

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