experience more forms through reading and writing, they will have a broader base from which to choose. To broaden students' experiences with various forms of writing, teachers may find it helpful to expose students to relevant examples of good writing before they attempt to write. Teachers may also want to make students aware of distinctive elements of different genres. Wherever possible, the reading-writing connection needs emphasis—read mysteries if one is going to write mysteries; read poetry if one is going to read poetry.

Range of Audiences

Specific Person
self
close friend
parent
younger person
older person
teacher

Specific Group
class
team/club
grade/age group
friends/acquaintances
specific interest group(s)

General Audiences
school
community
adults
unspecified

A sense of audience (how the student-writer views the reader) is important in determining how the writing is done. A letter to a friend or a newspaper may be about the same topic, but a competent writer will handle each one differently.

Students need to be guided from their intuitive understanding of audience in oral communication to the complex demands of writing for a variety of unseen audiences. If students write in diaries, they have an audience of one. If they write letters, they have an audience of one or a few people. If they write for a club newsletter, their audiences may be small and easily definable. But when they write for a large general and remote audience, the demands of the writing become more complex.

It should be noted, however, that these prewriting processes and strategies are learned over time. Emergent writers often do very little planning before they write. For many beginning writers, drawing is the major prewriting strategy. The drawing is often more important than the writing at this stage of development, as students tend to convey most of their meaning through it. Lucy Calkins, in *The Art of Teaching Writing*, calls this drawing "a supportive scaffolding in which emergent writers can construct a piece of writing." Students begin adding captions to their drawings, and then gradually the text replaces and becomes more important than the drawing. At this point, talking often replaces drawing as a prewriting strategy. Giving young writers the opportunity to talk about their topics with their peers or the teacher is often helpful at this stage of writing development as it assists them in discovering what it is they have to say. Emergent writers also seldom consider audience and form. By the end of grade 3, however, as students gain experience with reading and writing and as they see strategies demonstrated, they can lean how to plan their pieces of writing—how to choose a topic, decide what to say about it, and to consider audience and form.

How Teachers Can Help with Prewriting
- Model and demonstrate prewriting strategies using mini-lessons (e.g., choosing topics, showing that everyone has experiences and knowledge worth writing about; labelling drawings; using temporary spelling if students cannot spell a word; using discussion to explore a topic; webbing ideas; creating story maps; asking questions, finding information and making notes in order to research a topic).
- Hold individual conferences with students at the prewriting stage to get them talking to discover what it is they have to say, to help them gain confidence in choosing topics, and to organize their ideas.
- Allow time for students to tell their stories to their classmates before writing. Encourage peers to ask questions to clarify.

- Do whole-class brainstorming for writing ideas. Help students identify manageable topics and show them how to narrow topics.

Drafting

During the drafting process, students write first drafts from the ideas and plans they have developed. They select ideas generated from the prewriting experiences. As they put words on paper and follow a plan, however, they often change course as they find better ideas.

In order to maintain momentum, students need to focus on the development of meaning and flow of thought. They can check on spelling, grammar, usage, and mechanics when they edit their drafts. To create drafts that are easy to revise and edit, students can be encouraged to write on every other line, leave wide margins, and write on one side of the paper. On a computer screen, they can double-space for easy reading.

It is important to resist telling students how to spell words at the drafting stage since this creates dependency and takes away the opportunity for them to learn sound-symbol connections as they attempt to construct the spellings for themselves. They should be encouraged to do their best, spelling correctly the words they know and making their best attempts at the rest.

Some pieces of writing will be taken further, either at this point or at a later date when students might choose to return to draft pieces of writing. For other pieces of writing, the writing process will end here.

How Teachers Can Help Students with Drafting
- Demonstrate (through thinking aloud as you write) how to translate ideas into writing; for example, with emergent writers, demonstrate early forms of writing such as communicating through drawing and temporary spelling.
- Provide support in the form of writing conferences. At the drafting stage, some students may need similar kinds of help as at the prewriting stage; that is, they may need someone to talk with to help them discover what it is they have to say (e.g., people important to them, things they know a lot about, things they are experts at, experiences they have had, pets). Students may also need help to create new webs or review original ones when they run into difficulties.
- Provide interesting school experiences that can be used as a stimulus for writing (e.g., field trips, videos, guest speakers)
- Provide opportunities to share writing, giving an incentive to write.
- Teach students to focus by creating a simple map or storyline, focussing on a particular part and digging deeper for details.

- Help students create characters, setting, and plot by asking questions that help them build images that can be woven into the story.
- Provide spelling resources for the student who is reluctant to use temporary spelling (pictionaries, word books, dictionaries, wall charts).

Revising

When revising a piece of writing, the writer is primarily concerned with bringing focus and clarity to the meaning. The craft of writing is learned through revision. Revision includes
- adding or deleting information
- rearranging ideas
- considering clarity, economy, and appropriateness of diction
- strengthening sentences
- considering paragraph structure

Revision is a positive and creative aspect of writing. It involves attending to one or two things at a time. It can take place as a result of peer, small-group, or individual writing conferences. Conferencing is an important strategy for revision since all writers benefit from receiving feedback at this stage.

It should be noted that emergent writers seldom do much revising. When they do, it often consists of simply adding something on at the end. Nevertheless, it is important for them to receive feedback. Asking them to consider questions of clarification and respond orally (even if they make no changes in their writing) will help them with future pieces of writing. It will also help them in the developmental process of learning how to revise. Very early they can start carrying out simple revision manoeuvres such as adding a title, or adding information and using an asterisk or arrow to indicate where it should go.

By the end of grade 3, students should be much more independent and able to use a greater variety of revision strategies such as finding a clear focus, experimenting with different leads, including different words for variety or effectiveness, eliminating irrelevant information, and separating sections into chapters (the beginning of paragraphing).

How Teachers Can Help with Revisions
- Respond to the content of their first drafts. After writing a first draft, writers need opportunities to receive feedback/response to their writing. Carol Avery, in *And With a Light Touch,* suggests that teachers respond to the writer by
  - listening to what the child has to say
  - telling the child what you understand
  - asking the child to clarify or expand on what you don't understand
    (e.g. This part is really interesting and I'd like to know more about … I don't understand how … Can you explain it to me. Where do you think you might put this part?)

- Help students learn about revising strategies through mini-lessons and modelling. For example, students need to be shown what to do with information that has come out of a conference; they need to learn techniques like crossing out information they want to delete, and using carets or arrows to show where added information goes; they need to see demonstrations of how one can add description or experiment with other leads or endings.
- During shared writing, show students how to revise on screen when using a word processing program (e.g., cutting and pasting blocks of text, deleting text).
- Focus feedback on one or two points.

Editing/Proofreading

At the editing stage, students focus on producing a text that demonstrates an increasing awareness of spelling, language usage, and punctuation. This is especially important when students decide to publish a piece of writing. The goal is not to produce perfectly edited pieces of writing, but to help students develop editing strategies, take increasing responsibility in editing their writing, and continue to grow in their use of standard spelling, punctuation, and language conventions.

Although the main emphasis with emergent writers is to create risk-takers who are not afraid to write, they can learn to do simple editing with support. As beginning writers begin to learn some of the conventions of print, they can learn to edit for such things as spaces between words and periods.

As students become familiar with more of the conventions of print, their editing checklist might include such items as
- periods at the end of sentences
- question marks after questions
- "s" for plurals
- 's for possessives
- commas to separate items in a series
- capitals at the beginning of sentences and for the names of people and places
- proper spacing in word processing (single space between words, double lines for paragraph spacing)

Students should also be expected to edit for spelling, circling some of the words they think are misspelled, spelling them another way to see which looks right, and checking with another source (e.g., a wall chart, word book, dictionary, classmate, or spell checker.)

How much editing students are expected to do is dependent on individual development. It is important to help students gradually assume increasing control over editing their writing, but not to make expectations so high that they become discouraged.

If a piece of writing is destined for publication for an audience beyond the classroom, the teacher often acts as the final editor, correcting remaining editing problems after the student has taken it as far as he/she can.

How Teachers Can Help Students with Editing
- Teach editing strategies through mini-lessons and modelling.
    - Encourage students to read their writing aloud to check punctuation and grammar. This can be done during a peer, small-group, or individual conference, with the aid of an editing/proofreading checklist.
    - When students are rereading a draft, have them underline or circle spellings about which they are uncertain.
    - Suggest that students try a problem spelling several ways and try to determine which looks right before checking with another source.
    - Teach students how to use various sources to edit for spelling (e.g., demonstrate how to use a dictionary or a spell checker)
    - Suggest the strategy of starting to edit from the end of the draft and working backwards.
- Help students develop knowledge of spelling, punctuation, and language conventions through mini-lessons and modelling. Mini-lessons will need repeating.
- Provide help in one-to-one or small-group editing conferences.
- Provide opportunities to publish. The importance of editing becomes more real to students when they know their writing is to be read by others.
- Provide guidelines for peer editing and self-editing in the form of checklists, charts, and reminders to be kept in writing folders. Have students add to their checklists as they are taught specific conventions of writing.
- Provide spelling, language structure, punctuation, and capitalization resources (e.g., wall charts, word books, pictionaries, dictionaries).
- Have students edit for one thing at a time (e.g., a particular convention they are experimenting with, a concept from a recent mini-lesson, a particular spelling pattern).
- Allow time between draft writing, revising, and editing. This allows writers to see their work more objectively.

Publishing/Presenting

Publishing/presenting means *making public* or sharing finished work with an audience. Publishing/presenting is important to student writers because it helps them see themselves as authors and motivates them to continue writing. It gives them a reason to work on polishing their pieces, thus learning the craft of writing. It also helps them develop the understanding that they must take their audiences into account.

As they publish/present their work, students can learn to make use of design in effective presentation of text, as well as a variety of publishing media, forms, and styles. Some of the many forms of publication include
- reading the writing to the class, other students, or the teacher
- posting writing on the bulletin board
- recording the writing for the listening centre
- preparing a script for Readers Theatre
- taping stories or poems with suitable sound effects and music
- publishing class newspapers
- transferring the writing into some form of visual art
- sharing writing and the results of research projects on-line
- submitting writing for school/district anthologies or magazines

Students can decide to publish some longer pieces of writing or a collection of their writing by creating a book. This aspect of publishing can involve a number of the following:
- deciding on a format
- using computer formatting (columns, paragraphing)
- designing a cover (e.g., draw a cover, create a computer design with graphics, use photos and pictures, add title and author)
- preparing a title page and a dedication page
- making illustrations
- using diagrams and charts for reports
- binding

Publishing need not take up an inordinate amount of time. Students do not need to publish in all of the formats in which they write, nor all their writing in any one format. They may select pieces they want to publish from their writing folders. By the time students are in grades 2 and 3, publishing one of every four or five pieces is fairly common. All students should have opportunities to publish.

Writing in Primary Grades

Students develop as writers when they are immersed in authentic writing experiences where writing is demonstrated, where they experiment with writing for sustained periods of time, and where they receive response to their efforts. An effective writing program at the primary level is a balanced program that provides for modelling writing for students, shared writing in which students take some of the responsibility, and independent writing by students.

Modelling Writing

Students benefit from having opportunities to see parents and teachers writing for everyday purposes (e.g., writing letters, notes, lists, and diaries). When given the opportunity and encouragement, students often begin to engage in similar kinds of writing, even though conventional print may not be used in initial attempts.

Teachers should also make opportunities to model various aspects of the writing process, and skills and strategies such as directionality, punctuation, or spelling strategies. Teachers might model such processes and strategies in a variety of contexts, such as
- morning message
- class rules or instructions
- signs and labels
- invitations/thank-you letters
- letters to parents
- innovations on stories read (e.g., class Big Books)
- reports
- response journals
- learning logs

Shared Writing

Shared writing is another important component of the writing program. It is similar to modelling writing except that students are encouraged to participate as much as possible, both by contributing to the content, and by physically attempting some parts of the writing. Students can learn a great deal from the experience through the modelling and teaching that occur. The strategy is also very useful for developing positive attitudes to writing, as students find it non-threatening, supportive, and enjoyable.

The purposes of shared writing are to
- enable primary students to participate in writing experiences they may not be able to do so on their own
- introduce students to composing in a group setting
- increase students' understanding of aspects of the writing process
- develop awareness of the conventions of written language
- help students become familiar with spelling patterns and spelling strategies
- demonstrate to students that their ideas and language are worth recording and sharing

- create reading resources that are interesting and relevant to students

Procedure
- Choose a topic that reflects a shared class interest or experience.
- Have students brainstorm ideas or storyline to be included.
- Model organizing strategies such as webbing or a story map if appropriate to the students' developmental level.
- Collaboratively compose the sentences, lines, or verses of text.
- Record students' ideas with minimal editing as they observe the drafting process.
- Invite students to participate in the physical writing of some of the text.
- Collaboratively read the completed text and make necessary revision and editing changes.
- Invite small groups or individuals to illustrate pages or sections of the text.
- Display completed works or add to the classroom library.

Opportunities for Shared Writing
- Patterned Stories
- Big Books
- Class Rules
- Responses to texts
- Reports (e.g., shared experiences such as field trips)
- Learning Logs (to reinforce content or concepts learned)

- News of the Day
- Retellings
- Poetry

Independent Writing

Students also need to engage daily in the process of writing independently for a sustained period of time. This includes journal writing, story writing, non-fictional reports, and many other kinds of writing. There are many opportunities across the curriculum for students to engage in writing and other forms of representation. Learning logs, for example, provide opportunities for students to use writing/representing to learn across many different subject areas. The information process also provides an excellent context for experiences with writing/representing across the curriculum.

Much of the writing students do should be on self-selected topics, although some students may occasionally need guidance in topic choice. Students should be encouraged to integrate the processes and strategies that have been modelled in various contexts (e.g., Writing Process, p. 190, Modelling Writing, p. 198, Shared Writing, p. 198). The use of folders to keep *work in progress* is helpful, although many teachers find it more manageable in the primary grades to use writing scribblers rather than individual sheets of paper. They have students keep a rough draft scribbler and a polished draft scribbler in their writing folders. Many teachers also involve students in choosing pieces from their writing folders to place in portfolios that showcase what they can do as writers.

It is important that students be given opportunities to share their work with others. Besides the peer and student-teacher conferences that are an essential part of a writing program, students benefit from occasional celebrations with family and friends to launch published writing. Such celebrations provide motivation for further writing since they help students develop positive feelings about writing and see themselves as authors.

As students engage in independent writing, teachers support them in a variety of ways. They create a supportive environment that encourages students to take risks with writing. They provide instruction through modelling and other types of mini-lessons. They hold conferences to provide feedback about various aspects of writing. Finally, they carefully monitor students' development, recording observations about strengths, weaknesses, developing concepts, and attitudes, and they use this information to guide future instruction.

Writing Conferences

Writing conferences provide an important way in which teachers provide support to students as they engage in independent writing. Writing conferences might occur on a one-to-one basis or in small groups. As well as conferring with teachers, students can also confer with one another, provided that they are given guidelines and frequent demonstrations.

