# Nova Scotia Homeschooling Program

A PARENT RESOURCE

## Reading and Writing
## Achievement Standards

*A Component of*
*Atlantic Canada English Language Arts Curriculum*
*(Primary - Grade 9)*



## End of Primary
## September 2008 - For Public Use

# Acknowledgements

The Departments of Education of New Brunswick, Newfoundland and Labrador, Nova Scotia, and Prince Edward Island gratefully acknowledge the contributions of Department and School District/Board personnel, as well as many teachers to the development of the achievement standards documents.

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# Introduction

## Background

The reading and writing achievement standards documents were developed by the Atlantic Provinces under the auspices of the Council of Atlantic Ministers of Education and Training (CAMET). The New Brunswick Department of Education had lead responsibility for the project, with input provided by the other provinces at defined points. The first draft of the achievement standards was developed in consultation with teachers and personnel from school districts/boards. Input from working groups of educators, the review of standards documents from various school districts/boards and provinces, provincial assessments, and the work of educators and researchers documented in professional resources (see Bibliography) were sources used to inform further drafts. Final draft versions of the documents were made available for field tests/reviews throughout the Atlantic Provinces. The resulting feedback informed the published versions of the achievement standards.

> **Timeline of Reading and Writing Achievement Standards Development**
>
> - CAMET initiative formulated for grade-level standards documents.
> - New Brunswick assumes project lead.
> - Draft development following consultation with educators.
> - Field tests/reviews conducted of final drafts.
> - Achievement standards documents published.

## Purpose

The achievement standards are intended to establish common expectations in reading and writing among Atlantic Canadian educators for students at the end of designated grade levels (entry through grade nine). The standards address the question, "**How well should students be able to read and write independently by the end of each grade level?**", and are based on both the reading and viewing outcomes and the writing and representing outcomes within the *1998 Atlantic Canada English Language Arts Curricula,* Entry through Grade Nine*.* (See Appendix for outcomes alignment.) The project directive focuses only on defining reading and writing achievement standards. However, not to be diminished is classroom instruction in the other language arts outcomes (i.e. those outcomes not addressed from the reading and viewing, the writing and representing, and the speaking and listening strands).

**The standards provide reasonable end-of-grade expectations for reading and writing through descriptions of two levels of student achievement:**

| | |
|---|---|
| The standard for **appropriate achievement** describes what a student who meets intended grade-level expectations of the learning outcomes must know and be able to do. | The standard for **strong achievement** describes what a student who demonstrates a high level of performance in intended grade-level expectations of the learning outcomes must know and be |

**Overview: Reading Achievement Standards**

The reading achievement standards include **three components** to be considered when **assessing students' independent interactions** with text. The three components are identified as:

**Text Complexity** – characteristics of fiction/non-fiction (information) texts

**Reading Strategies and Behaviours** – learning behaviours students should exhibit when reading texts independently

**Comprehension Responses** – literal, inferential/interpretive, and personal/critical/evaluative responses to texts

Exemplars (samples) of comprehension questions and student responses are provided as a guide for teachers to use when formulating questions and promoting discussions with any classroom student texts. The student exemplars were collected at the end of May/early June. They include responses to related questions which demonstrate the text complexity and level of comprehension described in the achievement standards.

Students read independently and were questioned orally with responses recorded on audio-tapes. Some written responses were also requested. The audio-tapes of student responses were transcribed, including any teacher prompting during the interview process. Teachers were provided with written directions about the interview process, but not with specific scripts to follow; therefore, individual interactions with students vary.

**Overview: Writing Achievement Standards**

The writing achievement standards make use of **common traits** of **quality writing** and describe what students should be able to demonstrate independently when completing a piece of writing. The **six traits** are identified as:

**Content/Ideas** – overall topic, degree of focus, and related details.

**Organization** – structure and form, dependent on purpose and audience

**Word Choice** – vocabulary, language, and phrasing

**Voice** – evidence of author's style, personality, and experience

**Sentence Structure** – variety and complexity of sentences

**Conventions** – spelling, punctuation, capitalization, and usage (grammar)

The writing achievement standards for each grade level are clarified through student exemplars. **The student exemplars, with supporting rationale, represent various forms of both narrative and expository writing.** Information that could potentially identify writers has been replaced with fictitious names. Parental permission was sought to use student writing as exemplars in the standards documents (entry to grade five).
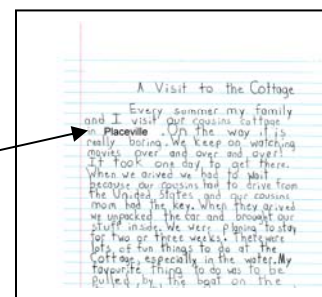
The **writing exemplars were collected through in-class writing assignments, or district and provincial assessments**. Students chose their own topics and were encouraged to self-edit by making any changes they wished on their initial piece of writing. Teachers could remind students to use any tools they might normally reference when writing (e.g., word wall, graphic organizers, wall charts), but because the writing reflects independent work, **no teacher conferencing was involved**. In grade two, writing was generally completed over two time periods of approximately 40 minutes each; at the early grades (entry and one), the periods of time were often shorter.

## Guidelines for Copying from the Standards

A diligent effort has been made to locate the creator of each of the published texts and student exemplars within the reading and writing achievement standards. In a few instances, the search to locate an author is ongoing. Educators should note that the **published fiction/non-fiction texts within the reading standards have been reprinted by permission of the publisher/owner**; a citation appears at the bottom of each page to provide source information. The materials have been secured with an agreement that they will be viewed only within the document and/or in a read-only electronic version; therefore the **reading passages may not be reproduced** in any form. The student exemplars however, in both the reading and writing sections, are only to be reproduced for classroom purposes.

## Application of Standards

When using the achievement standards for either formative or summative purposes, it is important to consider all elements of the standards and to give students multiple opportunities to demonstrate their abilities. For example, when assessing a student's ability to read, the teacher must consider text complexity, reading strategies the student employs, and various types of responses to text. Similarly, when assessing a student's ability to write, it is important to consider all traits that contribute to quality writing.

### Application of the Reading Standard
Student reading comprehension exemplars reflect responses to grade-appropriate reading texts (i.e., text complexity defined as **appropriate** for the end of a given grade level). Student responses determined to be at an appropriate level reflect the criteria described for appropriate achievement; and student responses identified as strong achievement reflect the criteria described for the strong level. Comprehension responses are defined as:

**Literal** – students recall explicitly stated facts and/or ideas. These responses are not identified as appropriate or strong; the level of achievement is dependent upon the number of questions answered correctly; that is, for appropriate achievement a student responds accurately to **most** literal questions; for strong achievement a student responds accurately to **virtually all** literal questions.

**Inferential/Interpretive** – students connect ideas within the text, demonstrating an ability to identify and understand messages that are implied, but not explicitly stated.

**Personal/Critical/Evaluative** – students make judgments about textual content.

It is expected that students who demonstrate a strong level of achievement will be capable of reading slightly more challenging texts than included within the grade-level documents.

With more challenging texts, the student may not consistently demonstrate the criteria for responses defined under strong achievement.

**Application of the Writing Standard**
**To obtain appropriate achievement in writing, student writing must consistently demonstrate the level of development described for each trait within the category of the standard**.  However, a student whose achievement in writing is identified at an appropriate level may be strong in one or more traits.  Equally, to be identified at a strong level of achievement, the student must consistently demonstrate the level of development described within the standard for each trait in the strong category. **When assessing a student's writing achievement for formative purposes, a teacher may focus on the student's ability with respect to each trait.  The information gained may inform instruction** to ensure a student achieves the overall level of development identified within the end of grade level achievement standards.  The goal is to develop students' proficiency in all the traits of writing as each is important and contributes to quality writing.

**Planning for Individual Instruction with the Standards**
**The reading and writing achievement standards and accompanying exemplars may facilitate the design and implementation of individual learning plans for reading and writing outcomes.**  The descriptors in the standards are designed on a continuum; therefore, any grade level, indicative of a student's instructional level, may be used to guide planning.  This can be achieved by matching the behavior descriptions of appropriate and strong achievement at a grade level reflective of the student's reading and writing ability.  Once this level is determined, goals and specific outcomes may be written to reflect the reading and writing standards. The reading and writing standards provide a tool to focus literacy goals for the instructional level of any student.

