

## Division 3: Universal

Create language-rich environments and provide direct instruction for students to work collaboratively and independently to:

### READING

- develop phonemic awareness skills
- develop vocabulary for specific learning contexts and activities
- develop word recognition and decoding strategies
- access a wide range of reading materials of varying reading levels, formats, genres and topics
- create connections between personal experience and new ideas related to literacy activities
- make predictions prior to and during reading
- respond to texts and content through a variety of literacy experiences
- develop fluency through sustained and ample personal reading time, including home reading
- engage in multiple literacy experiences, including shared reading, read-aloud and book talks
- explore and use reading comprehension and summarization strategies.

### WRITING

- explore and develop vocabulary
- develop word production strategies
- access a wide range of models of writing at varying reading levels, formats, genres, and topics
- create connections between personal experience and new ideas related to writing activities
- explore a wide range of planning formats and strategies
- respond to a variety of experiences and authentic tasks
- share and publish through various mediums
- begin reflecting on experience of personal writing
- use constructive feedback to improve writing
- develop fluency through sustained daily writing time.

### SPEAKING & LISTENING

- create connections between personal experiences and new ideas and information
- access and explore new ideas and information through various means, such as audio recordings, storytelling, music, videos and presentations
- participate in experiential and creative activities, such as drama, art, music and storytelling
- demonstrate learning through strategies, such as Readers' Theatre, book talks and digital storytelling
- play with words through experiential learning experiences
- explore and talk about new vocabulary.

VIEWING &  
REPRESENTING

- access and explore new information from picture books, photo collections, posters, videos and demonstrations
  - create visual products, such as drawings, graphic organizers and posters to explore, organize and communicate basic information.
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WORKING  
WITH OTHERS

- engage in partner activities
- learn and practice collaborative communication skills
- participate and contribute to sharing circles and group discussions
- learn and practice group problem solving-processes.

## Division 3: Targeted

Create scaffolded opportunities in language-rich environments for students to work in small groups or individually to:

### READING

#### Develop vocabulary

- Preview and explore vocabulary for specific activities and learning contexts, using strategies such as anticipation guides.
- Explore the use of technologies to support vocabulary, such as online dictionaries and thesauri, read-aloud features and text-to-speech software.
- Extend content-specific vocabulary paired with visuals, using strategies such as anchor charts, word maps and graphic organizers.
- Explore origins and roots of words, using strategies such as word analysis.

#### Access information in multiple ways

- Use a wide variety of reading materials, such as fiction, non-fiction, graphic novels and eBooks.
- Learn strategies for selecting reading materials that align with interests, reading level and tasks.

#### Develop reading comprehension strategies

- Create connections between personal experiences and new ideas, using strategies such as brainstorming and RAN charts.
- Predict and make inferences using book walks, guided questions and anticipation guides.
- Engage with the text and content, using a variety of strategies such as visual imagery and guided reading.
- Learn and use strategies to support decoding, such as read-around-the-word, self-monitoring, reading big words and word analysis.
- Use strategies to support comprehension, such as rereading, RAP and self-monitoring.
- Use technologies, such as text-to-speech software, to support reading comprehension.
- Use summarizing strategies, such as jigsaw, reciprocal teaching and GIST, to check and enhance understanding.
- Reflect on and respond to text and content using a variety of activities, such as journal writing, concept mapping, drawing, illustrating and multimedia presentations.

### WRITING

#### Build background knowledge

- Create connections between personal experiences and new information, using strategies such as RAN charts, mind mapping, think–pair–share, and compare and contrast.

### Develop vocabulary

- Develop and enhance personal and content-specific vocabulary, using strategies such as anchor charts, word maps, personal dictionaries and shades of meaning.

### Develop word production strategies

- Analyze words, using strategies such as word sorts, and apply to spelling.

### Develop writing strategies

- Use models, such as brainstorming, picture books and rubrics, to generate and organize ideas and information.
- Participate in a variety of minilessons on selecting and using strategies, such as mind mapping and editing checklists, related to drafting, proofreading and revising.
- Identify and use preferred technologies to support writing, such as graphic organizer software for planning, word prediction for written output and text-to-speech for editing.
- Use online dictionaries, thesauri, glossaries and spell-check tools.
- Use strategies and models to create written products for varied purposes and different audiences, such as essays, journals, personal narratives and multimedia presentations.
- Share, publish and reflect on writing products through a range of strategies, such as Author's chairs and peer feedback.

## SPEAKING & LISTENING

### Build background knowledge

- Create connections to new information, using strategies such as focused conversations and audio recordings.
- Use self-talk and think-alouds to make inferences and encourage transfer of learning.

### Develop vocabulary

- Play with and talk about selected words through learning experiences such as word hunts, word sorts
- Build new vocabulary through word walls and illustrated word cards

### Access information in multiple ways

- Access and organize new information through various means, such as audio recordings, retell–reflect–relate, videos and presentations with focused conversations.

### Express learning in multiple ways

- Create experiential and creative activities and products, using drama, storytelling and multimedia presentations.

VIEWING &  
REPRESENTING

**Access information in multiple ways**

- Create and review visual records from previous learning activities, using strategies such as photo diaries, videos and anchor charts.
- Access and explore new information from visual resources, such as picture books, photo collections, posters, videos and demonstrations.