Small-group conferences are often used to
- focus on specific writing strategies or needs shared by some students in the class
- encourage students to share their writing with peers and receive a variety of responses and ideas that will lead to clarity and detail
- encourage students to respect and respond to the writing of others

Teachers use individual conferences to
- help students find a topic
- help students who run into difficulties when writing
- help students select details and appropriate information by expanding their awareness of audience needs and expectations
- provide opportunities for students to talk about the aspects of writing that are confusing to them
- provide positive feedback to students about their strengths as writers
- help students consider what they need to work on, and set goals for future writing
- help students develop *voice* in their writing by asking them questions that require them to explore their thoughts and feelings

During independent writing time, teachers usually set aside some time for brief, informal conferences where they drop in on a number of students, asking questions and observing who is having problems. Examples of questions teachers ask in such conferences include the following:

What are you working on?
What are you going to write about today?
What's your story about?
Did you make the changes we talked about yesterday?
How is it going?
Do you need help?

Teachers also have longer scheduled conferences with students on a regular basis. Often teachers meet with a different group of students each day, so that students have a scheduled conference about once a week. At other times, students might request conferences for specific purposes such as to edit their pieces of writing for publishing.

It is important to begin and end conferences on a positive, encouraging note. It is also advisable to focus on only one or two topics during any one conference, and to make comments specific.

Students should be encouraged to do most of the talking about their writing. They are supported when teachers listen to what they have to say and ask them to clarify or expand on what is not clear. Questions such as, Tell me about this. What do you think is the best part? Why? and What do you think you will do next? help students to retain ownership of their writing.

Students can learn to engage in effective peer conferences though having conferences frequently modelled and by having guidelines to follow. When responding to first drafts, for example, they need to focus on responding to content. To encourage this, it helps to give students guidelines such as the following:

- The writer reads his/her piece of writing aloud as the other student carefully listens.
- The listener tells the writer what he/she likes about the piece of writing.
- The listener asks questions about what he/she doesn't understand or would like to know more about.
- The writer listens carefully and considers what changes will be made as a result of the feedback.

Mini-lessons

While nothing can replace the daily active engagement in the process of writing, there is a great deal students need to learn about writing that can be taught in short focussed lessons that have come to be known as mini-lessons.

Topics for mini-lessons come from teachers' ongoing observations in the classroom and their knowledge of what writers need to know to grow as writers. Teachers can use mini-lessons to help students

- become familiar with writing workshop procedures, routines, and rules (Many teachers involve students in problem solving to establish rules for writing workshop, e.g., Don't interrupt the teacher when he/she is having a conference. Teachers also use mini-lessons to teach such procedures as how to respond in helpful ways to other writer in the classroom.)
- develop writing strategies such as putting down the sounds one hears (temporary spelling), choosing topics, talking about one's story or creating webs before one writes, experimenting with different leads, or using cut and paste to rearrange information
- develop an awareness of the qualities of good writing such as including details, showing not telling, using titles that fit the story, and having a focus
- become familiar with various genres and their conventions such as fiction, fairy tales, poetry, letters, or posters.
- learn to use appropriate skills and conventions such as spaces between words, spelling patterns, capitals, and punctuation

Writing Workshop

Writing workshop is one effective way to organize independent writing. It provides students with regular blocks of time for writing and a predictable structure that helps them come to view writing as an integral part of their day. Emergent writers can be introduced to this structure gradually through shared writing and journal writing.

A writing workshop in the primary grades requires about 45 minutes, although with beginning writers teachers often start with shorter blocks of time.

A writing workshop generally consists of three main parts:
- a short mini-lesson where teachers teach a specific skill, strategy or routine through direct teaching or demonstration, e.g., workshop routines such as what to do when finished a draft, editing and revising strategies, spelling patterns and strategies. (See mini-lessons, p. 202, for more examples.)

- the major part of the workshop where students are actively engaged in working on some aspect of their writing or receiving feedback from the teacher or other students (Some may be working on first drafts, some may be working on revising or editing, some may be illustrating in preparation for publishing/presenting, and others will be involved in various kinds of conferences about their writing.)

- a few minutes of sharing at the end of the workshop where two or three students share what they have been working on with the whole class

Managing Writing Workshop
- It is important to take time to establish routines, procedures, and rules for writing workshop. Students are more likely to remember and abide by the rules when they have been involved in developing them as well as in problem solving when something does not work. Students need a predictable, organized classroom climate for writing.
- A writing centre where students have ready access to the tools of writing can make writing workshop run more smoothly (e.g., various kinds of paper, both lined and unlined; pencils, and markers; word books and dictionaries; staplers; construction paper for covers; computer/printer/word processing software). Encouraging students to develop independence in getting materials/resources helps to prevent interruptions during teacher-student conferences.
- Writing folders are useful in helping students keep their writing in one place. Some teachers find that students in the primary grades find it too difficult to keep individual sheets organized, so they have them write in a rough draft scribbler instead which is kept in the writing folder. A disadvantage of this, however, is that it is difficult to cut and paste. Certainly, whatever method is used, students need help in developing organizational skills. The folders need to be periodically weeded with all but the most current writing filed into other storage folders/boxes accessible to the students. An alternative to storing writing in writing folders is to store it on computer disks.
- Starting the writing workshop with a status-of-the-class conference is also an effective management strategy. This entails quickly touching base with all of the students to find out and record what they are working on. This provides one way for teachers to monitor how students use their writing workshop time. For example, if a teacher discovers through the status-of-the-class conference that a student has been at the prewriting stage for three workshop sessions, a conference is probably necessary.
- Since teachers spend much of their time during writing workshop conferencing with students about their writing, students need to learn to work independently. They need to learn not to interrupt teachers when they are engaged in conferences. They also need to be

involved in developing a list of procedures that will help them work independently when the teacher is not available (e.g., What do you do when you finish our rough draft? What do you do if we can't spell a word? Whom do you ask for help with software?). Setting aside several areas for students to go to confer with one another, and establishing the rule of talking in quiet voices helps to keep the noise level down. Making print resources available to students is helpful, (e.g., alphabet strips with picture cues, environmental print such as students' names, labels and signs, spelling patterns). Having parent volunteers or other helpers in the classroom to help out during writing workshop can be extremely beneficial; however, these volunteers/helpers should first be trained in writing process principles and workshop procedures.

Writing and Other Ways of Representing: Modes and Forms

In this curriculum, students will have many opportunities to use a variety of ways to represent meaning. This variety will include, in addition to written language, the visual arts, drama, music dance, movement, media production, and technological representations. With guidance, students can experience a variety of different forms of representation, allowing for many avenues of expression.
(See Appendix 3, pp. 261, for examples of forms students in the primary grades might use to visually represent meaning; *The Role of Drama*, pp. 233–234, for drama structures appropriate for the primary grades; as well as *The Role of Media*, pp. 228–229, and *Integrating Technology With Language Arts*, pp. 235–242.)

Students also need to be introduced to a range of writing modes and forms. A balanced writing program gives students experience in writing in three modes—Expressive, Transactional, and Poetic, and in a variety of forms within each mode.

Expressive Writing

Expressive writing is usually intended for the writer's own use. It is personal writing that reflects the writer's immediate thoughts, feelings, and observations. Expressive writing is characterized by spontaneity and immediacy; it plays an important role in clarifying ideas and exploring language.

Examples of forms in the expressive mode

Personal Journals	Learning Logs
Diaries	Personal Narratives
Response Journals	Personal Letters

Journals
A journal contains students' thoughts, feelings, and reflections on various topics or experiences. Journal writing, a type of expressive writing, is used to explore ideas and to communicate with oneself. Journals provide students with a safe and risk-free place to reflect on

personal thoughts and make connections between prior and new knowledge. If teachers choose to respond in writing to students' journal entries, that response can encourage their reading and writing efforts, promote further reflection, and act as a model for conventional spelling.

There are several variations of journals, all of which have a place in the entry–3 English language arts curriculum.

Personal Journals
In personal journals, students generally write about thoughts, feelings or experiences important to them. Personal journals are often used to introduce beginning writers to writing. The entries of emerging writers may contain more drawing than text.

Response Journals
Response journals offer students the opportunity to respond in writing to a variety of texts. Students are encouraged to record their reactions to texts, exploring the relationships between texts and their own experiences or knowledge. Response journals are an excellent tool for connecting reading and writing. Before being introduced to writing in response journals, students in the primary grades need a lot of experience in responding orally to texts. They also need to see written responses modelled. Examples of open-ended topics students might be encouraged to write about when responding to texts include their favourite part or character, predictions, and connections to their own lives or other books they are reading.

Learning Logs
Learning logs provide an excellent opportunity for students to use language to learn and to develop critical-thinking skills. Students can use learning logs to reflect, predict, connect, and question, as well as to consider what they already know about a topic. They can also use learning logs to express in their own words their understanding of concepts, strategies, or processes, for example, a mathematical operation such as carrying or a writing strategy such as revision. As well as providing students with a vehicle to use language to learn across the curriculum, learning logs give teachers insight into students' understanding, which in turn helps them respond more effectively to individual needs.

Transactional Writing

Transactional writing is intended to convey factual information or to argue the validity of a point of view with evidence. Transactional writing is typical of the language of science, business, reporting, persuasion, argument, and debate. There are many opportunities for this kind

of writing in the primary grades, which provides an excellent way to integrate language across the curriculum.

Examples of forms in the transactional mode

Signs and Notices	Charts and Graphs
Messages	Maps
Announcements	Directions
About the Author Pages	Want Ads
Reports	Recorded Observations
Rules/Procedures	

These various forms can also be categorized as non-fiction. It is important that students have experiences using a variety of non-fictional forms.

Teachers can support students in writing non-fiction in a variety of ways:

- Help students become familiar with the varieties of non-fiction by reading examples in shared reading, and pointing out text features of various forms. Teach mini-lessons focussing on various forms of non-fiction.
- Involve students in describing things they enjoy doing or know a lot about. (e.g., hockey, figure skating).
- Involve students in recording/describing classroom events such as field trips, science experiments, and presentations by classroom visitors.
- Engage students in writing letters for authentic purposes (e.g., letters to authors, letters requesting information, letters of thank-you).
- Engage students in writing information (e.g., writing information/details about a current classroom theme or classroom activity such as planting seeds).
- Engage students in collecting data through reading, observing, or interviewing and in writing simple reports or representing information in some other way such as through posters, charts, or graphs (e.g., interviewing their classmates about their favourite Phoebe Gilman book and representing the data on a graph. See *The Role of Information Literacy*, pp. 221–227, for a more in-depth description of the research process.)

Poetic Writing

Poetic writing is intended to evoke a response from the reader. Poetic writing is shaped and crafted to convey thoughts, ideas, feelings, and sensory images.

Examples of forms in the poetic mode
Poetry

Plays
Fiction (short stories, novels)

Poetry
Students in the primary grades can write poetry and enjoy the experience. Children seem to have a natural affinity for songs, chants, and rhymes. By capitalizing on this natural affinity, teachers can play an active role in helping poetry to become a part of students' lives, and in promoting growth in their writing of poetry.

Teachers can support students in writing poetry in a variety of ways:
- Immerse students in poetry. Make abundant opportunities for them to read and listen to poetry.
- Provide opportunities for students to play with words. Word play offers an excellent way to start writing poetry. For example, brainstorm a list of red words, noisy words, quiet words, happy words.
- Provide opportunities for students to write patterned poetry, hanging their ideas and feelings on poetic structures and patterns. Students can be introduced to writing patterned poetry by first enjoying the poem together and exploring the style, the rhythm, and the format. After seeing demonstrations of how other verses might be written, students can write a collaborative version, and then try their own.
- Invite students to express their own thoughts, feelings, and responses in poetry. Help them to see poetry in ordinary things. Don Graves, in *A Fresh Look at Writing,* points out that poetry depends on details *to uncover the ordinary world.* Students need to be shown how to see and write about the details of their world.
- Help students to realize that not all poetry has to rhyme. Often when students try to make poetry rhyme, they sacrifice meaning. Students' first introduction to poetry writing should be to free verse. Later they might be introduced to a variety of forms such as shape poems, list poems, haiku, and cinquains.
- Help students see how they can revise what they have written, working on wording, rearranging lines to make it look and sound more like poetry, or adding details to create images.

Fiction
The desire to tell stories is a fundamental part of human nature. Beginning writers usually start with personal narrative, but many of them want to begin writing fiction before the end of grade 1. Although they enjoy writing fiction, it is a demanding genre. Don Graves in *Experiment with Fiction,* compares students' first attempts at fiction writing to a cartoon or caricature with exaggerated, often implausible plots and

undeveloped characters. Teachers have an important role to play in helping students experience more success with early attempts at writing fiction.

Teachers can support students in writing fiction in the following ways:

- Read fiction to the class, and help students become familiar with the elements of fiction (beginning, middle, end; plot/conflict; characters; setting; dialogue). Help them make connections between the fiction that they read and the fiction that they write.
- Write fiction and share it with the class.
- Write fiction collaboratively as a class.
- Teach mini-lessons on various aspects of fiction (e.g., developing a sense of story—beginning, middle, end; experimenting with different leads; showing, not telling; developing characters; creating conflict or a problem to be solved; using dialogue)
- Show students how to use story mapping as a prewriting strategy for writing fiction to help them think through the main problems, events, and ending of their stories.
- Respond to students' fiction with questions that can help them flesh out their characters and the motivation for their actions (e.g., What was he like? Why did he do that?)

Spelling

Learning to Spell

Young children's earliest spelling attempts show their intentions to use print to convey messages through writing. When students write for a variety of real purposes and audiences, they have reasons to learn to spell. Over time, through extensive experiences with writing, editing and proofreading, and through appropriate focussed spelling instruction, students gradually learn more conventional ways to communicate and can begin to assume increasing responsibility for applying their knowledge about spelling.

Basic Principles

- Spelling continues to be an important part of the English language arts curriculum. Primarily a tool to help facilitate communication, it is an integral part of the writing process.
- Growth in spelling occurs when students are engaged regularly in meaningful reading and writing activities and when spelling is dealt with in those contexts.
- Learning to spell is a developmental process. In order to develop along the continuum, students need time, a range of meaningful experiences that provide purposes for learning how to spell, and instruction appropriate to their developmental levels.
- Spelling is primarily a thinking process—the process of constructing words. Good spellers know a great deal about how language works and use this knowledge as they spell. Through the process of experimenting with oral and written language, students discover many

patterns and generalizations. Teachers need to support this learning.

- Interest in spelling develops when students are encouraged to observe and explore words they meet in their daily reading.
- Good spellers also draw upon a range of problem-solving strategies as they deal with uncertainties about spelling. Students need to be helped to develop a range of these spelling strategies.

Developmental Nature of Learning to Spell

Research on spelling has led to the understanding of the developmental nature of learning to spell. As students learn to spell, they pass through several broad overlapping stages of development. *These stages are not lock step with rigid boundaries*; instead, there is simply a gradual increase in developing concepts about spelling, knowledge of spelling patterns and strategies, and understanding about how to use them.

Temporary Spelling

Using *temporary* spelling is a normal strategy in the developmental process of learning to spell. Temporary spelling involves taking risks in attempting to spell words as best as one can until the standard spelling is known.

Encouraging students to use temporary spelling enables them to start writing right away. This is crucial since students learn to write by writing. Furthermore, students' attempts at temporary spelling help them to learn and practise sound-symbol relationships in the meaningful context of writing.

Spelling Development

Although there are valid reasons to encourage students' use of temporary spelling, it is important that it be regarded as a stepping stone to conventional spelling. Teachers need to be continually helping students to move on—to grow as spellers (e.g., encouraging students to add more sounds or to spell high frequency words correctly). An understanding of spelling development helps teachers to provide appropriate instruction and feedback to promote this growth.