## Conclusion

The purpose of this CAMET initiative, standards for reading and writing, Entry through Grade 9, is to provide teachers with a tool for assessing student achievement that is consistent with other jurisdictions.  The *Reading and Writing Achievement Standards* define **how well a student should be able to read and write** at the end of each grade and are intended as supplementary documents to the *Atlantic Canada English Language Arts Curriculum*.

# Reading Achievement Standards
# End of Entry

**Reading Achievement Standards**
**Appropriate and Strong**

**Reading Texts**

**Student Reading Comprehension Exemplars**

## Reading Achievement Standards



### Reading Strategies and Behaviours
### Appropriate Achievement

Students

- begin to monitor reading by using one-to-one matching of voice to print; notice when meaning or language does not fit

- use illustrations, meaning, knowledge of oral language patterns, and initial consonants to problem-solve unknown words; make meaningful substitutions rather than abandon reading

- recognize, in context, a bank of personally significant words (e.g., names, environmental print)  and a few, easy high-frequency words

- use title and illustrations and prior knowledge/experience to make predictions about the contents of a book

### Reading Strategies and Behaviours
### Strong Achievement

Students demonstrating strong achievement apply strategies and exhibit behaviours described at the appropriate level in an increasingly independent manner, **and**

- apply their understanding of print concepts to longer texts (i.e., more text on a page as well as a greater number of pages)
- show greater control with directionality and word-by-word matching
- read texts that include simple decodable words
- use their knowledge of sound/symbol correspondence to problem-solve unknown words
- focus on initial, medial, and final sounds, as well as onset and rime patterns to problem-solve unknown words

| | **Comprehension Responses**<br>**Appropriate Achievement** |
|---|---|
| Students demonstrating appropriate achievement respond to a variety of comprehension tasks in the manner described below. | |
| **Reading "the lines"** | **Literal Response**<br>Students<br><br>• respond accurately to many literal questions; rely on information in pictures<br><br>• retell the major ideas of a story orally or through the use of pictures (using their own drawings or provided images); may require prompting<br><br>• recount or illustrate a main topic providing a few simple details; may require verbal prompts to encourage explanations or additional details |
| **Reading "between the lines"** | **Inferential/Interpretive Response**<br>Students<br><br>• make simple inferences about a main character (his/her actions or feelings), giving general information in their rationale<br><br>• use pictures and print to sequence or list ideas in text<br><br>• use some language from texts in personal context (e.g., join in chants, rhymes; use "storybook" words or phrases)<br><br>• use basic text features (e.g., title, cover, illustrations) to gain obvious information |
| **Reading "beyond the lines"** | **Personal/Critical/Evaluative Response**<br>Students<br><br>• make obvious personal connections to text<br><br>• express preferences for, and simple opinions about, texts, authors, and illustrators (e.g., favourite book/picture), providing general reasons for their responses<br><br>• recognize some simple text forms (e.g., poems, letters, stories, information books) and basic characteristics such as title, author, and illustrator |

| Comprehension Responses Appropriate Achievement | Comprehension Responses Strong Achievement |
|---|---|
| **Sample Questions/Tasks** The following types of questions/tasks may be used to assess students' comprehension. | Students demonstrating strong achievement are able to complete comprehension questions/tasks described at appropriate level with overall accuracy, as well as |
| **Literal Response** • *Find the page in the book that tells us _____.* • *Tell me what happened in this book. What happened first? Next?* • *Draw a picture to show what you learned about _____ (topic from book). What else can you add to your picture?* | • include more details in their responses |
| **Inferential/Interpretive Response** • *Look at this picture. How is the ___ (girl/boy/character) in the book feeling? How do you know?* • *What does the girl do to get ready to go outside? Tell me in order. Why does she do that first? Last?* • *What food does the boy eat for lunch? What should he eat first?* • *What does this picture tell you about ___ (topic)?* • *What does the picture on the cover tell you about this book?* | • make simple inferences by drawing on the meaning of the complete text |
| **Personal/Critical/Evaluative Response** • *Has anything like this ever happened to you?* • *Show me your favourite part/page of the book. What makes it your favourite?* • *What book do you want to take home? Why?* • *Is the information in this book true? Could it really happen? How do you know?* | • make connections that are more often based on relevant personal experiences and general knowledge |

| **Text Complexity – Appropriate and Strong Achievement** |
| --- |

**Appropriate Achievement**

Students engage in reading behaviours with a variety of fiction and non-fiction texts selected with teacher assistance.  Texts include

- highly familiar content, based on experiences with family, pets, friends, and school
- main ideas/ themes that are concrete and easy to understand
- short, simple sentences; repeated sentence patterns, with one or two words changing per page
- language commonly used by students; a few easy, high-frequency words
- mostly one-syllable words; some simple plurals and words ending with *s* and *ing*
- illustrations/photographs match print and strongly support word-solving
- 1-2 lines of text per page; large clear font with ample spacing between words and lines; consistent layout with print clearly separated from pictures; line breaks at end of phrases or sentences

| **Fiction (Realistic, Simple Animal Fantasy)** | **Non-fiction (Informational)** |
| --- | --- |
| **Texts are characterized by** | **Texts are characterized by** |
| • predictable structures with a series of events | • one topic presented through clear structures (e.g., description, sequence) |
| • repetitive actions | • one idea per page |
| • one-dimensional characters | • illustrations/photographs that convey information separate from text; minimal text is included; understanding of illustrations and photographs is independent of presented text |
| • familiar settings, easily described (e.g., home, school, park, zoo, farm) | • simple text features (e.g., title, large font) |

**Strong Achievement**

Students demonstrating strong achievement select, with some assistance, and read independently texts as described above, as well as, some texts at a higher level of difficulty.  The increase in text complexity is often created by

- less direct word-solving support from illustrations and photographs
- variations in simple sentence patterns requiring students to attend more closely to print
- the inclusion of a greater range of easy high-frequency words and a few simple decodable words
- the presence of dialogue, usually defined by *said*
- the inclusion of a greater range of punctuation, including commas and quotation marks
- variation in print placement on the page (i.e., top, bottom, left, right), still supported by large font and ample spacing

*Long Neck, Short Neck* – **Student Comprehension Exemplars**        **Entry**

**S – Student**                          **T – Teacher**

**Literal Response – Reading "the lines"**

1. **What is this book about?**

   **Appropriate Achievement** – The reader recounts the main topic, with prompts.

   > *Student Exemplar – Appropriate (oral transcription)*
   >
   > S – Animals.
   >
   > T – What about the animals?
   >
   > S – If they have short necks or long necks.

   **Strong Achievement** – The reader recounts the main topic.

   > *Student Exemplar – Strong  (oral transcription)*
   >
   > S – About animals having long necks and short necks.

**Inferential/Interpretive Response – Reading "between the lines"**

2. **In this book, the animals are talking.  Who do you think they are talking to?**

   **Appropriate Achievement** – The reader makes a simple inference, with prompting, using an example that applies to two pages of the text.

   > *Student Exemplar – Appropriate (oral transcription)*
   >
   > S – I don't know.
   >
   > T – Now think about it?  When the giraffe is saying, "*I have a long neck.",* who…?
   >
   > S – He might be talking to the bunny.
   >
   > T – Why?
   >
   > S – Because they are both in the field and he has no one else to talk to.

**Strong Achievement** – The reader makes a simple inference using an example that demonstrates understanding of the complete text.

> *Student Exemplar – Strong (oral transcription)*
>
> S – Me.
>
> T – What makes you think that?  How do you know they are talking to you?
>
> S – Because they are telling me that they have short necks and long necks.

