

## 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.