Prephonetic

During the prephonetic stage, students understand the basic concept that language can be represented on paper. They often move from drawing to scribbling to using a mixture of letters, numbers, and symbols. Although they are using many of the letters of the alphabet during the late prephonetic stage, there is not yet a connection between the letters they use and the words they are trying to represent. Students at this stage often tend to use upper-case letters. (e.g., ADLXX—My

car). At this stage of development, students need to develop the concept that sounds and letters are connected.

Strategies for helping prephonetic spellers move forward:
- Continue to support the development of phonological awareness through oral language play with rhyming, alliteration, and segmenting and blending syllables and sounds.
- Give students experience with repeated readings of books in shared reading situations where they can observe print. This helps students begin to make the connection between oral and written language.
- Demonstrate connections for students through shared writing.
- Label things around the classroom and draw students' attention to environmental print.
- Help students gain familiarity with the letters of the alphabet through alphabet songs, chants and books; manipulation of magnetic letters; and alphabet strips on desks.
- Provide opportunities for students to sort, match, name and write letters through sorting tasks, matching games, and picture labeling.
- Provide frequent opportunities for students to draw/write to share their messages.

Early Phonetic
Students at this stage of development are beginning to make a connection between sounds and letters. They often use the letter name strategy, focussing on using the name of the letter to help them spell, not necessarily the sound the letter makes. They tend to put down the sounds they hear and feel. They have grasped the concept of directionality and are gaining greater control over alphabet knowledge and letter formation. They generally include the first or predominant consonant sound in words. They often do not yet have the concept of spacing (e.g., DKMLNT—Daddy came last night).

Having developed the concept that there is a connection between letters and sounds, students at this stage of development need daily reading and writing opportunities to learn about these relationships.

Strategies for helping early phonetic spellers move forward:
- Encourage students to write using their best phonetic spelling (putting down all the sounds they hear).
- Encourage students to gradually add more sounds, but do not expect all letters to be included.
- Teach sound-symbol relationships in the contexts of reading and writing (e.g., shared reading, shared writing, guided reading). Note: For word family study to be useful as a spelling

strategy, students must be able to recognize and generate rhymes orally. If they can't, they need further work in oral rhyming as well as written patterns.
- Teach sound-symbol relationships through picture and word sorts.
- Introduce students to the concept of spacing. Note: Success with spacing in writing is dependent on having made the connection to *words* and voice-print matching in reading.
- Provide frequent opportunities for students to read.

Phonetic

At this stage of development, students have developed the concept that sound is the key to spelling. They are trying to use sound cues and generalizations they have learned about sound-symbol relationships. They include more of the consonant sounds and they begin to use some vowels, especially long vowels. They use the correct spelling for some high frequency sight words. They have generally developed the concept of spacing between words, but their writing often contains a mixture of upper- and lower-case letters. It is not unusual at this stage of development to see a mixture of early phonetic, phonetic and standard spelling (e.g., I LiK Mi BNNe—I like my bunny).

Strategies for helping phonetic spellers move forward:
- Provide opportunities for students to read.
- Encourage students to write using their best phonetic spelling (putting down the sounds they hear).
- Teach sound-symbol patterns in the context of reading and writing.
- Focus on rhyming to help students develop an awareness of vowel sounds.
- Expect students to spell correctly commonly used sight words.
- Help students develop some spelling strategies (e.g., sounding out a word, clapping out a word in syllables, making connections to word families.)
- Teach students to begin editing their writing for spelling.
- Help students begin to understand when upper-case and when lower-case letters are used.
- Introduce the concept of trying a word in several ways (having a go at the word).
- Work on helping students develop an awareness of the visual features of words.
- Engage students in problem-solving activities where they can discover spelling generalizations.

Transitional

At this stage of development, students demonstrate growth in their

knowledge and application of sound-symbol patterns as well as in the number of correctly spelled sight words. They are moving from a reliance on sound to a greater reliance on visual representation. They generally include vowels in each syllable. They are starting to apply generalizations, but not always correctly (e.g., There brother stayed at skool).

Strategies for helping transitional spellers move forward:
- Continue to work on spelling patterns through such activities as word sorts.
- Help students to see that syntax and meaning, as well as sound, provide cues to spelling.
- Help students to develop a repertoire of spelling strategies (visual and meaning strategies, sound strategies, use of spelling resources, etc.)
- Provide frequent opportunities for students to read, to write, and to edit/proofread their own and their peers' writing for spelling and model editing/proofreading strategies.
- Engage students in problem-solving group activities where they can discover some generalizations for themselves.
- Teach students to use the cloze technique—a motivating strategy for helping to focus attention on letters that need to be learned (e.g., thay= th - y = they)

Standard
At this stage of development, students spell a large body of words correctly. They understand that sound, meaning, and syntax all influence spelling. Their spelling indicates a growing accuracy with silent and doubled consonants. They use a wide variety of spelling strategies and demonstrate effective control of spelling resources.

Strategies for helping standard spellers move forward:
- Encourage students to read and to write.
- Expect writing in all areas of the curriculum to be edited for spelling.
- Continue to work on spelling strategies and spelling patterns as needed.
- Engage students in problem-solving group activities where they can discover generalizations for themselves.
- Help students to explore function and structure patterns such as doubling rules, pluralization.
- Help students make meaning pattern connections through the use of word explosions and word webs.

Spelling Instruction

- Help students develop their awareness of the range of spelling strategies they use.

To be effective, spelling instruction must take place within a classroom where students read and write for a variety of real purposes and audiences. Students need to understand that the primary reason to learn to spell is to make their ideas clear to their audiences. Through meaningful and enjoyable experiences focussing on words, they can be helped to develop an interest in and curiosity about words. They need to be actively involved in making discoveries about written language and in applying what they know to new situations.

For spelling instruction to be effective, teachers need to:
- encourage risk-taking
- value and expect best attempts (There is a fine balance between encouraging risk-taking with temporary spelling and expecting students to take increasing responsibility for conventional spelling.)
- demonstrate and encourage an enthusiasm for language learning
- ensure that students engage in meaningful writing activities on a daily basis
- teach students when they are developmentally ready how to edit/proofread their writing for spelling (e.g., Show students how to mark words they think are spelled wrong, try them another way, and check with another source such as a dictionary or spell check.)
- interact with students to provide support and feedback on an ongoing basis
- encourage students to engage in active problem solving as they learn to spell
- provide focussed meaningful instruction about spelling patterns and spelling strategies
- determine spelling needs through ongoing assessment of students' writing
- provide appropriate resources and support material (personal dictionaries, word books, dictionaries, students' books)
- integrate spelling into all writing activities and across disciplines
- incorporate word collections as part of spelling instruction, using them in ways that help students become aware of patterns and generalizations they can apply in their writing

Spelling Patterns
Helping students discover and explore spelling patterns is an important way to help them with spelling development. Spelling patterns may be categorized as
- sound patterns (e.g., vowel patterns, such as long a sound = a - e, eigh, ai, ay; or kw sound = qu)

- function patterns (e.g., plurals, possessives, contractions, ed as a past tense marker)
- meaning patterns (e.g., root words and prefixes/suffixes; derivatives)

Spelling Strategies

The other major key to helping students meet with success in spelling is to assist them in developing a variety of spelling strategies. Spelling strategies include

- sound-based strategies
    - sounding out
    - saying words in syllables
    - grouping words with similar sound patterns

- visual strategies
    - using visual memory of word shape or configuration (bed)
    - using blanks for missing or incorrect letters, and drawing on visual memory to fill in the missing letters
    - making several attempts to spell a word correctly and noting the one that looks right—sometimes called *Give it a Try*
    - breaking words into syllables and writing the syllables on separate cards

- meaning strategies
    - using knowledge of base words and prefixes/suffixes
    - using knowledge of compound words, contractions, possessives
    - using related words (sign, design, signal)

- other strategies
    - using dictionaries and other spelling resources
    - editing/proofreading for spelling
    - using memory aids for hard-to-remember words, such as noticing the little word in the big word (e.g., principal is your pal); making up acronyms; spelling rhythmically (e.g., Miss - iss - ipp - i)
    - using tactile strategies (spelling words with a finger on sandpaper or in sand, spelling words on the chalkboard, making words with Plasticine or modelling clay)

Word Collections

Teachers often ask about the use of word collections. All teachers are familiar with students who learn the words on a list for the weekly spelling test and then consistently misspell those words in their writing. Too often, the words on the lists bear no relationship to one another so students use mainly rote memory to learn them.

Teachers may, however, find it useful to incorporate word collections as part of spelling instruction, using them in ways that encourage students to think about language so they become aware of useful patterns and generalizations they can apply in their writing:

- To help focus on spelling generalizations, teachers can help students construct word collections based on spelling patterns. Sources for word collections include words students misspell in their writing, words students want to learn to spell, words that reflect spelling patterns teachers want students to learn. Students should be actively involved in generating these collections. If teachers choose to create word collections from misspelled words in student writing, they should focus on common spelling patterns rather than lists of unrelated misspelled or theme words. Memorization, rather than the active construction of knowledge, is the only strategy students can use to learn to spell lists of words unrelated by spelling patterns.

- Using word collections as one starting point, teachers can help students look for patterns and generalizations and group words accordingly. When students learn one word, they can be helped to generate examples of other words with similar patterns.

Teachers will also want students to learn to spell some high frequency words they will use again and again in their writing. The use of what Jo Phenix in *Spelling Instruction That Makes Sense* calls *cheat sheets*, can be a useful strategy for helping students learn high frequency words.

Assessment and Evaluation

This involves having students make a list of high frequency words they might wish to learn to use correctly in their writing. This allows the student to focus on one or two words a week, which may be different for each student. Until they become automatic, students may initially need to refer to the lists when editing their writing, but they are responsible for spelling these words correctly. These words should be readily accessible, and can be placed on a card taped to the desk, if needed. Inclusion of high frequency words in word lists, however, is only effective when reinforced in reading and writing contexts.

Ongoing assessment helps to ensure that students are making progress in spelling and provides information to guide instruction. Knowledge of the developmental nature of learning to spell is crucial in analysing students' strengths and needs. In gathering data about students' progress in spelling, teachers can use a variety of assessment techniques to monitor growth over time. Rather than focussing on the number of words spelled right or wrong, teachers need to consider what part of the word is correct and what spelling concept is missing. Assessment questions that teachers should ask themselves include

- Is the student willing to take risks in trying to spell unknown

words?
- What spelling strategies is the student using?
- Is the student taking increasing responsibility for editing and proofreading?
- Is there an increase in the number of correctly spelled sight words the student is using?
- How well is the student applying high frequency spelling rules and generalizations in his/her writing?
- Is there growth in the quality of temporary spelling?
- What does the student's spelling reveal about his/her knowledge of sound, function, and meaning patterns?
- Is the student able to spell the word correctly using the cloze strategy? Use of the cloze strategy (tane = t-a-n = train) is very helpful in determining what spelling patterns students are exploring/missing, which guides where instruction should take place, as well as in focussing students' attention to aspects of the word that need to be corrected. Through using this strategy, students often can determine the correct spelling by examining the missing part and considering what possible options there are to *fill in the blank*.

The major assessment strategy teachers use to monitor spelling growth is to keep and analyse dated samples of students' daily writing. Other strategies include
- dictating back to the child a piece of writing he/she has composed earlier in the year and examining changes that indicate growth
- using checklists
- using inventories and interviews to help discover students' strategies and attitudes to spelling
- observing the strategies students use in the process of composing and editing/ proofreading
- using spelling tests (Testing can be one means of evaluation, but should be used only along with other strategies, and with an emphasis on the student's spelling development rather than on the number right or wrong. It is also important to compare their attempts on the spelling test to how they are spelling in their daily writing.)

Parent Communication

Communicating with parents/caregivers is an important factor in developing a collaborative relationship. Parents/caregivers can play an important role in supporting growth in spelling. Teachers need to provide information to parents/caregivers about spelling and spelling instruction and to encourage them to be part of the process. Information that teachers should consider sharing with parents/caregivers includes
- the developmental nature of growth in spelling
- the role of students' experiments with spelling (*temporary* spelling)

- the way in which students are encouraged to attempt to spell words as best they can in first drafts without having the flow of ideas hindered by a focus on correct spelling and to consider spelling when they edit and proofread their writing
- the variety of ways in which teachers help students learn to spell
- the variety of ways in which teachers monitor and evaluate students' spelling progress
- specific ways in which parents/caregivers might help students to develop as spellers and writers
- the view of spelling as pattern-based and ways parents/caregivers can help their children learn to recognize and use patterns in spelling words
- the fact that the active construction of spelling knowledge is the key to exploring spelling patterns

Handwriting

Handwriting (manuscript and cursive) is a functional tool for writers, a tool for communication. Practice in handwriting must be integrated with daily classroom activities. As students work with different aspects of the writing process and as they see teachers model manuscript and cursive writing, they will learn the necessity for legibility and fluency. Writing for genuine audiences conveys the importance of legibility.

Although handwriting instruction will show students a specific way to form letters, it is important to note that handwriting is an expression of individuality. No two individuals will write in exactly the same way. Individuality of handwriting should be encouraged within the frame-work of legibility and fluency.

It should also be noted that some students experience difficulties in learning how to make letters of the alphabet and to use this knowledge as they write. They may have difficulty retrieving what letter goes with what sound, what the letter looks like, and how to make it, as well as difficulty with the physical formation of the letter. Some of these students may need the assistance of tools such as pencil grips, especially designed lined and spaced paper, word processors, or others to record their messages for them.

Purposes of handwriting instruction/practice are
- to develop and use legible handwriting to communicate effectively
- to develop facility, speed, and ease of handwriting
- to provide opportunities to use handwriting skills as an integral part of the writing process
- to enable students to understand the importance of content and legibility in writing for genuine audiences

Size and Proportion

When young students begin to print, the letter size is often large and

Speed

Cursive Writing

out of proportion. As the small muscles become more refined, and with practice, letter size decreases and uniformity occurs. By the end of grade 1, most students are beginning to print on one line.

Speed is closely related to practice. When students first begin to compose using either manuscript or cursive writing, their rate may be quite slow. As students are dealing with the mechanics of processing print, it is important that their initial writings be from their own experiential bases.

Although some students attempt cursive writing earlier, general instruction begins in grade 3. Students should be taught cursive writing as they were taught manuscript writing. They should see the teacher modelling cursive writing and using it as a focus for some mini-lessons. Time for practice is important, although most of the practice time should occur in the context of writing rather than in isolation.

How teachers can help students with handwriting
- Since handwriting involves fine motor skills and eye-hand co-ordination, provide opportunities for students to engage in activities that promote these skills (e.g., playing with jigsaw puzzles and snap beads; zipping, buttoning, colouring, drawing, using scissors, folding paper, and copying simple shapes).
- Since handwriting involves understanding space, provide opportunities for students to explore their own space through movement, dance, art work and construction.
- Model good manuscript/cursive writing when making labels and charts, or during shared writing.
- Use mini-lessons to focus on individual letter formation, directionality, spacing, use of upper-case and lower-case forms, posture, grip, and placement of paper.
- Provide models for students to follow–guide letter strips on the corner of students' desks are especially helpful for emergent writers.
- Encourage students to recognize the importance of fluent and legible handwriting as a means of expressing their ideas and getting the message across to their audiences, and as a source of pride in their work.
- As written communication can involve a number of tools, provide opportunities for students to experiment with different types of papers and different sizes/colours of pencils; magazines

The Role of Literature

and newspapers to cut out letters; a picture file with matching pictures for each upper-case and lower-case letter; material for tracing such as sandpaper and foam; a variety of brushes and chalk.