**3. Draw and label another animal that would fit with each group.**

**Appropriate Achievement** – The reader includes an idea from the text and includes some original examples.

> *Student Exemplar (Appropriate – representation through drawing)*
>
> Brak You sor9s
>
> mous
>
> Fish
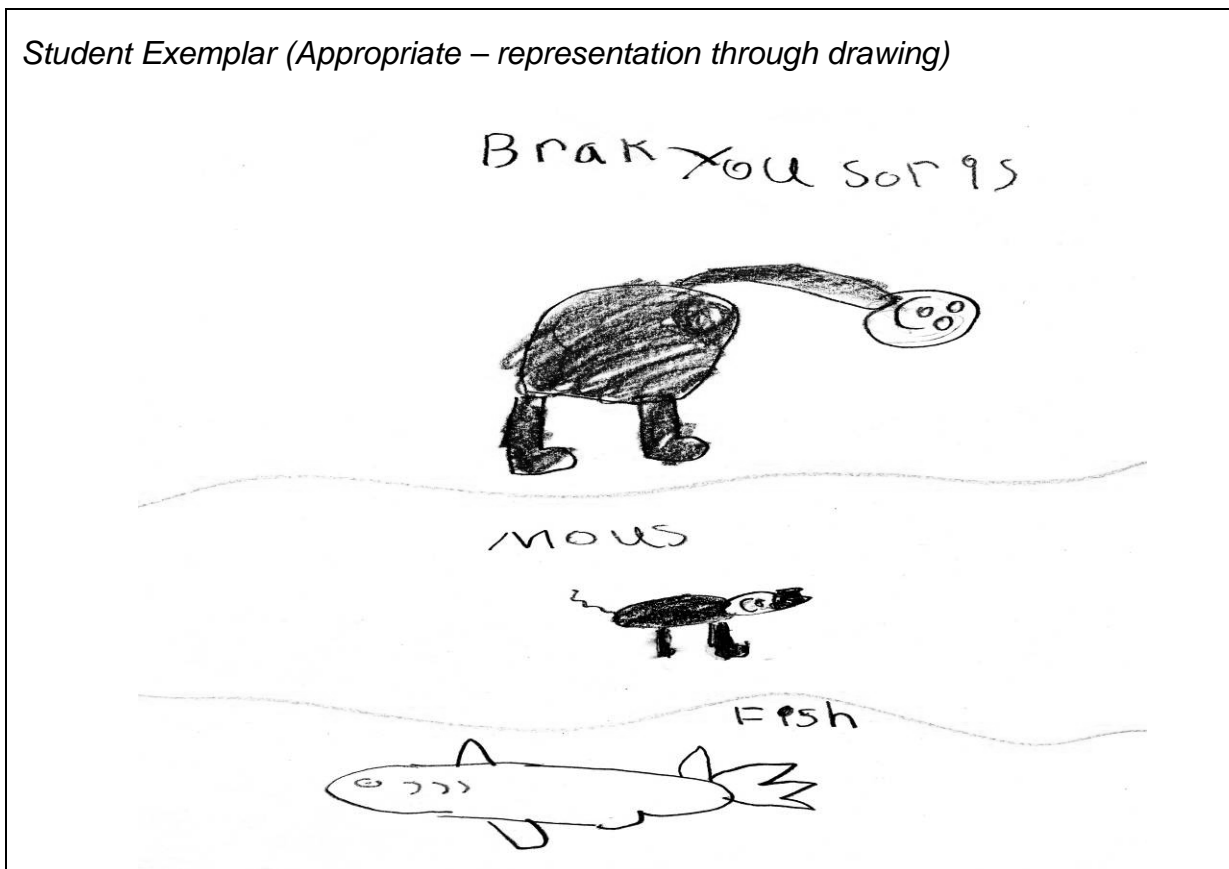
**Strong Achievement** – The reader includes original examples.



*Student Exemplar – Strong (representation through drawing)*
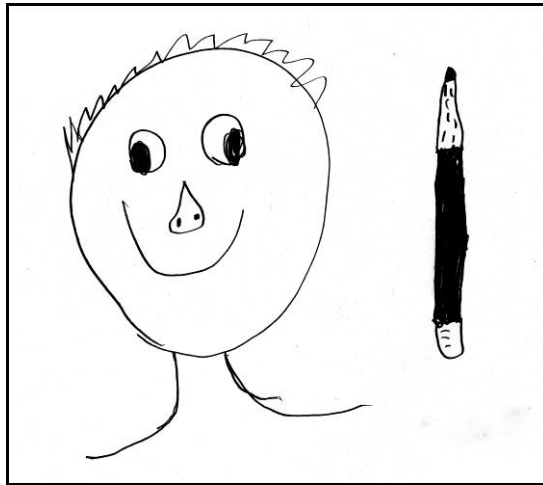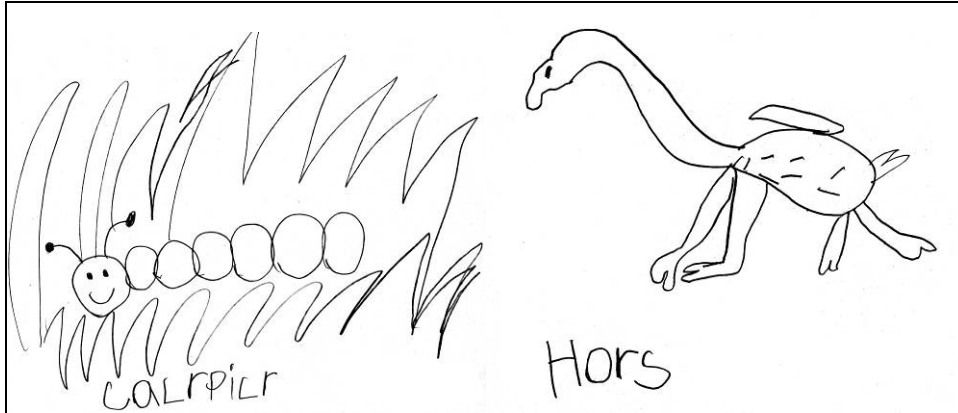
The reader included a drawing of the short pencil to
represent the length of the neck.

4. **What do the words and the pictures in the chart on page 12 tell us?**

**One level of response** – The reader acquires obvious literal information from a text feature.

*Student Exemplar – (oral transcription)*

S – Long neck and short neck.

T – Is there any other one?

S – No neck.

T – Were there a lot of long neck animals?  How many of them?

S – Four.

T – How many had a short neck?

S – Five.

T – How many had no neck?

S – One.

## Personal/Critical/Evaluative Response – Reading "beyond the lines"

**5. The author, Tony Stead, sorted these animals by long neck, short neck and no neck. What is another way you could sort these animals?**

**Appropriate Achievement** – The reader makes a personal connection and relies on obvious information from the text.

**Response #1**

*Student Exemplar – Appropriate (oral transcription)*

S – In long neck, short neck and then no neck (rearranged sequence on chart).

**Response #2**

*Student Exemplar – Appropriate (oral transcription)*

S – Medium necks.

**Strong Achievement** – The reader makes a personal connection and uses information from the text in an original way.

**Response #1**

> *Student Exemplar – Strong (oral transcription)*
>
> S – Where they live like the pelican, swan, turtle and fish.
>
> T – Where do they live?
>
> S – In the water.
>
> T – OK.
>
> S – And the giraffe, pig, rabbit and rhinoceros live on land.  The bear and pelican live in the Arctic in the snow.

**Response #2**

> *Student Exemplar – Strong (oral transcription)*
>
> S – By bigness.
>
> T – OK by their bigness.  Any other way?
>
> S – By their stripes, like the fish.  By looking at them, whoever has stripes and whoever has dots and whoever is just plain.

**At the Bird Feeder – Student Comprehension Exemplars**          **Entry**

**S – Student**                **T – Teacher**

**Literal Response – Reading "the lines"**

1. **How many birds were at the bird feeder at the first of the story?**

   **One Level of Response** – The reader locates information.

   > *Student Exemplar – Appropriate (oral transcription)*
   >
   > S – One.

2. **Tell me about this story.  You can use the pictures.**

   **Appropriate Achievement** – The reader retells the major ideas of the story with prompting.

   > *Student Exemplar – Appropriate (oral transcription)*
   >
   > S – There's a bird feeder and the birds.
   >
   > T – What are the birds doing at the bird feeder?
   >
   > S – Eating.
   >
   > T – What happens to the birds?
   >
   > S – They get scared by the blue jay.

