

## Division 1: 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.
- 

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 1: Targeted

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

### READING

#### Develop vocabulary

- Explore vocabulary connected to daily experiences, using strategies such as picture cards, book walks and personal word books.

#### Develop word recognition strategies

- Explore sound-symbol relationships by playing with words, using activities such as word sorts, making words.
- Explore rhyming words and word families, using activities such as singing, chanting and rhyming, word wall games, word matching games.
- Explore environmental print paired with visuals, using strategies such as anchor charts, personal word books, word hunts, read-around the room activities.
- Blend letter sounds to make words, using strategies such as blending and segmenting games, Elkonin Boxes.
- Learn and use strategies to support word recognition, such as read-around, self-monitoring.

#### Access information in multiple ways

- Explore a wide variety of reading materials, such as fiction, non-fiction, picture and comic and leveled books, as well as books on CD and online.
- Learn strategies for selecting reading materials that align with personal interests and reading level such as the 5-finger-rule

#### Develop reading comprehension strategies

- Create connections between personal experiences and new ideas, using strategies such as brainstorming, KWL charts.
- Make predictions using strategies, such as book walks, guided questions, anticipation guides.
- Engage with the text and content, using a variety of strategies such as visual imagery, guided reading.
- Learn and use strategies to support comprehension, such as rereading, RAP.
- Increase fluency, through activities such as paired reading, choral reads, echo reads, repeated reading and home reading programs.
- Use summarizing strategies, such as Say Something, Inside–Outside Circles to check for understanding.
- Reflect on and respond to text and content through a variety of learning experiences, such as journal writing, drawing and illustrating, multi-media presentations.

## WRITING

### Build background knowledge

- Create connections between personal experiences and new information, using strategies such as brainstorming, turn and talk, KWL charts.

### Develop vocabulary

- Explore and extend basic vocabulary, using strategies such as word maps, personal word books, word walls.

### Develop word production strategies

- Explore and talk about word patterns, using strategies such as word hunts, word sorts, making words.

### Develop writing strategies

- Use graphic organizers to generate and organize ideas and information, including strategies such as sentence frames, picture books, pattern books, rubrics, idea builders and webs.
- Use strategies for drafting, including keywords, webs.
- Explore the potential of using technologies to support writing, such as graphic organizer software for planning, word prediction for written output, and text-to-speech for editing.

### Express learning in multiple ways

- Participate in the creation of a range of written products, such as sentences, journal entries, stories, lists, poems, letters, and talking PowerPoint books for varied purposes and different audiences.
- Share and reflect on writing products through a range of experiences, such as class books and Authors' Chair.

## SPEAKING & LISTENING

### Build background knowledge

- Create connections to new information using strategies such as read alouds and group brainstorming.
- Choose from modeled self-talk prompts such as "If I know...then....," to 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 explore new information through various means, such as audio recordings, storytelling, music, videos and presentations with guided questions and visual prompts.

**Express learning in multiple ways**

- Participate in experiential and creative activities, such as drama, music and storytelling.
- Demonstrate learning through strategies, such as Readers' Theatre, book talks, talking PowerPoint books.

**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 T chart, Venn diagram, story maps to generate, organize and record ideas and information.
- Develop products such as drawing and illustrations, posters, digital stories, and multi-media presentations to communicate basic information

**WORKING  
WITH OTHERS**

**Develop interpersonal skills**

- Engage in partner activities such as shared reading, think–pair–share
- Learn and practise strategies for contributing to discussions
- Learn and practise collaborative communication skills, such as asking for help, finding a partner, welcoming others to the group, initiating a conversation, listening, taking turns and recognizing others' contribution
- Participate and contribute to sharing circles and group discussions
- Learn and practise group problem solving-processes, such as identifying a topic or problem, brainstorming ideas and solution, asking questions and staying on topic

## Division 1: 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

- Work 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**

- Work towards 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**

- Work towards 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 towards 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**

- Work towards individualized goal related to working with others.