

## 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