*Student Exemplar (Appropriate – representation through drawing)*



| Beginning | Middle | End |
|---|---|---|
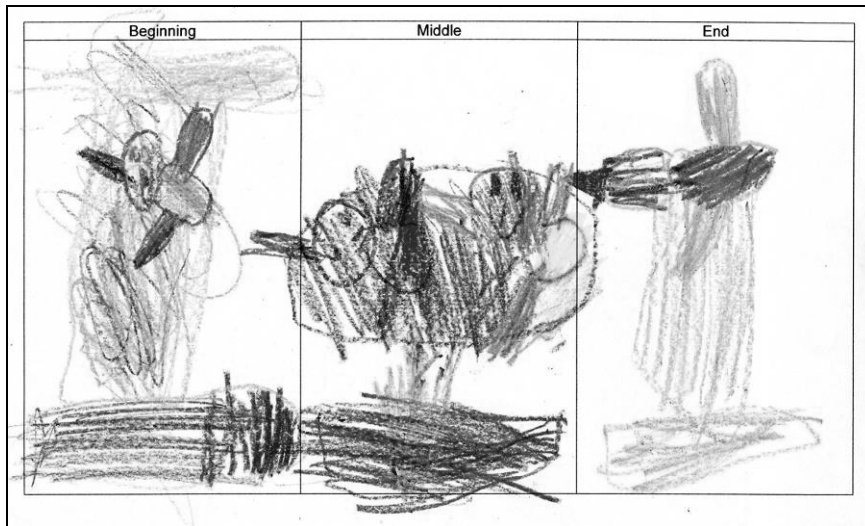
**Strong Achievement** – The reader retells the story with accuracy, including some details, with no prompting.

*Student Exemplar – Strong  (oral transcription)*

S – One bird flies to the bird feeder as normal.  And then another bird came to join him and another came to join him.  And that bird is sad and he is still sad, and he is still sad until another someone else comes to be with him.  And then the big blue jay chases them away and he might eat them so they fly away. And then the blue jay is just at the bird feeder.

*Student Exemplar – Strong (representation through drawing)*
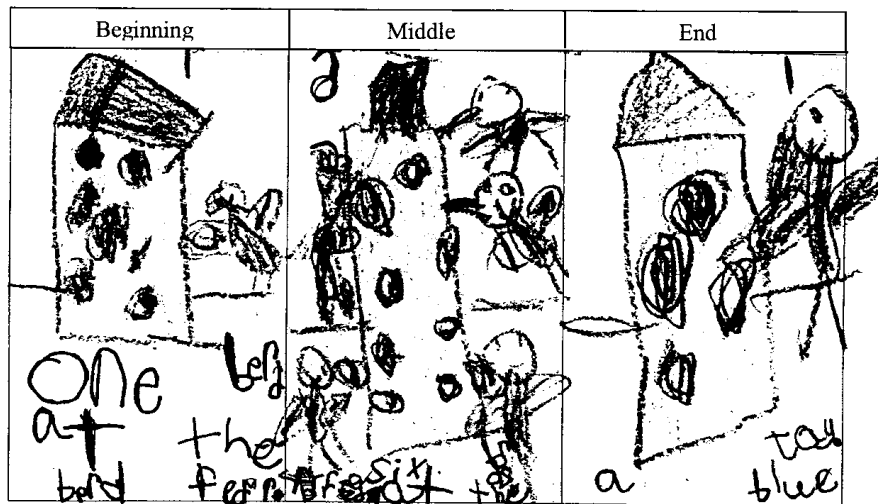
| Beginning | Middle | End |
|---|---|---|



| One bird at the bird feeder. | Six birds at the bird feeder. | A blue jay. |
|---|---|---|

## Inferential/Interpretive Response – Reading "between the lines"

**3. Let's go to page 9. How is the little bird with the yellow scarf feeling?**

**Appropriate Achievement** – The reader makes a simple inference about a character but has some difficulty supporting with an accurate example; requires prompting.

---

*Student Exemplar – Appropriate (oral transcription)*

S – Sad.

T – How do you know that?

S – Because he got nothing to eat.

T – Let's go back and see. Do you think he got anything to eat?

S – Ya, maybe he was full.

T – Let's go to page 13. How is the bird with the little scarf feeling on this page?

S – Happy.

T – What do you think happened?

S – He got a girlfriend.

---

**Strong Achievement** – The reader makes a simple inference about a character supported with reasons that demonstrate an understanding of the complete text.

---

*Student Exemplar – Strong  (oral transcription)*

S – Sad.

T – How do you know that?

S – He's drooping his head down and he has his wing near his eye.

T – Why do you think he is sad?

S – Because he has no one to be with.

T – Let's look at page 13. Now look at the little bird with the yellow scarf. How is he feeling?

S – Happy.

T – Why is he happy now?

S – Because he has a girl in front of him.

---

**4. What do you see in the picture?  Why do you think the illustrator drew this picture?**

Note:  This question is asked after a brief discussion about why the birds are wearing clothes in the book.  Ask the student to look at the title page illustration.

**Appropriate Achievement** – The reader accesses literal information from a text feature.

---

*Student Exemplar – Appropriate (oral transcription)*

S – A cat.

T – A cat and what else do you see?

S – Two girls.

T – Two girls.

S – And some birds.

T – And some birds, what are they doing?

S – Eating.

T – Now that you have looked at the picture, why do you think the illustrator drew this picture?

S – He wants you to read it.

T –That's very good.  He does want us to read it, doesn't he? What is different about these three birds here?  What is different about these birds?   They're not the same as inside, are they?

S – No.

T – What's different about them?

S – They're grey.

T – They're grey.  Anything else that you see is different?

S – No scarves, no hats, no ear muffs.

---

**Strong Achievement** – The reader goes beyond literal information from a text feature with minimal prompting.

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*Student Exemplar – Strong  (oral transcription)*

S – A few birds and there's a cat and a mommy.  No, there's two sisters and a cat looking out the window at the blue birds.

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T – Why do you think the illustrator drew this picture?  How are these birds different from the ones that were in the story?

S – 'Cause these ones don't have clothes on so it's non-fiction, but these ones are fiction because these are wearing clothes.  So they are fiction.  These ones are non-fiction because they're not wearing clothes.  Birds don't really wear clothes.

## Personal/Critical/Evaluative Response – Reading "beyond the lines"

**5.  What would you say to the Blue Jay if you could talk to him?**

**Appropriate Achievement** – The reader makes a personal response, restating an event from the text.

> *Student Exemplar – Appropriate (oral transcription)*
>
> S – Stop.
>
> T – Stop what?
>
> S – Scaring all the birds away.
>
> T – Why would you say that?
>
> S – 'Cause he is scaring them away.
>
> T – He is scaring them away.  Why would you tell him to stop scaring those birds away?
>
> S – 'Cause they're scared.

**Strong Achievement** – The reader makes a personal response demonstrating some interaction with the text.

> *Student Exemplar – Strong  (oral transcription)*
>
> S – Bad blue jay for scaring all the birds.
>
> T – Why would you say that to him?
>
> S – Because I want to see the birds, I don't want to see him scaring them.

## 6. Is this book true?  How do you know?

**Appropriate Achievement** – The reader supports an opinion with general reasoning.

**Response #1**

---

*Student Exemplar – Appropriate (oral transcription)*

S – True.

T – Why do you think it is a true story?

S – Because bird feeders are real and everything in this book is real.

---

**Response #2**

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*Student Exemplar – Appropriate (oral transcription)*

S – Not.

T – Why do you say it is not a true story?

S – 'Cause this big bird may not scare away all these ones.

---

**Strong Achievement** – The reader supports an opinion with two examples which go beyond the obvious, drawn from the text and his/her background knowledge.

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*Student Exemplar – Strong  (oral transcription)*

S – True.

T – How do you know it is true?

S – Because birds can actually be eaten and birds can actually talk but you just don't know what they are saying.

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# Writing Achievement Standards

# End of Entry

**Writing Achievement Standards
Appropriate and Strong**

**Student Writing Exemplars with Rationales**

Notes: Student writing samples have been given a title to facilitate reference within the document. The titles are taken predominantly from the students' writing samples. As well, the italicized words in a rationale represent exact wording found in a student writing exemplar.