Children's literature plays a central role in the English language arts curriculum in the primary grades. Students benefit from being surrounded by a wide variety of literature and from the opportunity to choose their own texts from this variety. The use of literature in the curriculum motivates young readers and encourages them to see themselves as readers.

The primary value of reading literature is the aesthetic experience itself—the satisfaction of the lived-through experience, the sense of pleasure in the medium of language, the complex interaction of emotion and intellect as the reader responds to the images, ideas, and interpretations evoked by the text.

Variety of Texts

Wide reading of literature also provides exemplary models for students' writing as they internalize the structures and conventions of particular genres, get ideas for themes and topics, and notice interesting techniques they can try out in their writing. Reading literature helps students to develop a sense of the importance of craft and awareness of audience in their own writing.

Print Materials

Students in the primary grades should be introduced gradually to a wide variety of print and other types of texts. They need to become familiar with the text structures, language conventions, and graphic features of these different types of texts. For example, students using non-fiction to locate information need to become familiar with features such as table of contents, index, charts and graphs, and they need to learn how to make use of these features. Students using a database to find specific information need to become familiar with database structure and conventions. They also need to learn the processes of selecting fields to be displayed, organizing columns, and sorting fields.

Students need to have experiences reading fiction, non-fiction and poetry. In selecting material, the needs and interests of students should be the main criteria. Some types of texts appropriate for students in the primary grades include the following:

Wordless Books: Students enjoy and learn from the opportunity to read the pictures, creating their own stories.

Concept Books: Concept books deal with particular concepts such as shapes, sizes, colours, and seasons. They are useful in introducing students to a variety of important concepts.

Alphabet Books: Having access to a variety of alphabet books helps students make connections between print and visual images.

Counting Books: Counting books help students learn fundamental mathematical concepts.

Predictable Books: Books with predictable patterns are excellent in supporting beginning readers. The predictable patterns help students become risk takers.

Poetry, Rhymes, and Chants: Students in the primary grades need lots of experience with rhyme and rhythm. Poetry, rhymes, and chants provide opportunities to play with language and to learn about how language works. These forms are the cornerstone of shared reading.

Fiction: Students in the primary grades should be introduced to a variety of fiction in the form of picture books and simple chapter books. The illustrations and text of picture books should be integrated and help to expand the students' comprehension of the story. Even students at the early primary level can be introduced to chapter books through read-aloud. Appropriate fiction includes stories with simple plots with more action than description; stories with characters about the same age as the students; stories about everyday experiences; stories about animals, both real and imaginary; traditional literature such as legends, folk tales, and fairy tales.

It is important to expose students to literature that reflects many cultures, themes, and values. Folk tales are excellent for promoting multicultural understanding. One useful activity to promote this understanding is to have students compare versions of the same tale from different cultures.

Non-fiction: Students in the primary grades need lots of experience with non-fiction as well as with fiction and poetry. The most important criteria in selecting non-fiction should be accuracy of information and an interesting and appealing format of presentation. Currently many excellent informational books appropriate for use in the primary grades are available.

Non-print Materials

Many of the texts used at the primary level are multimodal; that is, they combine print, images and graphic design, involving students in both reading and viewing. Examples of such texts are picture books, magazines, graphs, charts, maps, and environmental print.

Other types of texts students need to experience tend to be associated more with viewing, although many of them also involve reading:
- videos, films, and TV and radio shows (both fictional and factual)
- displays (e.g., art and other museum artifacts, wild life, science)
- computer-based multimedia texts (both fictional and factual—texts combining written words, images and sounds, e.g., CD-ROM Encyclopedia)
- computer-based problem-solving texts (e.g., adventure games)
- electronic databases
- audiotapes of books

The Role of Information Literacy

Information Literacy is the ability to access, interpret, evaluate, organize, select, produce, and communicate information in and through a variety of media technologies and contexts to meet diverse learning needs and purposes.

Research Process

Information can be used to examine critically knowledge and understandings. Through the research process, students can revise their understandings, perceive weaknesses in information, and make better sense of their world.

The current emphasis on information literacy and its manifestation, resource-based learning, makes research an essential part of a school curriculum and life long learning. Teachers provide curricular opportunities and experiences through which students can define, investigate, and develop solutions to problems, and learn to make informed, wise decisions as they assume responsibility for learning. Students' questions are pursued through original research and investigation, and by questioning and using information in a range of media.

Students have much to gain when they experience a consistent approach to the research process beginning in the early primary grades and continuing throughout their school years. Where library professionals are part of the instructional team, they can provide co-ordination and support to teachers as they develop a school-wide plan for teaching information skills and strategies. A collaborative and planned approach to the information process will result in schools having a carefully developed continuum of information skills and strategies, as well as a plan for instruction. This approach will be activated for a variety of projects, including those that make use of technology, in order to access, use, create and share information.

The process of doing research involves a number of interrelated processes, skills, and strategies:

- thinking processes (creative, critical, cognitive, problem solving)
- communication processes (reading, viewing, writing, representing, listening)
- scientific process (experimenting, testing hypotheses)
- research and traditional library skills
- media literacy skills
- technological skills

In the primary grades, students need many opportunities to see the research process demonstrated and to work through the process with support as a collaborative group. Another way teachers and/or library professionals can support students in the early grades with research is to set up learning centres where preselected resources are found in one

location to be accessed and used in structured learning activities. Specific directions about information skills are given, and products are often contained in predesigned booklets.

As students gain more experience, teachers sometimes organize learning stations that include several resource-based learning activities consisting of a variety of appropriate resources and directions focussing on the information skills to be practised. Students usually work in co-operative groups and rotate through the stations. These learning activities can be completed by all students or they can be differentiated to meet students' needs and interests. Creative and critical thinking should be encouraged.

Stages Within the Research Process

Like the writing process, the research process involves a variety of skills and strategies grouped within phases or stages commonly identified as

Planning	Creating New Information
Gathering Information	Sharing and Presenting Information
Interacting with Information	Evaluation
Organizing Information	

It should be emphasized that these stages of the research process are not lock step or linear. Students often return to stages, always *building on* them as they construct their own learning.
Although not every information processing activity will take students through all of these stages, students need to have opportunities to work through the whole process. When they do engage in activities at learning centres or learning stations that focus on one or more stages of the process, it is important for them to understand what stage they are working on, and what skills and strategies they are practising.

Planning

During the planning stage, topics are identified for further inquiry. These topics often grow out of a classroom theme, unit of study, or a personal interest. Students and teachers decide on a general topic and narrow it to make it manageable and personal for students. For example, a general topic brainstormed by a class might be animals. This might be narrowed down to *animals that live in the wild in the Atlantic Provinces,* with each student choosing an animal that he/she is interested in learning more about.

Students build on prior knowledge and experiences by brainstorming what they already know about the topic, and they develop questions to guide the processing of information (e.g., What do we want to find out about … ?) In the primary grades, teachers generally involve students in generating the questions as a group. For example in researching specific animals, students might generate questions such as

What does it eat?	How does it protect itself?
Where does it live?	What does it look like?
Who are its enemies?	How does it care for its young?

As students begin to ask questions, they develop a growing sense of ownership of the research problem. The planning process also involves considering possible sources of information and thinking about how the information will be used and recorded.

Gathering Information

At this stage of the process, students access appropriate learning resources (print, non-print, information technology, human, community). They locate the resource, and find the information within the resource. Students need gradual structured opportunities to learn and practise several important skills:

- select an appropriate resource from a display, centre, or station
- use organizational features within a resource (e.g., table of contents, index, glossary, captions)
- skim, scan, view, and listen to information to determine whether the content is relevant to the topic questions
- search (with assistance) a card catalogue or electronic catalogue to find titles and call numbers for resources, and locate resources by call number
- use, with assistance, electronic sources such as CD-ROM or the Internet

Until students are more independent, teachers usually preselect resources to ensure that they are readable, interesting, and have organizational features that are helpful to students in locating appropriate information.

Students also need to see strategies demonstrated for gathering information (e.g., using print and electronic catalogue, magazines, and computer software; using organizational features such as table of contents, indexes, captions, and headings to find information within the resource). Students also need help to realize that fewer appropriate resources are better than a multitude of inappropriate resources. Volunteers and/or library monitors can be trained by teachers and library professionals to provide assistance with information gathering to individual students. It is helpful to involve students in discussion about their successes and difficulties in locating appropriate information/resources.

Interacting with Information

During this stage of the process, students use a variety of language skills and strategies as they attempt to answer their research questions. These include

- evaluating information to determine if it is useful in answering their questions
- using text features such as key words, bold headings, captions
- questioning, skimming, and reading (QSR)

- interpreting simple charts, graphs, maps, and pictures
- listening and viewing for relevant information
- recording their information in simple point-form notes or through pictures or numerical data

Students need to see demonstrations that make explicit the skills and strategies necessary to interact with information effectively (e.g., how to read, evaluate, and record information). It is helpful to provide students in the primary grades with formats such as matrix sheets or webs for recording information.

These formats may be adapted for individual or group purposes. A matrix, such as the one that follows, for example, might be demonstrated by the teacher on chart paper, overhead, or computer database, and students may also be encouraged to use it as a strategy for individual note-making.

Matrix

Appearance	Habitat	Food	Enemies/Protection
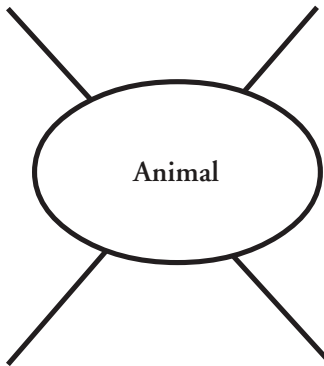
Note-Making Web
Students need demonstrations of note-making skills and strategies as well as opportunities to practise. For example, students need to learn that notes have to make sense for future reference even though they are in point form.

Most learning centre or learning station activities focus on this stage of the process. Students are usually required to read/view/discuss/listen to information from various preselected learning resources, and then write notes or represent information in some way. Directions need to be written clearly and easy to follow.

The practice and protocols of acknowledging sources should be introduced in the primary years to overcome plagiarism and to create respect for the work and ideas of others. Students may keep track of resources they use by making use of a simple bibliographic format (*Sources I Used* for titles and authors). Names of resource persons, and dates of interviews should also be included.

Examples of pages from an information booklet about animals where students are asked to record bibliographic information

I read two information/non-fiction books about my animal.
 	
I learned how to use an index to find information about my animal.
 	
1. _____ page ___
 	
2. _____ page ___
 	
3. _____ page ___
	The series title is
	
	  _____
	
	The titles are
	
	1. _____
	
	2. _____
	
	The authors are
	
	1. _____
	
	2. _____
	
	The publisher is _____
	
	  _____
	
	The copyright dates are
	
	1. _____ 2. _____

Organizing Information

This stage of the research process requires students to organize the information they have gathered to answer the questions generated during the planning stage. Since matrices or webs are often provided for note-making in the primary grades, the information is organized under questions or headings as students are recording their information. If these strategies are not used, organizational strategies should be modelled by teachers.

Teachers can demonstrate strategies to organize notes such as using numbers or colours. For example, all the notes having to do with what the animal eats (food) could be marked # 1 or circled using a red marker; all the notes having to do with where the animal lives (habitat) could be marked # 2 or circled using a blue marker. Students also need practice in group situations in reflecting on where specific pieces of information fit. (Where does this fact belong? Which question does it answer?)

At this stage of the process, conferencing will provide support as individual students begin to wonder if they have enough information. An important question for teachers to ask at this stage is, Can you answer all of the questions developed at the planning stage? If not, what can you do? For example, for the guiding question, How does the animal protect itself? a student may only have recorded the single word *teeth*. In this instance, the teacher will need to encourage the student to return to the source (or find another source) to expand on their notes and understanding of the information before it is used, interpreted, and shared with other students.

Creating New Information

Some research activities may not go beyond the organizing stage of the process. Students may simply share the information they have gathered and organized. At other times, the anticipated product would have been decided upon at the planning stage. Written products require students to develop sentences and paragraphs or sections from their recorded notes. With demonstrations and practice, students gradually develop the ability to synthesize data from several sources to create new information, or build new knowledge and understanding.

It should be emphasized that the written report is not the only end product of the research process. The process can result in a variety of other kinds of representations, such as posters, murals, models, dramatizations, drawings, graphs, and oral presentations. Students can also create products using newer technologies such as word processing and web browsers (or having their work scanned by teachers or older students.) They can also, with assistance, create products on-line with other students within the classroom or with students in other classes or schools.

Conferencing is vital at this stage of the process. When intervention is required, teachers and/or library professionals can work with individuals or small groups. For example, some students may not have recorded enough information; others may have difficulty combining their information into sentences; still others may need assistance with editing or illustrating.

Sharing and Presenting Information

Students should experience a variety of opportunities to share what they have discovered and created. Emergent and early writers will enjoy group sharing or discussion about their products, whether these are created through collaborative or individual efforts. Examples may include
- reading an original story or poem
- sharing information in pictures, simple graphics, and charts
- presenting information orally
- explaining how a student-created game is played
- publishing through the Internet

As students become more independent, they will be able to share in more complex ways. For example, they might publish reports with a cover, title page, table of contents, and glossary. They will also develop skills for constructing visual aids such as drawings, models, and posters to enhance their presentations. Students in the primary grades can be encouraged to dramatize their presentations, and with assistance, use technology such as photographs, taped music, or videotape. Having students share in small groups with another class is also an effective way to share research products.

Students need help to develop criteria for sharing products, such as speaking clearly and audibly when reading or dramatizing. They also need to be prepared for active audience participation (e.g., listening purposively, asking appropriate questions, offering positive, helpful comments).

It is important to involve students in reflecting on the process, skills, and strategies they are using throughout the research activity. They can begin to assess their learning process by contributing to whole-class or small-group discussion. For example, the class can be asked to reflect on what they learned about gathering information, or to evaluate critically the resources used (e.g., to reflect on which resources were most valuable). Students can be encouraged to reflect in learning logs. They can also use e-mail links in Internet projects for responding, commenting, or suggesting revisions to other students' work.

Assessment and Evaluation

Students can learn to assess and evaluate their own products by using checklists or rubrics that contain simple descriptions of what should be included in a good product. Another way to involve students in self-evaluation is to have them create portfolios that contain samples of research skills and strategies as well as products, providing evidence of developing information literacy.

Teachers use a variety of techniques to evaluate student processes and products:
- observation   - anecdotal records
- conferencing   - checklists
- rubrics (with criteria for research products)

(See the following pages for suggestions for working on the research process at various stages of development: emergent, pp. 68–69, and 116–117; early, pp. 80–81 and 128–129; transitional, pp. 94–95 and 142–143)

The Role of Media Literacy

Media literacy is the ability to understand how mass media, such as TV, film, radio, and magazines, work —how they produce meanings, how they are organized, and how to use them wisely.

The influence of media, such as TV, film, videos, magazines, computer games, and popular music, is pervasive in the lives of students today. It is important therefore, that beginning in the primary grades, students learn to use media resources critically and thoughtfully.

Media literacy is a form of critical thinking that is applied to the message being sent by the mass media. In the primary grades, students can begin to develop media literacy by asking themselves questions such as the following:
- What is the message?
- Who is sending the message?
- Why is the message being sent?
- How is the message being sent?
- Who is the intended audience?