**Express learning in multiple ways**

- Use graphic organizers, such as mind maps, cause and effect and five senses wheel, to generate, organize and record ideas and information.
- Develop products, such as drawings, illustrations, posters, digital storytelling and multimedia presentations, to interpret and communicate information.

WORKING  
WITH OTHERS

**Develop interpersonal skills**

- Engage in structured and guided group discussions
- Participate in listening and sharing opportunities, such as group presentations and focused partner or group discussions
- Participate in tasks that practise group problem-solving processes, such as generating questions, contributing ideas and alternatives, and organizing group tasks and information
- Participate in tasks that practise collaborative communication skills, such as asking questions, contributing ideas and alternatives, organizing group tasks and information, listening to the feedback of others, and providing constructive responses.

## Division 3: Individualized

Use direct teaching, repeated modeling and guided practice and small group and individualized instruction to create opportunities for students to:

### READING

#### Develop vocabulary

- Explore environmental print and symbols paired with visuals, using strategies such as personal word books, word hunts.

#### Develop word recognition strategies

- Explore and identify sound-symbol relationships with manipulatives such as Elkonian boxes.
- Explore rhyming words and word families using activities such as picture symbols (PECS), singing, chanting and rhyming, word wall games, word matching games.
- Build sight word vocabulary using visuals paired with print and/or audio.

#### Access information in multiple ways

- Experience a wide variety of content such as fiction, non-fiction, picture books, comic books, videos and digital resources.
- Explore the use of technologies such as screen-readers and eBooks.

#### Develop reading comprehension strategies

- Participate in hands-on multisensory activities to introduce new concepts and/or experiences.
- Create connections between personal experiences and new ideas using strategies through discussion and personal experience stories.
- Predict and make inferences using strategies such as book walks, 1-2-3 questions.
- Engage with text and content using a variety of strategies such as echo reading, choral reading, paired reading, shared reading.
- Respond to text and content through a variety of learning experiences such as drawing and illustrating, multimedia presentations, oral retelling, role-playing or recreating stories with symbols, objects or pictures, artifact collection.

#### Individualized goal

- Works towards individualized goal related to reading.

### WRITING

#### Build background knowledge

- Create connections between personal experiences and new information using strategies such as brainstorming and KWL charts paired with photos, symbols or drawings or objects.

**Develop vocabulary**

- Explore and communicate about words paired with photos and/or object(s) using strategies such as anchor charts, word hunts, personal word books.

**Develop word production strategies**

- Develop and use a personal word bank paired with photos, objects, tactual symbols and/or audio.
- Use symbols or objects to represent words and concepts to create a product that communicates information and ideas.

**Develop writing strategies**

- Explore potential of technologies to support writing such as word prediction software, symbol production software, graphic organizer software and speech-to-text software.
- Participate in activities, such as Authors' Chair, to share and publish writing products.
- Co-create written products, such as journals, stories, experience stories/chart, lists, letters, PowerPoint books.
- Create and use visual records from previous learning experiences, using photos, anchor charts and experience charts.

**Individualized goal**

- Works toward individualized goal related to writing.

**SPEAKING &  
LISTENING**

**Build background knowledge**

- Create connections through multi-sensory hands-on activities, concrete objects, visuals, picture prompts, and real life experiences, such as school visitors and field trips.
- Co-create and review visual records from previous learning experiences, such as photos, anchor charts, experience charts, videos, artifact collections

**Develop vocabulary**

- Explore environmental language paired with visuals (objects/symbols), using strategies such as personal wordbooks, word hunts.
- Play with and talk about selected words through activities, such as word hunts, word sorts, word maps, sorting games, making words.
- Introduce and reinforce vocabulary, using portable word walls and illustrated word cards.

**Access information in multiple ways**

- Access new information through various means, such as audio recordings, storytelling, music, videos, demonstrations, presentations, dramatizations paired with guided questions and visual prompts, such as objects or symbols.

**Express learning in multiple ways**

- Participate in experiential and creative activities, such as drama, role play, music and storytelling.
- Develop products through activities, such as book talks, Talking PowerPoint books, digital storytelling to communicate learning through specific vocalizations, sign language, gestures or selection of pictures, symbols or objects.

**Individualized goal**

- Works toward individualized goal related to speaking and listening.

**VIEWING &  
REPRESENTING**

**Build background knowledge**

- Create connections between personal experiences and new information, using strategies such as KWL charts paired with photos, symbols, drawings or objects.
- Create and review visual records from previous learning activities, using strategies such as photo diaries, videos, anchor charts and artifact collections.

**Access information in multiple ways**

- Attend to information from various sources, such as picture books, photo collections, posters, videos and demonstrations, braille/tactile objects, artifact collections.

**Express learning in multiple ways**

- Participate in the development of products, such as illustrations or drawings, photos, videos, talking PowerPoint books, digital stories and role-playing dramatizations to demonstrate learning.

**Individualized goal**

- Works toward individualized goal related to viewing and representing.

**WORKING  
WITH OTHERS**

**Develop interpersonal skills**

- Develop and use social stories to support specific aspects for working together
- Learn and practise basic communication skills, such as asking for help, finding a partner, taking turns, asking questions, answering questions and initiating and participating in conversations
- Practise strategies for contributing to group discussion, using augmentative or alternative communication systems
- Practise following step-by-step instructions related to group work, using personalized prompts.

**Individualized goal**

- Works toward individualized goal related to working with others.