# Writing Achievement Standards



## Writing Strategies and Behaviours

| Appropriate Achievement | Strong Achievement |
|---|---|
| Students<br><br>• generate ideas from talk with teacher and peers, brainstorming, drawing and models (e.g., class charts, predictable Big Books)<br><br>• use drawings and repetitive patterns to organize ideas<br><br>• reread to match spoken to written language and confirm what comes next<br><br>• use writing tools, often with support (e.g., word wall, alphabet chart, environmental print)<br><br>• use sound/symbol knowledge to write unknown words<br><br>• share writing orally | Students demonstrating strong achievement apply strategies and exhibit behaviours at the appropriate level in an increasingly independent manner, **and**<br><br>• generate, extend, and organize ideas, relying less on the use of repetitive patterns<br><br>• apply a well-established sound/symbol knowledge to write unknown words with greater fluency |

# Writing Achievement Standards

## Appropriate Achievement

Students

**Content**

overall topic, degree of focus, and related details

- convey a simple message or idea(s) about a personally significant, although somewhat general, topic; message often initiated by drawing
- understand that written words record ideas (usually personal experiences or feelings) and remain constant from one reading to another
- include some basic details using words and word approximations

**Organization**

structure and form, dependent on purpose and audience

- recognize writing has a purpose
- include one or more ideas, often presented as a list not requiring attention to sequence
- attempt a variety of forms (See *Text Forms);* write to communicate a message, an experience or feelings

**Word Choice**

vocabulary, language, and phrasing

- use basic vocabulary

**Voice**

evidence of author's style, personality, and experience

- begin to show some awareness that writing is to be read by an audience (e.g., expressive drawings, labels, words)
- use written language that sounds like "talk"

**Sentence Structure**

variety and complexity of sentences

- include groups of words representing a logical thought, but not necessarily reflecting conventional sentence structures; may not punctuate the grouping of words
- may rely on repetitive patterns

**Conventions**

spelling, punctuation, capitalization, and usage (grammar).

- experiment with punctuation (may overuse periods)
- print most upper- and lower-case letters; use capitalization indiscriminately; tend to use upper- and lower-case letters randomly
- include some high-frequency words spelled conventionally; use semi-phonetic and phonetic approximations for unknown words
- demonstrate left-to-right and top-to-bottom directionality
- begin to use conventional spacing

End of Entry Achievement Standards

# Writing Achievement Standards

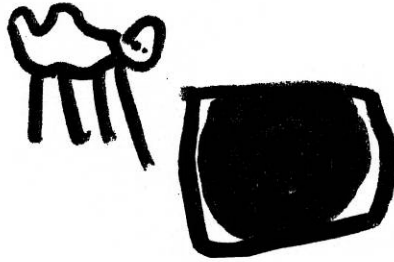| Strong Achievement | Conference Prompts |
|---|---|
| Students | |
| • convey a simple message or idea(s) about a personally significant, although somewhat general, topic; rely on print to communicate the message<br><br>• understand that written words record ideas (usually based on personal experiences, feelings or basic information) and remain constant from one reading to another<br><br>• expand a topic by adding some written details, using words, and word approximations | *Tell me what your writing is about. Where did you get your idea?*<br><br>*Point to the words and read your story to me.*<br><br>*What's happening in this part of your drawing?* |
| • recognize writing has a variety of purposes<br><br>• list related ideas; may not attend to sequence<br><br>• demonstrate an emerging understanding of form (See *Text Forms*); write to communicate a message, experience, or feelings | *What will you write next in this piece? Can you tell me one more thing about this topic?*<br><br>*Show me your favourite part.*<br><br>*Tell why it is important to learn to write. What have you seen someone writing?* |
| • use basic vocabulary<br><br>• use a few specific or interesting words | *Tell me more about _____ . Can you add that word to your writing?*<br><br>*I like that word _____. It makes me see pictures in my mind.*<br><br>*What is your favourite word in this piece?* |
| • show awareness that writing has an audience, expect writing to be read for a purpose<br><br>• may include some more formal or "book language" (e.g., once upon a time) | *Why did you write this? Who would you like to have read this?*<br><br>*You make this sound so interesting, I want to keep reading.*<br><br>*I can tell you know a lot about _____ . How did you learn so much about this topic?* |
| • include simple, direct sentence structures; may attempt punctuation<br><br>• show some variety in sentence patterns | *Does this make sense? Is there something missing in this sentence?*<br><br>*I really like how this sentence sounds.* |
| • may attempt conventional use of periods and/or other punctuation; may be omitted in longer pieces when focus is on fluency of ideas<br><br>• print most upper- and lower-case letters; attempt proper use of capitalization (beginning of sentences, names, and pronoun "I")<br><br>• spell many high-frequency words conventionally; use phonetic approximations for unknown words<br><br>• demonstrate conventional directionality<br><br>• show general control of conventional spacing | *Tell me what you know about _____ (e.g., periods, question marks).*<br><br>*This part is very exciting! Do you think we should add an exclamation mark?*<br><br>*I like how you saved the capital letter for the start of the sentence and for _____'s name.*<br><br>*Let's stretch that word out. Do you need another letter for that sound?*<br><br>*Let's point to the words when you write. How can we tell where one word ends and a new word starts?* |

# Text Forms

By the end of the entry level, students are exposed to a variety of text forms through modeled and shared learning experiences.  Students may experiment independently with various text forms.  Following is a description of six major forms of writing and samples of the types of writing conducive to each form. Refer to the **Organization Trait** in the Writing Standard to distinguish between appropriate and strong achievement.

**Form: Persuasive**
**Purpose:** to convince someone to do something or to think in a particular way
− letters
− statements
− advertisements
− posters
− favorite author/book talks

**Form: Descriptive Report**
**Purpose:** to describe a topic
- menus
- labels
- 'show and tell'
- descriptions
− posters with illustrations and captions/labels

**Form: Explanatory Report**
**Purpose:** to tell how/why something came to be or to explain how something works
− graphs
− rules
− signs (NO PEANUTS, DO NOT TOUCH)
− labels
− observations (illustrations, labels, and/or captions [e.g., weather, life cycles, plant growth])

**Form: Instructions/Procedures**
**Purpose:** to tell how to do something
- recipes
- maps
- road signs
- instructions (how to's…)
- lists
- illustrations of experiments (e.g. sinking, floating)

**Form: Recount**
**Purpose:** to tell about past events (personal or others' experiences)
- news framework (who, what, when, where, why)

**Form: Narrative**
**Purpose:** to entertain with an imaginative experience
- teacher-directed innovations of original texts
- puppet plays
− tell about imaginative actions of people or animals

# Student Writing Exemplars and Rationales

how you fed a cats



how you fed a cat
you pot a bol out
you pot fod in the
bol.

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**Rationale for Appropriate Achievement**

*how you feed a cats*

**The writer**

**Content**

- conveys a simple message about a personally significant topic of how to feed a cat
- understands that written words record ideas (note the consistency in the spelling)
- includes some details through words (e.g., *pot a bol out, pot fod in the bol*); message is initiated by the drawing (i.e., a bowl in front of a cat)

**Organization**
- recognizes writing can provide an explanation beyond what a picture may do
- communicates two basic steps related to the feeding of a cat in a logical order
- writes instructions with some attention to form (e.g., provides and repeats a title, followed by two steps of directions)

**Word Choice**
- uses basic vocabulary

**Voice**
- writes to "you" as the audience
- uses language that sounds like talk (e.g., *You pot…*)

**Sentence Structure**
- includes groups of words representing logical thoughts; uses no punctuation until the end of the piece of writing
- relies on a repetitive pattern (*you pot* [put])

**Conventions**
- concludes piece of writing with a period
- prints a combination of lower- and upper-case letters; uses uppercase B in *Bol* (bowl) and P in *Pot*, but uses lower-case letters for remaining words
- includes some high-frequency words spelled conventionally (e.g., *how, you, out, in, the*); uses phonetic approximations (e.g., *fed, pot, bol, fod*)
- demonstrates an understanding of left-to-right and top-to-bottom directionality
- uses conventional spacing consistently

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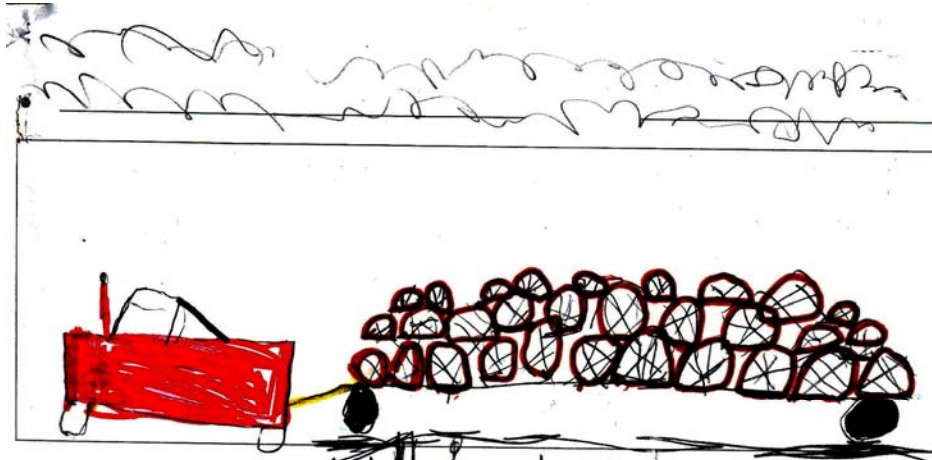
I am Halling traps

I am Hping Gabe.

