

Division 2: 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 2: 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 content-specific vocabulary paired with visuals, using strategies such as personal word books, word maps.

Develop word recognition and decoding strategies

- Explore word patterns and play with words, using activities such as word sorts, and word wall.
- Learn and use strategies to support decoding, such as read-around-the-word, and word analysis.

Access information in multiple ways

- Experience a wide range of reading materials, such as fiction, non-fiction, picture books, graphic novels, comic books, levelled books, eBooks.
- Learn and use strategies for selecting reading materials that align with personal interests.

Develop reading comprehension strategies:

- Create connections between personal experiences and new ideas and concepts, using strategies such as brainstorming and KWL charts.
- Predict and make inferences, using strategies such as book walks, guided questions, anticipation guides.
- Engage with the text and use strategies to support comprehension, such as re-reading, RAP, read–reflect–relate, RIDER, and literature circles.
- Explore the use of technologies, such as text-to-speech software to support reading comprehension.
- Increase fluency through short-term interactions, such as paired reading, repeated readings and structured home reading programs.
- Build fluency and confidence through sustained reading time.
- Use summarizing strategies, such as jigsaw, exit slips, and reciprocal teaching to check and enhance understanding.
- Reflect on and respond to text and content using a variety of learning experiences, such as journal writing, concept mapping, drawing, illustrating and multi-media presentations.

WRITING

Build background knowledge

- Create connections between personal experiences and new information, using strategies such as brainstorming, KWL charts, concept maps, think–pair–share.

Develop vocabulary

- Develop and enhance personal and content-specific vocabulary, using strategies such as anchor charts, personal word books, word walls.

Develop word production strategies

- Explore word patterns, using strategies such as word sorts, and making words and apply to personal spelling.

Develop writing strategies

- Select and use graphic organizers to generate and organize ideas and information, including Top Ten Lists, sentence frames, and mind mapping.
- Select and use drafting strategies, such as webs and paragraph planners.
- 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.
- Learn to use online dictionaries, glossaries and spell-check tools.

Express learning in multiple ways

- Create a range of written products, such as paragraphs, journals, stories, poems, letters, and multimedia presentations, for varied purposes and different audiences.
- Share, publish and reflect on writing products through a range of strategies, such as Authors' chair, journals and peer feedback.

**SPEAKING &
LISTENING**

Build background knowledge

- Create connections to new information, using strategies such as brainstorming and think-pair-share.
- Use self-talk prompts, such as "If I know...then...," to encourage transfer of learning.

Develop vocabulary

- Explore content-related vocabulary paired with visuals, through strategies such as book walks.
- Explore and talk about selected words and word structures, through activities such as word maps and sorting games.
- Reinforce new content vocabulary, through word walls, online dictionaries and other reference tools.

Access information in multiple ways

- Access and explore new information, through such means as read-alouds, audio recordings, retell-reflect-relate, videos and presentations.

Express learning in multiple ways

- Plan and participate in experiential and creative activities, such as drama, music and storytelling.
- Demonstrate learning through experiential activities, such as book talks, digital story-telling.

**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 webs, PMI charts, RAN chart to generate, organize and record ideas and information.
- Develop products to communicate basic information through various means, such as illustrations, graphic organizers, posters, digital storytelling and multimedia presentations.

**WORKING
WITH OTHERS**

Develop interpersonal skills

- engage in structured group tasks that such as literature circles and focused conversations
- participate in group problem-solving tasks such as formulating questions and contributing ideas and information
- participate in tasks that practise collaborative communication skills such as asking for help, sharing personal knowledge, welcoming others, listening, taking turns and providing positive response to others' contributions

Division 2: 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 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

- Works 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

- Works toward individualized goal related to working with others.