Students make sense of *media messages* based on their prior knowledge and experiences. After considering their personal connections, they can learn to analyse and evaluate the ideas, values, techniques, and contexts of media messages. Media literacy activities should be integrated into the curriculum. Following are some examples of such activities appropriate for the primary grades:

Print

Have students
- compare a print version of a story to a film version
- write something for a class or school newspaper
- produce a class book of poetry or stories
- examine the format and features of children's magazines
- visit a newspaper office

Sound

Have students
- respond personally to audiotapes
- produce announcements for the school public address system
- produce a play with sound effects and share with another class through the school public address system
- visit a local radio station

Images

Have students
- before watching a film or video, brainstorm what they already know, and pose questions they would like answered
- respond personally to a video or film
- write the print "captions" for a variety of images
- make a collage of pictures to reflect a feeling or a theme
- write a story to go with a photograph or painting

- keep a television viewing log
- discuss favourite TV programs (categorize as real or make-believe; for children or for adults.)
- graph viewing habits - kinds of programs the class likes best/least
- discuss commercials (What kinds of products are advertised in the shows students watch? Who are the advertisements aimed at? What words or phrases do students notice? What techniques do companies use to sell their products?)
- create visual images to go with a story, book, or poem and discuss reasons for choices
- visit a television studio

The Role of Critical Literacy

Critical literacy is the awareness of language as an integral part of social relations. It is a way of thinking that involves questioning assumptions; investigating how forms of language construct and are constructed by particular social, historical, and economic contexts; and examining power relations embedded in language and communication.

Literacy, as it was once understood—the ability to decode and make sense of a written text—vital as it is, is no longer a sufficient preparation for children growing up in an increasingly complex world. Critical literacy is becoming more and more central in continuing efforts to educate students in ways that help them grow into autonomous, caring, and engaged citizens.

When meaning is said to be socially constructed, it means that most of what is known/understood about the world and one another is determined by cultural and social expectations and by ways in which individuals are positioned.

It cannot be assumed that the laws, values, customs, traditions, and manners learned from one setting are universally interpreted and accepted in the ways in which they have been learned. The language used varies according to the situations in which individuals find themselves.

Critical literacy is all about examining and learning to examine these constructs. Knowledge, truth, education, and language can never be neutral or context free—they are constructed by individuals who have a history and a point of view. Such constructs often serve to maintain the established status quo, and historically, school has taught us to accept expert authority without question. Critical literacy involves questioning these taken for granted assumptions. It involves helping learners come to see that they construct and are constructed by texts; that they learn how they are supposed to think, act, and be from the many texts that surround and bombard them.

If one of the goals of the curriculum is to give children the tools they need to become thinking, caring citizens, they have to be taught to deconstruct the texts that permeate their lives—to ask themselves questions, such as the following:
- Who constructed the text? (age/gender/race/nationality)
- For whom is the text constructed?
- What does the text tell us that we already know?
- What does the text tell us that we don't already know?
- What is the topic and how is it presented?
- How else might it have been presented?
- What has been included and what has been omitted?
- What does it teach me about others and their place in the world?

Only by beginning to work with children as early as the primary grades to help them recognize how text constructs our understanding/world view of race, gender, social class, age, region, ethnicity, and ability, can teachers

begin to give them the means to bring about the kind of social justice that true democracy seeks to create.

Teachers need to help children create and recreate ways in which they think about the world. Actively learning to recognize that the way things are isn't necessarily the way they ought/have to be encourages children to examine the conditions of their own lives and the lives of others.

Critical literacy teaches children to begin to make intelligent, considered, humane decisions about how they choose to accept, resist, or adapt understandings they have unravelled. It encourages children to look with open eyes, to explore many sides of the same issue. Through it, children can be engaged in conversations that deepen understandings that lead to action for a more just world.

Some ways teachers can nurture critical literacy in the primary grades include the following:

- Examine the texts in classrooms (posters, books, videos, etc.) asking, Who is represented here and how? Who isn't here and why not? Holding such conversations with students not only alerts them to the ways in which the classroom is/is not inclusive, but also opens the door for change.
- Help children, through discussions about books, to read the text of the pictures, not just to make sense of the words but also to ask again, Who is here and how are they represented? A Richard Scarry picture book, for example, constructs gender in very stereotypical ways, the deconstruction of which can help children to recognize how their own sense of gender is being constructed for them.
- Watch with children videos of their favourite movies or TV programs as a way to begin a conversation about the ways in which the world constructs individuals' sense of who they are and how they ought to be. Children can learn a great deal about the ideals that are part of the taken for granted assumptions of many TV programs.
- Engage children in deconstructing popular fiction they are reading. Children quickly come to see that many taken-for-granted assumptions about race, social class, and gender are constantly reinforced by the kind of reading for pleasure that individuals are unaccustomed to questioning.
- Ask children to look at how their images of self and others are constructed by the clothing they wear. This is another way of sorting out the ways in which individuals unconsciously categorize/label one another and deal with one another as a result of their conclusions.

The possibilities to work on developing critical literacy are endless. In an ongoing effort to teach children to examine taken-for-granted *knowledge* and assumptions intelligently and thoughtfully, teachers invite them not only to be more aware of social justice, but also to care deeply about working toward it.

The Role of Visual Literacy

Visual literacy is the ability to respond to a visual image based on aesthetic, emotive, and affective qualities.

The intent in focussing on visual literacy in the English language arts curriculum is threefold:
- to assist students in analysing visual images to understand the creator's technique and intent
- to enable students to achieve a considered response to a visual image
- to enable students to achieve a considered response to a text through creating a visual image

Since response is a personal expression, it will vary from student to student. A climate of trust and respect for the opinions of all students must be established to ensure that everyone feels free to express his/her own personal point-of-view. The unique perspectives of many different student voices will enhance the understanding of all and will help students to appreciate the importance of non-verbal communication.

If the viewing of a visual image is to be a meaningful experience, it should consist of more than merely eliciting a quick reaction. Teachers can help students by guiding them through the viewing experience. In a visual response activity, students can engage in discussion about elements of design and colour, for example, and discuss how the artist/illustrator uses these effectively to convey a message. They can also discuss the feelings that a visual image evokes in them, or associations that come to mind when viewing a visual image.

Visual literacy also encompasses the ability to respond visually to a text. Students can be asked, for example, to create their own interpretation of a poem through a visual arts activity, such as drawing a picture, making a collage, or creating their own multimedia productions.

The Role of Drama

Drama

Drama can be a powerful medium for language and personal growth, and it is an integral part of the English language arts curriculum entry–3.

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

Some drama structures appropriate for the primary grades include the following:

Dramatic Play

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

Role-Play

The language arts curriculum in the primary grades offers many opportunities for students to assume the role of various characters they meet in the literature they read, assume roles in imagined situations, extend a story through role-play, or interview a character in role.

For example, students can assume the role of various characters in the book *The Queen Who Stole the Sky* and hold a town hall meeting to explore the problem and possible solutions. Role-play can deepen and extend students' response to literature, and provide opportunities to develop problem-solving skills and imagination.

Tableau

A tableau is a still picture that a group of students create based on a scene from a story, poem, or other text. Students can also choose to create a tableau of what they think might have led up to a situation in a

text (a book, movie, painting, etc.), or a tableau representing what they think might happen next. The students plan how they will stand and what facial expressions they will use. They may use simple props and costumes to help them create the scene. A tableau looks like a scene from a movie frozen in time.

Mime

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

Puppet Plays

Puppet plays provide the opportunity for students to create and enact a variety of characters, roles, and situations. There are many types of puppets, from simple ones that fit on a finger, to more professional ones. Simple puppets can be made from materials such as paper bags, socks, or paper mache. Students might enact *The Three Billy Goats Gruff,* for example, by using stick puppets.

Readers Theatre

Readers Theatre is an interpretive oral reading activity. Students use their voices, facial expressions, and gestures to interpret characters in scripts or stories. Teachers and students can use prepared Readers Theatre scripts or adapt texts for readers theatre through a collaborative effort. A grade 3 class, for example, collaborated to adapt *Mollie Whuppie and the Giant* for Readers Theatre. They broke into groups, practised, and then each group presented the script in other classrooms in the school.

Integrating Technology with English Language Arts

As information technology shifts the ways in which society accesses, communicates, and transfers information and ideas, it inevitably changes the ways in which students learn. Information technologies include basic media such as audio and video recordings, broadcasts, staged events, still images and projections, computer-based media, data and information systems, curriculum software, and of course, print publications.

Because the technology of the information age is constantly and rapidly evolving, it is important to make careful decisions about its applications, and always in relation to the extent to which it helps students achieve the outcomes of the English language arts curriculum.

Technology can support learning in English language arts for specific purposes.

Inquiry

Data Access

- Students can access information through video, sound, and print texts, commercial CD-ROMs, and web sites on the Internet. The use of multimedia texts can enhance the research process. For example, there are a number of excellent museum and gallery sites on the Internet that offer text, pictures, and sound. After visiting the site, students in the primary grades might be asked to draw a picture of something in the exhibit and write a few sentences about what they have learned. As students engage in processing information from these texts, they are learning critical-thinking and problem-solving skills as well as well as skills and strategies related to technology and the research process.

- Students can create, collect, and organize information, images, and ideas using video and sound recording and databases.

Data Collection

Database software is a tool for recording, organizing, and presenting data in a systematic way. Database information is organized into records and fields that can be sorted in a variety of ways to show relationships within the information.

Working with databases helps students develop critical thinking by engaging them in
- predicting
- questioning
- organizing and sorting information
- discovering relationships and commonalities
- problem solving
- investigating new subjects

- presenting information and relationships in new ways
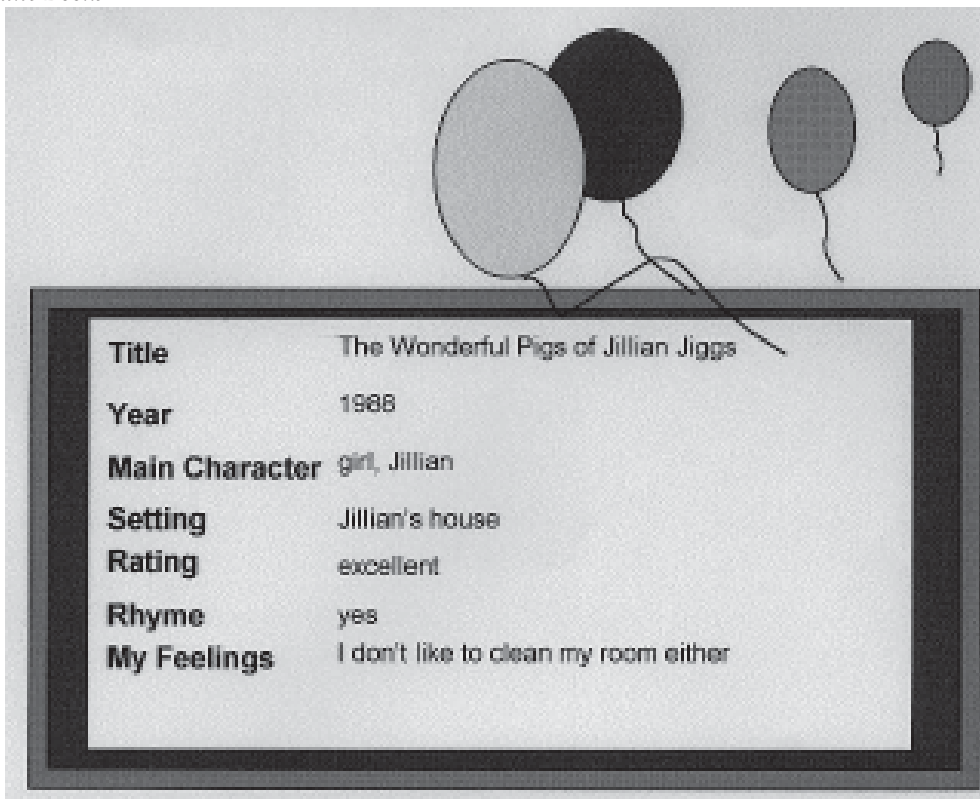
The groundwork for working with databases can be laid at the entry–1 level by engaging students in off-computer database activities. This introduces them to database concepts and terminology.

Example of off-computer database activities
- collecting information on simple questions such as
  - favourite colour
  - favourite animal
  - favourite book
  - favourite season.

- recording the information on a chart or individual cards

- analysing the data (asking questions)
  - How many students like red?
  - How many students like cats?
  - How many students like yellow and spring? (more complex)
  - What patterns do you see?

By grade 2, many students can use ready made databases, and with support, begin to create their own. The following are examples of teacher created databases used with grade 2 students in a Phoebe Gilman author study and a dinosaur theme.

Phoebe Gilman's Books

Title	The Wonderful Pigs of Jillian Jiggs
Year	1988
Main Character	girl, Jillian
Setting	Jillian's house
Rating	excellent
Rhyme	yes
My Feelings	I don't like to clean my room either

Title	Year	Main Character	Setting	Rhyme
The Balloon Tree	1984	girl—Princess Leonora	a kingdom	no
Jillian Jiggs	1985	girl—Jillian	Jillian's room	yes
Little Blue Ben	1986	man—Little Blue Ben	glen around his house	yes
The Wonderful Pigs of Jillian Jiggs	1988	girl—Jillian	Jillian's house	yes
Grandma and the Pirates	1990	girl—Melissa	pirate ship	yes
The Gypsy Princess	1995	girl—Cinnamon	a forest	no

Samples of questions students might answer by sorting database records:
- Were the characters in Phoebe Gilman's books usually male or female?
- How long has Phoebe Gilman been writing books?
- In how many Phoebe Gilman books was the main character a girl and royalty?
- What was the all-round most favourite book?

DINOSAURS

NAME	
Length m	
Height m	
Movement	
Teeth	
Food	

Name	Length m	Height m	Movement	Teeth	Food
Allosauras	11	3.5	walk	sharp	meat
Ankylosaurus	4.5	5.5	walk	flat	plants
Brachiosaurus	23	10	walk	flat	plants
Brontosaurus	22	8	walk	flat	plants
Diplodocus	28	12	walk	flat	plants
Elasmosaurus	15.5	4	swim	sharp	fish
Ichthyosaurus	12	12	swim	flat	plants
Protoceratops	2	1	walk	flat	plants
Pteranodon	8	0.65	fly	nonr	fish
Trachodon	9	5	walk	flat	plants
Triceratops	8	2	walk	flat	plants
Tyrannosaurus Rex	16	6	walk	sharp	meat

ORGANIZE AND SORT

1. PUT IN ALPHABETICAL ORDER BY NAME

The fourth dinosaur is _____.

The first dinosaur is _____.

The eighth dinosaur is _____.

The last dinosaur is _____.

Which dinosaur came first? Pteranodon or Protoceratops?

_____

Two dinosaurs that start with the letter A are

_____ and _____.

2. SORT BY FOOD

What food is listed first?_____

How many fish eaters are there?_____

The fish eating dinosaur that flies is _____.

How many dinosaurs are plant eaters?_____

Plant eaters have _____ teeth.

How many dinosaurs in the database are meat eaters?_____

Meat eaters have _____ teeth.