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**Rationale for Appropriate Achievement**

*I am Halling. traps*

**The writer**

**Content**
- conveys a simple message about a personally significant topic (helping Grampy haul traps); message is initiated by the drawing (i.e., the truck is hauling a trap)
- understands that written words record ideas (i.e., the writer's personal experiences with hauling traps) and remain constant from one reading to another
- includes some basic details about the topic through drawings, words and/or word approximations to convey meaning (e.g., includes two sentences and drawings to show how he spends time with his Grampy)

**Organization**
- recognizes writing has a purpose (i.e., to share details of the writer's experience)
- includes one or more ideas, often presented as a list not requiring attention to sequence (e.g., *I am halling…, I am HPing…*)
- attempts the personal recount form; writes to communicate an experience shared with the writer's grandfather

**Word Choice**
- uses basic vocabulary
- uses a few specific words (e.g., *Halling, HPing*)

**Voice**
- begins to show some awareness that writing has an audience (i.e., the writing matches the detailed illustrations)

**Sentence Structure**
- includes groups of words representing a logical thought, with conventional sentence structure (e.g., *I am HPing GaPe*)
- relies on repetitive patterns (both sentences start with I am…)

**Conventions**
- experiments with punctuation (e.g., uses a period in the middle of one sentence; and a period at the end of the other)
- prints most upper- and lower-case letters; demonstrates beginning knowledge of proper capitalization (the pronoun I and G in Grampie), but H and P are consistently capitalized unnecessarily
- includes some high-frequency words spelled conventionally (I and am); uses semi-phonetic and phonetic approximations for unknown words (e.g, *Halling, HPing, Gape*)
- demonstrates left-to-right and top-to-bottom directionality
- uses conventional spacing

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I went to the Prk.

I Playd On the Slid.

I Playd On the Swigs

I Playd In the Tabl

**Rationale for Appropriate Achievement**

*I Went to the Prk*

**The writer**

**Content**
- conveys a simple message about a personally significant, somewhat general topic about what happened when he/she went to the park; the message is initiated through the drawing (i.e., activities at the park the writer experienced)
- understands that written words record ideas (each sentence matches the picture)
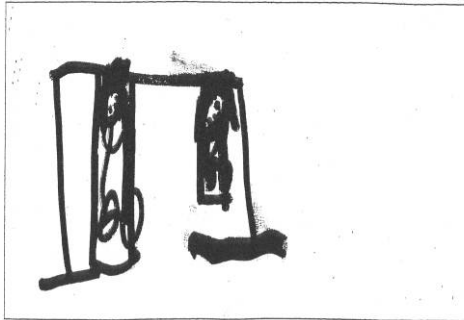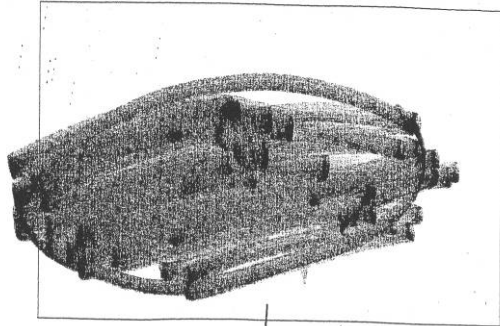- conveys basic details about playing on the <u>slid</u>, <u>swigs</u> (swings), and <u>tanl</u> (tunnel)
- includes some additional details in the drawings (e.g., more than the writer on the swings)

**Organization**
- recognizes writing can explain ideas expressed in pictures
- includes one idea (i.e., going to the park) and expands upon it with three related details (i.e., playing on the slide and swings and in the tunnel); the order in which the writer played on the equipment is not clear, but the fact the student begins with "*went to the prk*" shows an appreciation for a logical order
- writes a recount to tell about activities in the park

**Word Choice**
- uses basic vocabulary

**Voice**
- begins to show some awareness that writing has an audience, i.e., explains what the writer did at the park
- writes as if giving an oral "retelling" of what happened

**Sentence Structure**
- includes simple sentences
- relies on a repetitive sentence pattern (*I went/I played*)

**Conventions**
- ends sentences with a period
- shows some control with upper- and lower-case letters; uses capitalization properly for the pronoun "I"; mixes upper- and lower-case letters in some words (e.g., *PrK, SWigS, Playd*)
- includes some high-frequency words spelled conventionally (e.g., *I, went, to, the, in, on*); uses phonetic (e.g., *prk, slid, tanl)* and visual approximations (e.g., *playd, swigs)*
- demonstrates left-to-right and top-to-bottom directionality
- uses conventional spacing consistently

Wat Birds eet

Birds eet WorMs
ANd BAgs ANd
tha eet BiRds
seeds.

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**Rationale for Appropriate Achievement**

*wat BiRds eet*

**The writer**

**Content**
- conveys a simple message about a personally significant, somewhat general topic of what birds eat; the message is initiated by the drawing (i.e., a bird eating worms)
- understands written words record ideas (note the consistency in spelling)
- includes some details in the writing by listing three possible things birds might eat (i.e., W*orMs, BaGS, BiRds Seeds*)

**Organization**
- recognizes writing can express ideas beyond those included in drawings
- includes one idea (what birds eat) and lists related details
- writes a simple "report" to tell what birds eat, showing an emerging sense of different purposes for and forms of writing

**Word Choice**
- uses basic vocabulary

**Voice**
- begins to show some awareness that writing has an audience, i.e., explains what birds eat
- uses written language that sounds like talk

**Sentence Structure**
- expresses ideas in one sentence
- relies on a listing of details joined by *and*

**Conventions**
- ends sentence with a period
- shows some control with upper- and lower-case letters; uses capitalization properly for the first word in the title and for the first word in the piece; uses upper- and lower-case letters indiscriminately within words (e.g., *BiRds, WorMs, ANd, BaGs*)
- spells high-frequency word "*and"* conventionally; uses phonetic (e.g., *tha, Bags)* and visual approximations (e.g., *eet )*; sources used to spell *BiRds,* and *WorMs* are unknown
- demonstrates and understanding of left-to-right and top-to-bottom directionality
- uses conventional spacing consistently

</div>

I Pat U Bn S b
I gt toll
it bRo
We Pt taPonit
it gro fawRS haolt
hos BnS.

## Rationale for Appropriate Achievement

### *The Bean Seed*

### The writer

**Content**
- conveys a simple message about a personally significant, somewhat general topic of planting a bean seed; communicates most information through printed text; supports texts with a drawing
- understands that written words are used to record experiences and remain constant from one reading to another
- includes some key details about the growth of the bean plant (e.g., *gt toll* [got tall], *iT bRo* [it broke], *Pt taP on iT* [put tape on it], *gro fawRs*, …*has bns* [grows flowers,…has beans])

**Organization**
- recognizes writing can provide an explanation beyond what a picture may do
- communicates a sequence of events, related to one idea, in a logical order (i.e., planted the seed; it grew; it broke and they taped it; it sprouted flowers and then beans)
- writes a recount based on a personal experience

**Word Choice**
- uses basic vocabulary

**Voice**
- begins to show some awareness that writing has an audience, i.e., intention to explain steps in growing bean seed
- writes as if speaking when recalling the series of events

**Sentence Structure**
- includes groups of words representing logical thoughts; sentence structure is beginning to emerge based on the way the words are grouped on the lines (the last sentence is the exception)
- relies on a repetitive pattern (simple subject – verb) with the exception of the closing, which begins with *Nao* [now]

**Conventions**
- concludes with an exclamation mark but uses no other punctuation
- shows some control with upper- and lower-case letters; uses capitalization properly for the pronoun "I"; capitalizes words indiscriminately throughout the explanation (e.g., *Pat, U, Bn, Sb, Nao, BnS*) and uses upper-case letters within some words
- includes some high-frequency words spelled conventionally (e.g., *I, it, we, on, has*); uses semi-phonetic (e.g., *Pat* [planted], *Bn* [bean]) and phonetic approximations (e.g., *fawrs* [flowers], *taP* [tape])
- demonstrates left-to-right and top-to-bottom directionality
- uses primarily conventional spacing with some crowding at the end of line four and in line five

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# *TITneC* - Appropriate Achievement



The TITneC
Sac
Thra Vvaz
nat a naFLiF
LiFbots.



The Sac The
TITneC
Wasan SeCab
AT Trait Sac.
Tha cvvw nov
Calla Ship
an SeC bl a ga n



Wan th TITn
SaC. yo wole ho
20 minuts to srvi.
becaz the Watr
Was so lse.
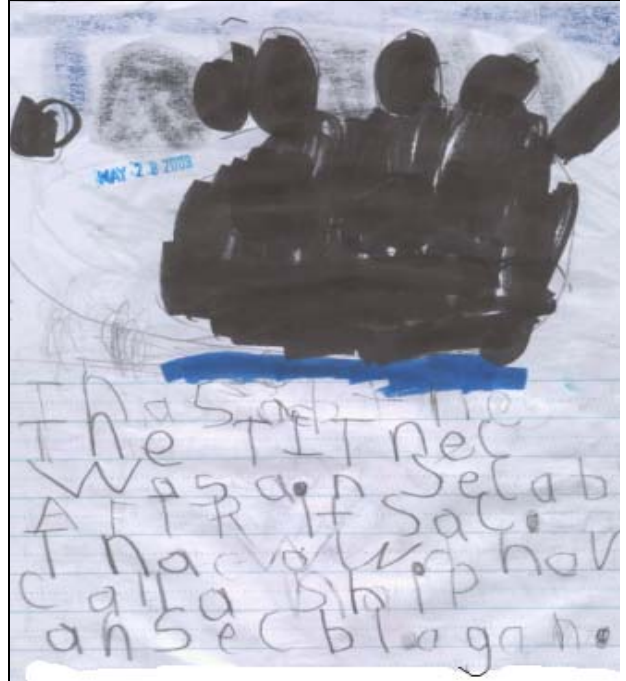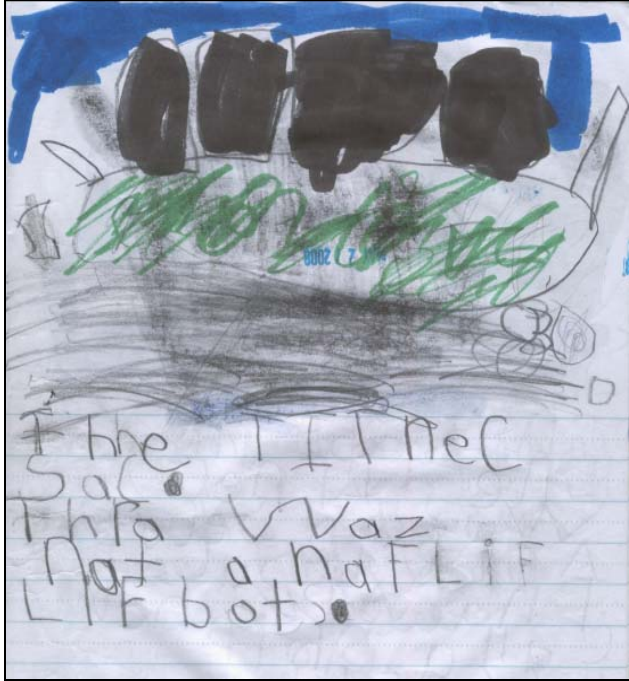
# Rationale for Strong Achievement

***The TITneC*** *(The Titanic)*

## The writer

### Content
- conveys information about a topic that is personally significant -The Titanic
- includes drawings, although print conveys most of the message
- understands that written words record ideas (e.g., knows many facts about the sinking of the Titanic; most likely from personal interest and exposure)
- expands the topic by adding some written details, using words and word approximations (e.g.,*thra waz not a naf lif bots, yow ole had 20 minuts to Srvi. becaz th.e watr was so  ise)*

### Organization
- recognizes the purpose of this piece is to inform/educate the reader about the Titanic
- lists related ideas that describe the event of the Titanic sinking (e.g., *on the TITenc sam PelP stl wering thr evning cloz…Tha sad The TITnec Was a.n secabl)*
- demonstrates an emerging understanding of the descriptive report (i.e. some elements of the sinking of the Titanic are explored

### Word Choice
- uses some basic vocabulary (e.g., *The TITnec sac*)
- uses many specific or interesting words (e.g., *LiFbots, Srvi, ise, evning Cloz, a.n Secabl*)

### Voice
- shows awareness that writing has an audience; uses information to teach the reader about the Titanic
- includes some specific language consistent with a descriptive report (e.g., *Tha sad The TiTnec Was a.n secabl…, …Sam pelP Stl Weringthr evning Cloz.)*

### Sentence Structure
- includes mostly simple, direct sentence structures, with some attempt at punctuation (e.g., Many sentences start with capitals; periods are used correctly for some sentences; inserted unnecessarily in others)
- shows some variety in sentence patterns (Some shorter sentences: e.g., *The TITnec Sac, Tha Sad The TITnec Was a.n Secabl*) and more complex sentences ( e.g., *AFTR it Sac. Tha Wd neVR Call a ShiP anSeCbl agan.)*

### Conventions
- attempts conventional use of periods and/or other punctuation (e.g., *The TITnec Sac.*), with some overuse of periods (e.g., *AFTR it Sac. Tha W.d neVR Call a ShiP ansecble agan*)
- prints most upper- and lower-case letters; attempts proper use of capitalization at the beginning of some  sentences
- spells many high-frequency words conventionally(e.g., *the, not, had, was, so*); uses phonetic approximations for unknown words (e.g., *TITnec, aNaf, Watr*)
- demonstrates conventional directionality
- shows general control of conventional spacing

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Tuesday
June
3
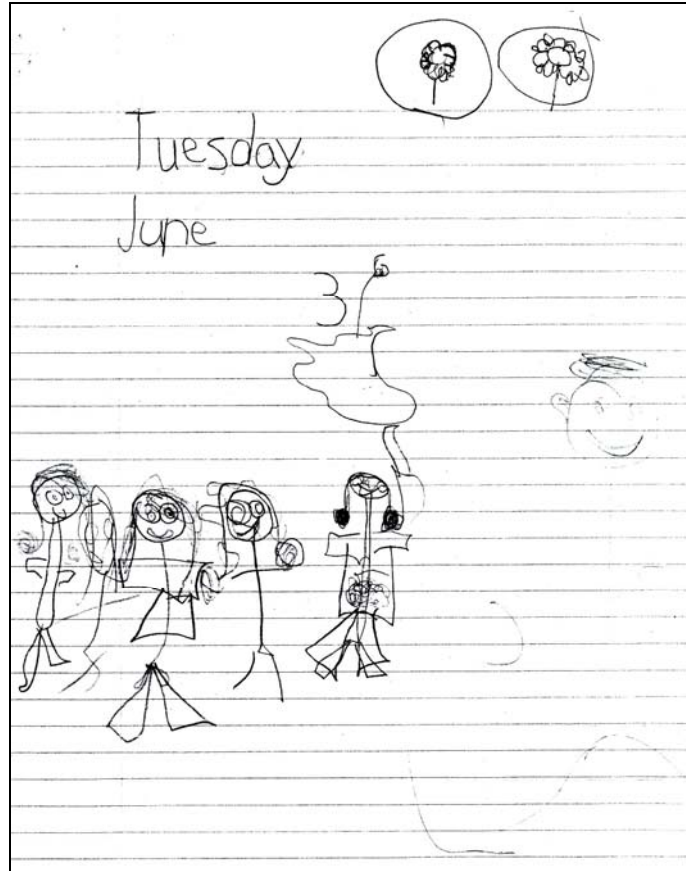
I am having a Birthday party. It is fun do you no why it is fun? yes i no why because the pinyota. Ally hit the pinyota and all of the candy came out we got los of candy.