3. SORT BY HEIGHT

_____ was the tallest dinosaur.

_____ was the shortest dinosaur.

How many dinosaurs were less than one metre?_____

How many dinosaurs more than ten metres?_____

4.   SORT BY MOVEMENT

Three ways that dinosaurs move are _____,

_____, _____, and _____.

Most dinosaurs moved _____.

Communication

Text Preparation

- Students can create, edit, and publish texts, using word processing and graphics software.

Word processing is computer software that facilitates writing. It allows for the easy insertion, deletion, and rearrangement of text. Writing at the computer involves composing, editing, and revising on screen. The writer can also vary the font, make layout changes, save the document for future use, and print a finished product. The full benefits of the power of word processing are revealed when students compose on screen rather than simply transcribing work to the screen.

The use of word processing in the primary grades can enhance the process of writing by
- facilitating the revising and editing stages of writing
- enhancing the presentation of student writing (layout, legibility, on-screen presentation, addition of multimedia components)
- enhancing group or collaborative writing

Keyboarding skills should not be considered a prerequisite for beginning word processing.
Emergent writers will become familiar with the keyboard through use of the keyboard, and familiarity can be taught. It is simply necessary that writers be able to key their ideas at a pace similar to composing with pencil and paper. Keyboarding skills for independent writers should be sufficient for them to keep up with their line of thought.

Word processing software is a well-accepted modern tool for communication. Its use in the classroom encourages growing skills both with facility in using the technology and with writing.

Examples of ways word processing can be used in entry–3 classrooms:
- creating alphabet books
- writing journals, literature responses, or learning logs
- composing stories, poems, letters, signs
- revising, editing, and publishing work
- creating a class newsletter
- creating reports
- creating group compositions

Interaction/Collaboration

- Students can share information, ideas, and interests with others through the Internet.

The Internet is an extensive network of interlinked yet independent computer networks. It is becoming an increasingly more important tool for education. Introduction to the Internet can, with support, begin as early as the primary grades.

Some ways in which students in the primary grades can communicate through the Internet include the following:

Key Pals
This is the electronic equivalent of pen pals. A class in Prince Edward Island, for example, might correspond through e-mail with a class in another school in the province, or with a school in another province. The correspondence might be group to group or student to student.

Exchange of Information
E-mail can also be used to exchange information. A grade 3 class, studying Canadian communities in social studies might, for example, exchange information about their community with students in other Canadian communities.

Electronic Publishing
The Internet offers an excellent opportunity for students to share their work with real audiences, students in other schools in their own province and beyond. *Kidpub WWW publishing for early to middle grade students and teachers* is an example of a site where students can publish their work.(http://www.kidpub.org/kidpub/) Another option is to publish student work on the school's home page. A grade 1 class, for example, collaborated to compose their own variation of a book they had read. Individual students used a drawing program to create illustrations for the various pages of the text, and their book was placed on the school's home page to be shared with other grade 1 classes in the province.

Teaching and Learning

- Students can inquire, refine, and communicate ideas, information, and skills using computer and other communication tutoring systems, as well as instructional simulations.

Expression

- Students can shape the creative expression of their ideas, feelings, insights, and understandings by using music making/composing/ editing technology, video and audio recorders, and drawing/painting software.

  Graphics and drawing programs or environments allow the user to manipulate a variety of drawing/shape creating tools, colours, and text and layout features to create pictures, images, and designs. These images can be used alone or imported into some text documents.

  Examples of ways students can make use of graphics programs:
    - creating posters and signs
    - illustrating stories, poems, and reports
    - creating wordless books

  As students engage in using drawing programs, they are learning to problem solve (e.g., deciding what to draw, how to begin, which drawing tool to select, what colours to use, how large to make the drawing, in what order to place objects on the screen when layering objects). When they use such software in pairs, they are also learning co-operative problem-solving strategies.

Assessing and Evaluating Student Learning

Introduction

Assessment is the process of gathering information on student learning.

Evaluation is the process of analysing, reflecting upon, and summarising assessment information, and making judgements and/or decisions based on the information collected.

Reporting involves communicating the summary and interpretation of information about student learning to various audiences who require it.

"Assessment and evaluation are essential components of teaching and learning in English language arts. Without an effective evaluation program it is impossible to know whether students have learned, whether teaching has been effective, or how best to address student learning needs. The quality of the assessment and evaluation in the educational process has a profound and well-established link to student performance. Research consistently shows that regular monitoring and feedback are essential to improving student learning. What is assessed and evaluated, how it is assessed and evaluated, and how results are communicated results send clear messages to students and others about what is really valued—what is worth learning, how it should be learned, what elements of quality are most important, and how well students are expected to perform."

Foundation for the Atlantic Canada English Language Arts Curriculum

Although the terms assessment and evaluation are often used interchangeably, in actuality they are two parts of the same process. Assessment is the process of gathering evidence of what the child can do. Evaluation is the process that follows this collection of data, including analysis and reflection, as well as decisions based on the data.

The *Foundation for the Atlantic Canada English Language Arts Curriculum* provides a comprehensive overview of assessment techniques pertinent to English language arts. Teachers are encouraged to read the section entitled Assessing and Evaluating Student Learning, pages 46–53.

Basic Principles of Assessment/Evaluation

- The primary purpose of assessment and evaluation is to inform teaching and to promote and encourage learning—to promote optimal individual growth. In order to provide information vital to the teachers, assessment and evaluation must be an ongoing and integral part of the teaching/learning process. It is one continuous cycle consisting of collecting data, interpreting data, reporting information, and making application to teaching.
- Assessment and evaluation must be consistent with beliefs about curriculum and classroom practices, and clearly reflect the various outcomes of the entry–3 English language arts curriculum, including those areas that can not easily be assessed with pencil and paper (e.g., processes, attitudes, and values).
- The assessment/evaluation process involves the use of multiple sources of information collected in a variety of contexts. In order to make decisions about any aspect of a child's learning, the teacher observes evidence of that learning at different times, in different contexts, and in different ways. No one single behaviour, strategy,

activity, or test can provide a comprehensive picture of a child's learning.

- The assessment/evaluation process recognizes learners as active partners in their own learning and in the evaluation of that learning. Students are encouraged to reflect on their own growth, considering progress, strengths and weaknesses, and goals.

Assessment and Evaluation: A Decision-Making Process

As teachers engage in the process of assessment and evaluation, they make a number of decisions based on their knowledge of students and how they learn, as well as the goals and expectations of the entry–3 English language arts curriculum. This includes decisions such as the following:

- Which students will be assessed and why?
- What will be the focus of assessment?
- What assessment strategies will be used? In what contexts?
- How will the information be recorded?
- On the basis of the evidence collected, what patterns emerge? What is the significant evidence? What does this tell me about the child's learning?
- What is the best way to report this information? Who needs to hear it?
- How will I use this information to inform my teaching?

Strategies for Collecting Data

The assessment/evaluation process involves the use of multiple sources of information collected in a variety of contexts. At the primary level, many teachers use observation, work samples, and self-evaluation as tools in the process of assessment and evaluation.

Observation

Observation is the careful consideration and analysis of students' behaviour and performance based on a broad range of contexts. In the entry–3 English language arts curriculum, observation is the most important assessment tool teachers use. In order to use observation effectively, teachers need to know a lot about students, language, and how students learn language, and they need to be able to interpret what they are observing.

Students demonstrate what they think, know, and can do as they engage in various classroom activities that require the application of language processes and learning strategies. Teachers can learn a great deal about students by observing them engaged in such processes as reading, writing, and interacting with others.

Teachers who have not been accustomed to using observation as an assessment tool are sometimes uncertain about what they should be looking for. The key-stage and specific curriculum outcomes provide a framework for teachers to use in their observations. They should be looking for information in a variety of areas, including the following:

Attitudes	Does the child approach language tasks with enthusiasm and confidence? Is the child more hesitant about some language tasks than others (e.g., speaking in front of a large group)?
Strategies	To what extent does the child - integrate the various cueing systems to predict, monitor, and self-correct/confirm? - use a variety of strategies to construct meaning? have strategies for generating ideas for writing? - have strategies for revising? - have strategies for spelling unknown words or for editing for spelling, etc.?
Attention to Task / Independence	Is the child able to attend to a task for a reasonable amount of time? To what extent can he/she work independently, etc.?
Interaction	Does the child share ideas, opinions, and feelings? Does he/she make use of the input of others, etc.?
Concepts/Understandings	Does the child understand such concepts as directionality, reading as a meaning making process, story structure, etc.?

Gathering Observational Data

Observations need to be both formal and informal

Planned (Formal) Observations

To make classroom observation manageable and effective, teachers need to focus their observations. Many teachers develop a systematic, rotational schedule. For example, they might decide to observe carefully one to three students per day in a variety of contexts (shared reading, independent and guided reading, writing conferences). As well, they might choose a particular focus for their observations in each of these contexts as they work through their class. For example, as a grade 1 teacher observes students during one cycle of collecting data in shared, guided, and independent reading, she chooses one-to-one matching and use of the cueing systems as the focus of her observations.

Unplanned (Informal) Observations

Important and relevant information can also be gathered more incidentally. For example, the unplanned observation of Melissa in the following vignette yields some rich information.

> Ms. D. had been teaching students about suspense through mini-lessons, and they had been discussing suspense in the book explored in shared reading. The next day as Ms. D. was reading aloud to the class, Melissa (a child who experiences difficulties with many aspects of language) raised her hand. Bursting with excitement, she exclaimed, "There it is! That's it!"
>
> Ms. D., somewhat surprised and puzzled, asked "What do you mean, Melissa?"
>
> "That's where the author is making suspense!" Melissa exclaimed triumphantly.

Observations Made in the Contexts of Conferences/ Interviews

Teachers can also gather important data about students' attitudes, understandings, and knowledge through questioning students and talking with them. Although students may know or be able to do more than they put into words, conferences and other forms of dialogue can provide a wealth of information about students and their learning. Conferences and interviews are also effective in that they provide students with feedback, critical in helping learners grow. Conferences provide an effective way to gather data about areas such as

- reading processes and strategies
- goals for future work
- attitudes
- willingness to take risks

- writing processes and strategies
- work and study habits
- understanding of concepts
- interests

Some of the same information can be gathered through written questionnaires and surveys.

Recording/Organizing Observational Data

If observation is to be accepted by parents and other educators as a legitimate form of assessment, then teachers need to find ways of effectively recording data gathered in this way. When observational data is recorded, it can give concrete evidence of students' learning. Strategies for recording data include the following:

Anecdotal Records

Anecdotal records are short narrative descriptions of observations in the classroom. Teachers often use binders with a few pages devoted to each student. New pages can be added as needed. Some teachers write notes on post-it notes or index cards that are placed in the binder at the end of the day. This works best for incidental unplanned observations. For planned observations, many teachers often use a clipboard with a separate sheet for each child they will be observing on any given day (example 2). Others use forms containing the names of the whole class or student groups and spaces for the date of observation and comments (example 1).

Anecdotal comments should lead to interpretation and recognition of patterns of learning that emerge over time. Gathering, recording, and reflecting on anecdotal comments based on both systematic and incidental observations of students' learning and language processes yields rich information for making judgements and decisions.

Checklists

Checklists are another way to record data gathered through observation. Most teachers find that checklists can not replace anecdotal records. Some checklists, however, have a space for anecdotal comments opposite each item. Teachers find checklists useful as an organizational device to help focus their observations, and to clarify their own thinking about what behaviours are indicative of successful learning. When students are involved in helping to develop and use checklists, they can also be useful in assisting students in discovering what is valued and taking ownership of their own learning.

Checklists are most useful when they are designed or adapted by teachers around specific curriculum outcomes and the needs of their own classes. Because checklists need to be manageable to be useful, teachers should identify only important concepts, skills, and strategies when creating them.

Example of an Emergent Reading Checklist

Name: **Date:**

	Consistently	Sometimes	Not yet Obvious
- Participates confidently in shared reading			
- Understands that print contains the message			
- Knows which way to go (directionally)			
- Can indicate a word			
- One-to-one matching			
- Recognizes some high frequency words both in and out of context			
- Uses initial consonant as a cue along with context when reading			
- Expects reading to make sense			
- Able to sit for a time and read			
- Can retell story			

Running Records

A running record is a strategy to assess reading in which the teacher listens to the student read orally and records what the child says and does. The running record is then analyses for patterns of reading behaviour.

The running record is an excellent way to assess the way in which students are processing print. By taking and analysing running records, teachers can determine the strategies and cueing systems students are using when they read as well as those with which they need some support.

Generally teachers in the primary grades take formal running records about three times during the year. They do not spend time on extensive analysis with those students who are growing steadily and processing print effectively for their stage of development. Other students will require an in-depth analysis, and more frequent informal checks.

Although teachers can observe and record behaviours when students are still largely relying on memory to read, running records are not usually used until they are attempting to work out the print.

Materials for Running Records
The text used for a running record should be at the student's approximate instructional level (one he/she is able to read at an accuracy rate of 90–94 percent). The text can either be one the student has not previously read, or one with which he/she is slightly familiar. For recording purposes, teachers can use a blank sheet, a copy of the text, or a running record form (Appendix 4, p. 262).

Procedure
The student is asked to read the text orally while the teacher tapes and/or records everything the student says and does. Correctly read words are recorded with a check mark, and variations from the text are recorded with conventions such as those that follow. Self-corrections and repetitions are not counted as errors.

Recording Conventions

Substitution	**father**	**(Student)**
	fast	**(Text)**
Omissions	**—**	
	the	
Insertions	**very**	**or very**
		∧
Self-Corrections	**father SC**	**(counted as self-corrections**
	faster	**rather than errors)**
Repeats	**when R (not counted as errors)**	
Pauses	**/ (not counted as errors)**	

Analysing the Running Record

Teachers analyse the data they have recorded, looking for patterns in the cues the student makes use of, and the strategies he/she has in place. Calculating the student's accuracy rate can give information about the difficulty level of the text for the child. The analysis of the running record helps the teacher to determine a focus for teaching strategies for helping the student move forward.

Analysis of the running record consists of the following steps:

1. For each error, read the sentence up to the point of the error, asking what cues the student seemed to be using when he/she made the error:

   meaning cues (Semantic)
   knowledge of grammatical structure (Syntax)
   visual cues (Graphophonic)

2. For each self-correction, ask this same question about both the error and the self-correction.

3. Examine the whole running record to look for patterns with regard to cues the student uses predominantly (or does not tend to use).

4. Note strategies the student typically uses when he/she comes to an unknown word (e.g., seeks help, reads on, reruns, makes no attempt, sounds out).

5. Note strategies the student typically uses after making an error (e.g., asks for help, ignores, attempts to self-correct by reading on, reruns, sounds out, breaks into syllables).

6. Note the student's understanding of characters, setting, plot, and inferences from retelling and response to questions.

7. Synthesize the information and consider the focus of instruction and teaching strategies that would help the student move forward.

Work Samples

Students' products are another source of assessment data for teachers. Products such as drawings, pieces of writing, graphs, role-playing, and maps are representations of students' knowledge, understanding, skills, and strategies. Combined with data gathered in other ways, cumulative dated samples of students' work can yield significant information about their development.

Teachers often use the student portfolio as a way to keep and organize student work. Portfolios may include pieces of writing (both early drafts and final versions), drawings, journal and learning log samples, a variety of responses to reading, listening, and viewing experiences, responses to open-ended questions, explanations of the steps or processes used in performing language tasks, reading records, and a variety of ways to organize and record information such as notes, charts, and maps.

By comparing dated samples of the work of students to earlier samples, teachers can tell a great deal about their development. Teachers also often develop and use a set of criteria when considering students' work. For example, in considering students' oral or written retellings (which teachers often use in conjunction with running records and miscue analysis), teachers use criteria such as the following:
Does the child include
- an introduction
- setting (where, when)
- names of main characters
- names of other characters
- problem or goal
- story episodes
- solution to the problem

In considering the writing of students in the primary grades, teachers take into consideration criteria such as the following:
- Does the text make sense? Do the ideas or events follow logically?
- Does the text have a beginning, middle and end? Is there sequence?
- Does the writer include enough detail, but not too much?
- Are appropriate language structures used?
- Is appropriate punctuation/capitalization used?
- Is the spelling at an appropriate level of development?
- Is the printing/handwriting legible?
- Do illustrations enhance the text?

I yoosto owas drem thet thar was a wich undr my bed. My bed was alitolbit fer uway frum my wol that's wär the wich cums up. I cood evin be uwak for this drem. It was vdre skare her hants crept uP looking for Me. Her nols wer var shrP. I men vare shrP!

I used to always dream that there was a witch under my bed. My bed was a little bit far away from my wall that's where the witch comes up. I could even be awake for this dream. It was very scary her hands crept up looking for me. Her nails were very sharp. I mean very sharp!

Mark (May 16)

- has an idea that he develops with detail
- effective use of vocabulary "her hands crept up"
- generally has control of capitals, lower-case letters, periods and exclamation marks
- spelling doesn't impede flow of ideas
- correct spelling of high frequency words increasing (my, was, the, up, for, her, this, it, looking)
- including most consonant sounds and generally including vowels
- will work with Mark on vowel patterns and editing for spelling
- very pleased with Mark's progress

Self-Evaluation

When students are involved in reflecting on their own learning, they are empowered as learners. Reflection on their learning leads students to gain increasing control over their learning and language processes. Students in the primary grades can be involved both formally and informally in self-evaluation.

Informal self-evaluation consists of the ongoing reflection about learning that is a natural daily part of the curriculum (e.g., What did we learn? How did we solve the problem? What do I do when I come to a word I don't know? Did everyone keep on task in our group?) Teachers can encourage this kind of reflection in a variety of contexts, for example, reading and writing conferences, classroom discussions, literature circles, learning logs, shared reading, and shared writing.

One way to involve students in more formal self-evaluation is through the use of classroom portfolios. A portfolio is a collection of work selected by the student for assessment and evaluation purposes to reflect his/her best or representative work.

Teachers who use portfolios involve their students three or four times during the year in examining carefully their work in given areas (e.g., pieces of writing, responses to literature, learning log entries) and in making selections to place in their portfolios. The portfolio samples are accompanied by written reflection (sometimes dictated in the case of younger students) in which students explain why they have chosen each item, what it shows about what they are learning and can do, and what goals they have for future learning.

The process of comparing, selecting, and reflecting is a powerful learning experience for students. Through the process of reflecting on what and how they are learning, and their goals for future learning,

students learn to take control of their own learning.

Example of grade 1 portfolio sample and reflection:

Reporting the Information

Students' progress should be monitored continually and communicated to parents/caregivers at regular intervals. Reporting procedures need to be consistent with the philosophy and the learning outcomes of the curriculum. Traditionally, numerical marks, letter grades, or letter symbols have been used to report student progress; however, it is difficult to convey development in language learning through such grading systems.

Many teachers are exploring alternate ways of communicating student progress with students. One type of reporting favoured by many teachers consists of a combination of description and checklists. Instead of using categories like *satisfactory, good and very good,* some teachers find it more useful to use the categories *consistently, occasionally, and not yet obvious.*

Student progress reports should be based on the data teachers have compiled in multiple ways and from various contexts. As teachers write progress reports, they consider questions such as the following:
- What can the child do now that he/she could not do at the time of the last report?
- What has the child learned about the various language processes?
- What areas need attention in the next stage of the child's development? What are the future language and learning goals for the child?
- What can parents do at home to facilitate language development?

When presenting information about student progress, it is critical that the language used be meaningful for the intended audience. Information sessions helping parents come to understand aspects of the entry–3 English language arts curriculum can give them a common language for talking about their child's progress.

When teachers meet with parents to discuss the child's progress, they often refer to the data they have collected in a number of ways from a variety of contexts, using it to support and explain their comments. Some teachers also involve students in the conference with parents/caregivers, especially if the students have been involved in self-evaluation. In such situations, students often use their portfolios to explain to parents/caregivers what they are learning and what goals they have for their future learning.

Making Applications to Teaching

An important part of the assessment/evaluation process is the adjustment teachers make to their teaching as a result of collecting and analysing data. If the primary purpose of the evaluation process is to promote optimal individual growth, it is crucial that teachers use assessment data to inform their teaching. For example, information gained from a running record can help teachers (and parents/caregivers) provide appropriate feedback to students when they read. Examination of students' writing products may lead to the teacher providing instruction in specific areas in the form of mini-lessons or conferences for individuals or small groups of students.

The assessment/evaluation process is not the end of the learning process, but one part of a continuous cycle.

Appendices

Vocabulary Wheel

Teachers might adapt this wheel according to the grade level. For example, when introducing the strategy in the early grades, they might simply select two or three items. More ideas can be added as students become comfortable and competent with the concepts.
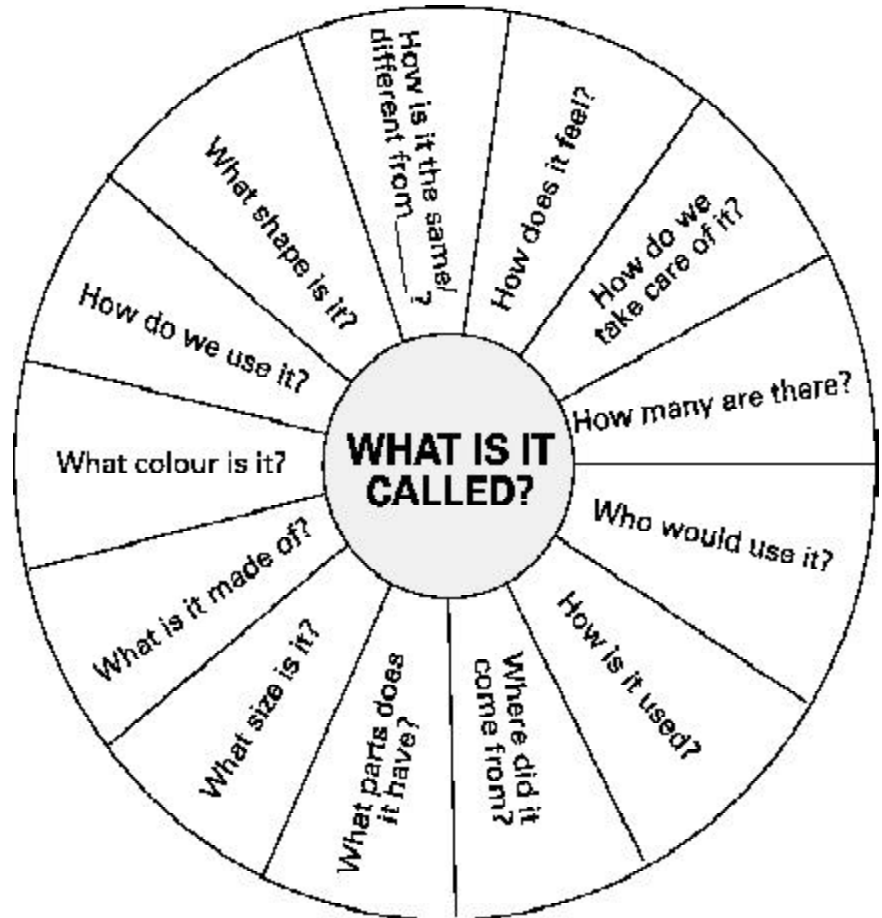
Examples of Feedback Supporting the Development and Use of Reading Strategies

The three key questions students need to learn to internalize are as follows:

- Does the word make sense? (semantic)
- Does the word sound right? (syntactic)
- Are there letters that represent the sounds in the word I predicted? (graphophonic)

Other helpful questions/responses include the following:

Semantic (Meaning)
- I noticed that you were looking at the pictures/thinking about the story to help you read that word. Good thinking!
- Does that word make sense?
- Do you think that could happen?
- Think about the story. What would make sense? or What might happen next? or What does the picture tell us?

Syntactic (Language Structure)
- Does that word sound right?
- Can we say it that way? Do people talk that way?
- Would that word fit there?
- Does that word sound right?
- Try reading ahead for more clues.
- Let's go back and read it again.
- I noticed that you were listening to yourself read to decide if it sounded right. Great!

Graphophonic (Letter-Sound Correspondence)
- What does it begin with? Could it be … ?
- Do you think the word looks like … ?
- What letters do you think you would see in … ?
- It could be … , but look at the letters.
- Let's sound out that one together.
- You are looking carefully at the words while pointing to make sure your voice matches. Great!

Cross-Checking and Self-Correcting Strategies
- How did you figure that out? What were you thinking that helped you? Is there any other way you could know?
- Are you right? Check to see.
- How did you know it was that word? Can you find another way to check that word?
- I noticed that you looked at the picture and used the first sound to read that word. Did you use anything else?
- You did a great job of fixing that. What were you thinking? What did you notice? What did you use to help you?

Some Forms of Visual Representation

In the entry–3 English language arts curriculum, students are expected to construct and communicate meaning through an increasing variety of visual representations (e.g., drawings, paintings, models, maps, diagrams, charts). For young children who may not be able to fully verbalize their ideas, expression through the visual representation is especially important. Having many varied opportunities to represent meaning through a variety of such ways is important for all students in the primary grades. Some forms of visual representation appropriate for the primary grades include the following:

Sculpture

Sculpture is the art of modelling or carving figures. Materials often used at the primary level for this are plasticine, play dough, clay, and paper mache.

Diorama

A diorama is a small scale exhibit that can be viewed through a window-like opening. A shoe-box is often used to create a miniature setting. This is often created with a combination of painting and sculpture.

Drawings and Paintings

Students use coloured pencils, felt markers, pastels, brushes, and paint, or a software drawing program to express their ideas. They also use elements such as line, colour, shape/form, and texture to give specific impresssions or create certain moods.

Collage

A collage is a picture made by gluing different shapes onto a surface to express an idea, theme, or feeling. Collages may be cut from all kinds of paper or fabric or can be made of mixed media, such as buttons, wood, seeds, or feathers.

Poster

A poster is a sign usually consisting of a variety of print and some other form of representing. Although posters may be used for many purposes, they are above all designed to attract and hold the attention of people so that they will read and think about the messages printed on them.

Sample Running
Record Form

Name:	Title:
Date:	Seen Unseen
Calculations Accuracy Rate Self-Correction Rate	Retelling/Questioning

Strategies Noted				
	E	SC	E msv	SC msv

Examples of Writing from the Primary Grades Showing Writing Development

Sample 1
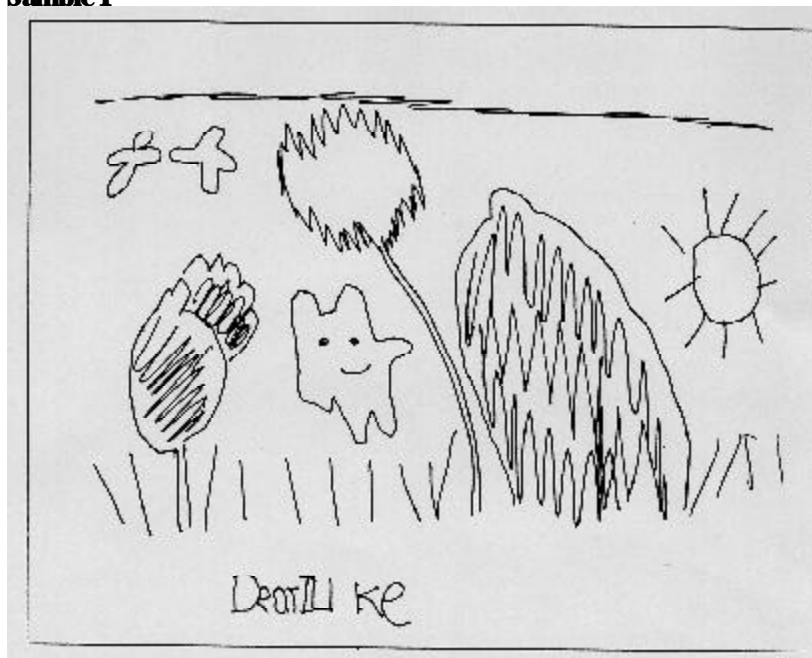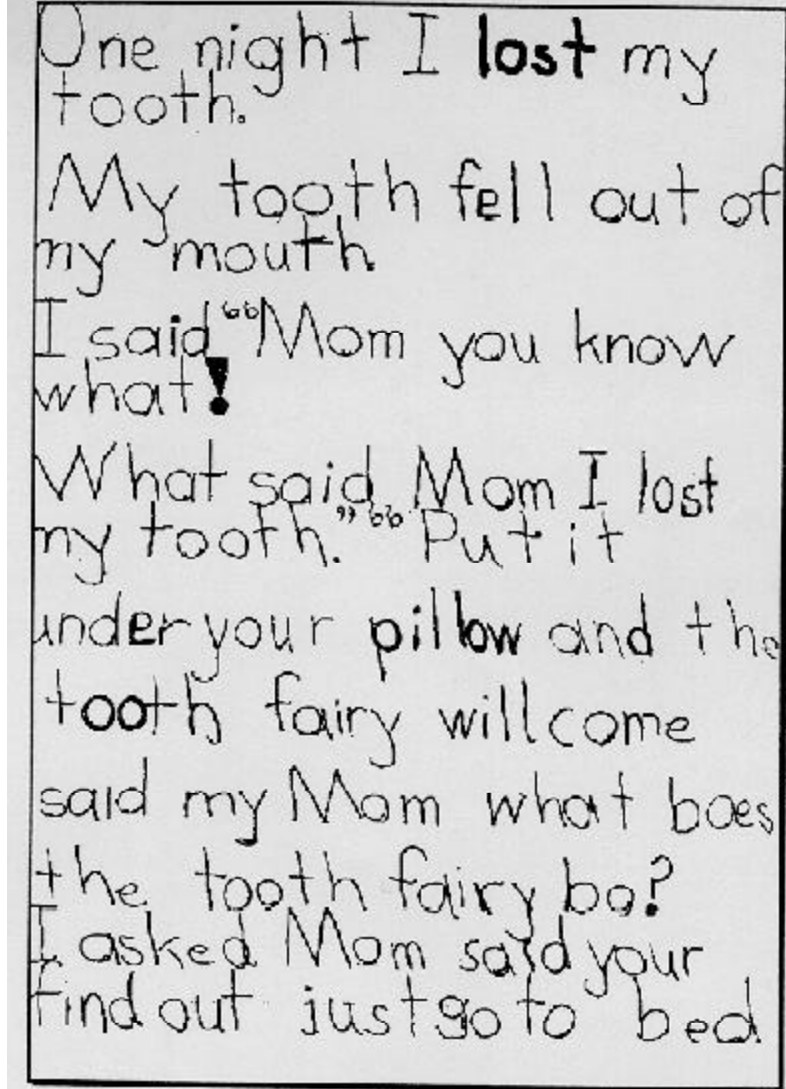
This kindergarten child draws a detailed picture to explain his story. He can tell the teacher a detailed story about his picture. The child is not yet comfortable taking risks by experimenting with temporary spelling, but copies isolated words from the classroom environment (Dear, I, like).

Sample 2

I had a vacation with my family.
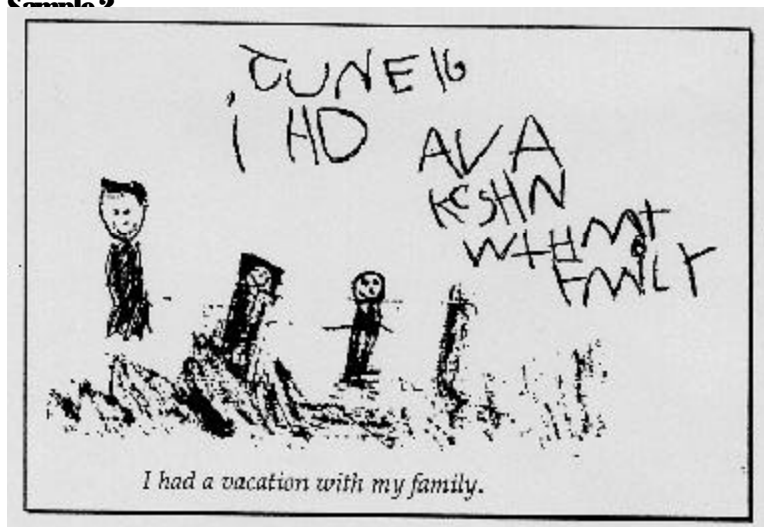
This kindergarten child is developing and using some graphophonics knowledge. His spelling shows he is using initial, medial, and final consonants, some vowels, and digraphs *sh* and *th*. Spacing is not yet consistent. The drawing, a photo-like picture of the family, seems to be the starting point for the writing.

Examples of Writing from the Primary Grades Showing Writing Development (continued)

Sample 3

> One night I lost my tooth.
> My tooth fell out of my mouth.
> I said "Mom you know what!
> What said, Mom I lost my tooth." "Put it under your pillow and the tooth fairy will come said my Mom what boes the tooth fairy bo? I asked Mom said your find out just go to bed

This grade 1 child has a story to tell, but it appears to be the talk that interests him as much as the event. He seems to have a good feel for dialogue, and is beginning to experiment with quotation marks. The sequence is clear and straightforward. He is reversing *"d,"* but not

Examples of Writing from the Primary Grades Showing Writing Development (continued)

consistently (doesn't reverse in *bed*).

Sample 4

> The Dog That Couldn't Bark
>
> Once upon a time there was a dog who couldn't bark. He was at a Pet shop. The pet owner told the mothers and fathers that he couldn't bark. All the children who come to the pet shop didn't want the dog. The dog felt sad. One day a little girl came in the pet shop and bought the dog who couldn't bark. She named him Spot because he had brown spots all over him. The little girl walked with him every day and the dog was happy in his new home.

This child shows a sense of story. The story has a beginning, middle, and end. It is not just a list of events, as everything flows from the first sentence. The child shows control of mechanics: handwriting, spelling, punctuation, and syntax. She is beginning to use more complex sentences. The writer might be encouraged to expand on some of the details, develop the character of the little girl, or add dialogue.

Examples of Writing from the Primary Grades Showing Writing Development (continued)

Sample 5

Once upon a time there was a dragon. The dragon's name was Theodoor. Theodoor was not an ordinary dragon. He lived in a castle on Moroce. Moroce was a happy place. All the people were happy too – except Theodoor. He was a very grouchy dragon, especially when he was sleeping. If someone woke him up then whoever woke him up you wouldn't see for years. He sleeps in the middle of the hallway, so when you go throu the hall way you have to be very quiet so he will not wake up. One day a boy, the prince, opened the door to the hallway. The creak of the door woke Theodoor. He grabbed the prince and almost squeezed him to bits. The dragon said, "Who dares to wake me up from my slumber!" The prince said, shivering, "I want t-to pass. If you let me go I will help you some day. Theodoor laughed. He said, "How can you, a tiny human help me?" The prince said "Just wait." So the dragon agreed. The prince went on his way and he told the king and queen that he was caught by the dragon. The king and queen said that they heard enough of that dragon. They said that they would give 50,000 gold pieces to anyone who could capture Theodoor. A crowd of people came to the castle trying and trying to catch Theodoor. But no one suceded and one day a knight said that he would challenge the dragon. If he won, the dragon would leave and never return. If Theodoor won, he would stay. So Theodoor agreed and they fought on the battle field. The fight took two days. The knight won and the dragon went to the other side of the world where it was quiet so everyone lived happily ever after.

This piece of writing was done by a grade 3 student during a fairy tale theme. The writer shows that she has an excellent sense of story, creating a problem that she solves in the course of the story. She shows a growing competence with mechanics and sentence structure. The vocabulary she uses is rich and specific. A next step for this student

Writing Criteria Sample Grade 3

would be to work on the concept of paragraphing.
The following criteria for grade 3 writing is taken, with permission, from *Student Writing Samples K -12*. New Brunswick Department of Education, 1996.

Superior

This rating is reserved for exceptional and outstanding writing, beyond what might be expected from a nine year old.

- focus sustained
- coherent, well-developed structure which sustains interest
- sentence structure effective and varied
- details effective, specific, and appropriate
- strong and interesting beginning and ending
- individual style/voice
- surprising, rich vocabulary
- competent spelling, mechanics, and usage

Competent

- focus clear
- structure apparent: a sense of sequence and logic
- supporting detail appropriately chosen
- a sense of closure achieved
- individual style/emerging voice evident
- vocabulary chosen to create images and add clarity
- sentence structure varied
- spelling, mechanics, and usage generally very good

Acceptable

- focus generally evident
- structure generally apparent; some supporting detail, not always appropriate
- closure is attempted
- a sense of voice is beginning to emerge
- vocabulary commonplace, with some effective choices
- some variety in sentence structure
- spelling, mechanics, and usage good

Marginal

- purpose for writing emerges but focus may be lost at times
- supporting detail sparse or unconnected
- ending sometimes abrupt
- connecting words are the obvious ones (but; when)
- sentence structure repetitive
- vocabulary limited

Weak
- spelling, mechanics, and usage only fair; clarity affected
- no real focus
- relevant details missing
- ending inappropriate or not included
- structure and development not apparent
- basic and limited vocabulary used
- sentence structure immature
- spelling, mechanics, and usage generally weak and interfere with meaning

Language Skills and Strategies

Language knowledge, skills, and strategies are most effectively developed in the contexts of the various language processes. The following chart, along with close observation of students and their needs, may be helpful as a guide to teachers as they plan mini-lessons and demonstrations in both reading and writing. It is not intended to be used as a checklist.

Key

Students begin to notice these features; teachers draw their attention to them incidentally when they come across them in texts
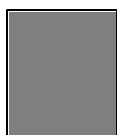
Students are generally ready to explore, understand, and construct such language knowledge, skills and strategies. Teachers observe students, diagnosing and responding to emerging needs with appropriate skills instruction.

Students continue to build and consolidate their language knowledge, skills, and strategies. Teachers find opportunities to review and reinforce these in the contexts of reading and writing.

Language Skills and Strategies

Word Structure	Emer.	Early	Trans.
- recognition of root words and inflectional endings -ing, -ed, -s	▨	■	■
- recognition of root words and inflectional ending -ly		▨	■
- recognition of root words and inflectional endings -er, -est		▨	■
- plurals (s)	▨	■	▨
- plurals (es) and other irregular plurals		▨	■
- adding endings -ed, -ing (dropping silent "e"; changing "y" to "i")		▨	■
- adding endings -ed, -ing (doubling final consonant)		▨	■
- possessives, contractions		■	■
- compound words		■	■
- syllabication (breaking words into syllables)			■
- prefixes and suffixes			■
Word Awareness			
- antonyms		▨	■
- synonyms		▨	■
- homophones		▨	■

Word Awareness	Emer.	Early	Trans.
- adjectives (using describing words to enhance meaning)		▓	▓
- adverbs (using describing words to enhance meaning)			░
Awareness of Text Structure			
- basic subject-verb agreement		░	▓
- use of complete sentences in writing	▓	▓	▓
- creating more complex sentences by joining sentences with connectives			▓
- pronoun reference			▓
Paragraphing			
- staying on topic		░	▓
- beginning to paragraph longer pieces			▓
Punctuation			
- periods (end of sentences)	▓	▓	▓
- periods (abbreviations)		░	▓
- capitals (beginning of sentences, pronoun "I", proper nouns - names, days, months, holidays, titles)	░	▓	▓
- question marks	░	▓	▓
- quotation marks		░	▓
- apostrophes for possessives and contractions		▓	▓
Using Reference Material			
- alphabetizing using first letter		▓	░
- alphabetizing to third letter and using simple dictionary (guide, meaning, entry words)			▓
- using table of contents		▓	▓
- using index		░	▓
- using computer software (e.g., database, CD-ROM to gather information)		░	▓

Graphophonics Knowledge

The following chart may be useful to teachers as a guide as they help students develop knowledge about the graphophonic system and learn to put this knowledge to use in their reading and writing. Teachers are reminded, however, that graphophonics knowledge is learned best in reading and writing contexts as students engage in reading and writing. *It is not intended that these sound-letter relationships be taught in isolation, nor the chart used as a checklist.*

Key:

Students begin to notice these sound-letter relationships; teachers draw their attention to them incidentally when they come across them in texts

Students are generally ready to explore, understand and construct such graphophonic knowledge, skills, and strategies. Teachers observe students, diagnosing and responding to emerging needs with appropriate skills instruction.

Students continue to build and consolidate their graphophonic knowledge, skills, and strategies. Teachers find opportunities to review and reinforce these in the contexts of reading and writing.

Graphophonics Knowledge	Emer.	Early	Trans.
Initial Consonants /s/ sing /m/ moon /f/ farm /t/ ten /p/ pet /k/ kitten /h/ hen /b/ baby /r/ rabbit /l/ little /g/ girl /d/ dog /j/ jam /w/ wagon /n/ nose /v/van /z/ zoo			
Consonants in Final Positions /s/ bus /b/ cab /m/ ham /d/ bad /t/ sit /l/ feel /g/ leg /ks/ fox /f/ if /n/ man /k/ park /z/ buzz			
Initial Consonants /s/ circus /k/ cake /j/ giant			
Initial Consonants /kw/ queen /y/ yell			
Initial Consonant Digraphs /sh/ she /th/ (voiced) they /th/(unvoiced) thing /ch/ chair /hw/ when			
Initial Consonant Blends (2 letter) r blends (try, friend, drive, break, cry, grow, print) s blends (stay, slow, small, spot, snow, swim, skate, scale) l blends (blue, cloud, play, flower, glue, sleigh)			

Graphophonics Knowledge	Emer.	Early	Trans.
Final Consonant Blends /st/ fast /nd/ send /nt plant /mp/ jump /sk/ ask		■	■
Final Consonant Blends /ft/ soft /ld/ world /lt/ melt /rd/ hard /rt/ heart		■	■
Three Letter "S" Blends scr - scream spl - splash spr - spring squ - squash str - stream		■	■
Consonants (Medial Positions) /g/ wagon /t/ water /d/ lady /m/ lemon /r/ purse /v/ never /k/ breakfast /b/ robin /f/ safety /s/ outside /p/ slipper /l/ balloon /n/ ranch	■	■	■
Consonant Digraphs in Medial and Final Positions /th/ mother math /sh/ wish /ch/ lunch /ng/ swing /ck/ chicken truck /nk/ think		■	■
Long Vowels /a/ came gate /o/ home nose /I/ time bite /u/ cute use /e/ see three		■	■
Long Vowels /a/ day /a/ train /e/ me /e/ baby /e/ hockey /I/ sky /I/ high /o/ go /o/ row /o/ goat /u/ new /u/ school /u/ blue /u/ juicy		■	■
Short Vowels /a/ man /e/ pet /o/ dog /u/ fun /i/ sit /oo/ good (vowel digraph)		■	■
Short Vowels /e/ bread /o/ saw /o/ caught /o/ walk /o/ water /I/ gym		■	■
R-Influenced Vowels /ar/ farm /er/ her /er/ girl /er/ fur /or/ horse		■	■
R- Influenced Vowels /ar/ hair /ar/ care /er hear /er/ deer			■
Vowel Diphthongs /oi/ boil /oi/ boy /ou/ cow /ou/ house		■	■
Silent Letter Patterns Silent b - climb gh - through l - walk k - knee w- write t- listen h - ghost		■	■
Other Letter Combinations /f/ - ph phone dolphin graph /f/ - gh cough enough laugh Double Consonants /b/ bubble /d/ puddle /f/ sniff /g/ giggle /l/ dollar /m/ summer /n/ dinner /p/ happen /r/ parrot /s/ scissors /t/ kitten			■

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The Children's Writing and Publishing Center (Supplier: Softkey International Inc.)
This program encourages students to become writers, editors, designers, illustrators, and publishers of their own writing. It has a large library of pictures, but is limited in its formatting abilities. Young children find it easy to use and a good introduction to basic word processing.

Claris Works 3.0 (Supplier: Claris) This integrated package includes word processing as well as graphics, database, spreadsheet, telecommunications. It is more advanced than *The Children's Writing and Publishing Center,* allowing students to stretch their word-processing and data management skills; however, it includes only a small library of pictures.

Multimedia Book Builder (Supplier: Unisys Canada)
This publishing program lets students create multimedia books complete with text, pictures, sound, and video. Since this program is designed for online publishing, the multimedia books can not be printed.

Story Book Weaver Deluxe (Supplier: Minnesota Education Computing Consortium)
This program helps students create their own storybooks, complete with images, scenery, colours, borders, sounds, and songs. Students can even create their own pictures and sounds. It is similar to *Multimedia Book Builder,* but allows students to print their books.

The 1997 Canadian Encyclopedia Plus (Supplier: McClelland and Stewart Inc.)
This CD-ROM encyclopedia contains a variety of articles, maps, graphs, illustrations, audio and video clips, and animations. Its database is searchable by keyword, subject index, or hypertext link. Students can print the articles and pictures for their reference.

Goldenbook First Connections Encyclopedia (Supplier: Jostens Learning)
This encyclopedia is designed especially for young students. Although it is somewhat limited in its scope of topics, it has a very low reading level, making it easy for young students to use independently.

My First Incredible Amazing Dictionary (Supplier: Irwin Publishing)
This interactive CD-ROM introduces over 1000 words and their meanings using high quality graphics, sound, and animation. Links to unfamiliar words are provided, allowing students to discover new vocabulary.

Color Magic (Supplier: Unisys Canada)
This graphics program lets students create their own illustrations using simple drawing and painting tools. Its well-labeled button bar makes drawing easy for young students with limited experience with graphics programs.

KidPix 2 (Supplier: Broderbund)
This paint and picture program is designed for younger students. It includes many drawing and painting tools that include such features as crazy sound effects, patterns that change colour, and paintbrushes that paint in interesting ways.

Kidworks 2 (Supplier: Davidson and Associates Inc.)
This program allows students to write and illustrate original stories. It offers a wide range of graphics, yet it also encourages students to create their own. Students can print copies of their work or listen to their stories being read aloud by the computer.

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