**Rationale for Strong Achievement**

***I am having a Birthday Party***

**The writer**

**Content**

- conveys a simple message about a personally significant topic (a Birthday party); includes a drawing separate from the print; relies more on print to communicate the message
- understands that written words record ideas and remain constant from one reading to another (sharing the personal experience of the birthday party)
- expands the topic of the birthday by adding some written details, using words and word approximations (e.g., *It is fun, Ally hit the pinyota, we got los of candy*)

**Organization**

- recognizes writing has a purpose (i.e. to recount the experience of the birthday party)
- lists related ideas (*I am having a Birthday party, Ally hit the pinyota…the candy came out, we got los of candy*)
- demonstrates an emerging understanding of the personal recount form (tells about past personal events); writes to communicate a message about how much fun the writer had at the Birthday party

**Word Choice**

- uses basic vocabulary (e.g., *It is fun, …the candy came out*)
- uses a few specific or interesting words (e.g., *hit the pinyota, los of candy*)

**Voice**

- shows awareness that writing has an audience (e.g., *…do you no why it is fun?*), expects writing to be read for a purpose (i.e. wants to convey the fun of a party- especially with the *pinyota*)

**Sentence Structure**

- includes simple, direct sentence structures; may attempt punctuation (e.g., *I am having a Birthday party.)*
- shows some variety in sentence patterns (e.g., *It is fun do you no why it is fun? Yes i no why because the pinyota*)

**Conventions**

- attempts conventional use of periods and/or other punctuation
- prints most upper- and lower-case letters; attempts proper use of capitalization (e.g., the beginning of sentences, names [Ally], and the pronoun "I")
- spells many high-frequency words conventionally; uses phonetic approximations for unknown words (*los, pinyota*)
- demonstrates conventional directionality; shows control of conventional spacing

Ons a pan a time mother was a prinsess and a prins. They weh best friends but one day a wich moovd and casto a spel on the prins. So the phins chhnd mene ant ugle, the end

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# Rationale for Strong Achievement

## *Mene and Ugle Prins*

**The writer**

### Content
- chooses the general topic of a bad prince; relies on print to communicate the message
- understands that written words record ideas using language that imitates "booktalk" (e.g., Once upon a time…)
- expands topic with written details (e.g., *best friends, wich moovd, cast spel, mene And ugle)*

### Organization
- makes purpose clear (to tell a story)
- organizes ideas with a beginning, middle and end
- demonstrates emerging understanding of fairy tale form – includes element of magic, universal characters (e.g., *prinsess, prins, wich*)

### Word Choice
- uses some basic vocabulary (e.g., *best friends);* most vocabulary pertains to fairytale language
- uses some specific and interesting words (e.g., *cast, spel*)

### Voice
- shows awareness that writing has an audience and purpose
- includes book language appropriate to fairy tales (e.g., *Ons a pan a tame therer was a prinsess and a prins)*

### Sentence Structure
- uses simple and direct sentences, usually defined by punctuation; error occurs in attempt at longer sentence, (i.e., *But one Day a Wich moovd. And casto a spel on the prins)*
- shows some variety in sentence patterns; begins some sentences with phrases (e.g., *Ons a pan a time…But one day…So the prins…)* and others with subject (e.g., *They were…)*

### Conventions
- uses periods conventionally with the exception of a longer sentence in the middle of the piece of writing
- uses capitals consistently for beginning of sentences, and what child perhaps sees as names (e.g., *Prinsess, Prins, Wich*); randomly uses upper-case letters at the beginning of words (e.g., Best, And, Friends, Day, Wich), possibly using environmental print as a guide
- spells many high-frequency words correctly (e.g., *was, and, they, but, one day, on, the, so, end*); uses phonetic approximations and spelling patterns for unfamiliar words (e.g., *ons, a pan, therer, werer, moovd, chrnd, mene, ugle*)
- demonstrates directionality
- demonstrates control of spacing

Oass a pone p tim thar wps p little glrl namd Aille she loved to juqm! Wnen she juqmd she did it on oon foot.
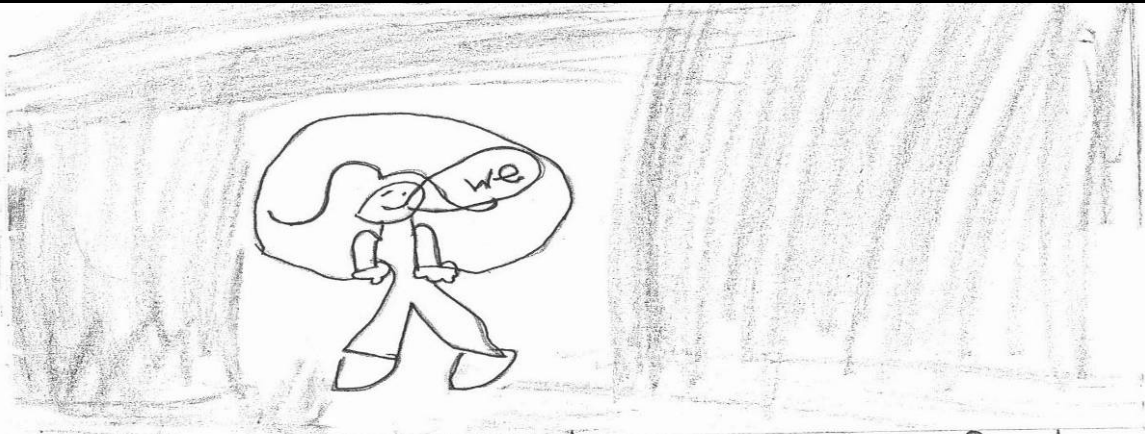


Wen she jupmdt on oon foot she liked to do it by swiching her fett. Wen she did it she liked it!

# Rationale for Strong Achievement

## *Aille the Jumper*

**The writer**

### Content
- selects a general topic (i.e., a story about a little girl who likes to jump rope) and elaborates with drawings and print; relies on print to communicate the message
- understands written words record ideas (probably based on personal experience)
- expands the topic with a few written details (e.g., *When she juqmd she did it on oon foot)* and an illustration of the main character skipping

### Organization
- recognizes one purpose of writing is to entertain (e.g., the speech bubble shows the little girl saying *we, i.e., Whee*)
- presents details, related to one idea, in a logical sequence (e.g., *When she juqmd she did it on oon foot. Wen she juqmd on oon foot she liked to do it by sowiching her fett.)*
- demonstrates an emerging understanding of the narrative form, by introducing a character (e.g., *…thar was a little girl namd Aille she loved to juqm*!) and related actions

### Word Choice
- uses basic vocabulary (e.g., *…she liked it!*)
- uses a few specific or interesting words (e.g., *loved to, sowiching*)

### Voice
- shows awareness that writing has an audience; expects writing to tell a story
- includes some "book language" (e.g., *Oass a pone a tim…*)

### Sentence Structure
- includes simple, direct sentence structures usually defined by punctuation (e.g., *…she loved to juqm!*); includes complex sentence structures (e.g., Wen she jupmdt on oon foot…)
- shows some variety in sentence patterns (begins with phrases and subject)

### Conventions
- shows general control of periods and exclamation marks
- shows proper use of capitalization (beginning of sentences, names)
- spells many high-frequency words conventionally (e.g., *little, girl, loved, to, she, did, when)*; uses phonetic approximations and knowledge of spelling patterns for unknown words (e.g., *sowiching, namd, tim, fett*)
- demonstrates conventional directionality
- controls spacing

I Love Dinosaurs.
The T-rex is the
fearest Meat-eater.
The Blackya Q Plant-eater
The Diplodcus is a
Plant-eater. The Stedasaurus
Has Plats on Its Back
My favorit is the
T-fex.

*I Love Dinosaurs* – **Strong Achievement**

# Rationale for Strong Achievement

## *I Love Dinosaurs*

**The writer**

### Content
- selects the general topic of dinosaurs and relies on print to communicate information
- understands that written words record ideas (based on background knowledge) and remain constant from one reading to another
- expands upon the topic by adding some details (e.g., what the dinosaurs eat, what they look like) using words and word approximations

### Organization
- writes the piece for the purpose of reporting knowledge about dinosaurs
- lists four types of dinosaurs and includes related details
- demonstrates an emerging understanding of a report by including an introductory statement, ideas and details, and a concluding comment

### Word Choice
- uses many specific words (e.g., names of dinosaurs, *fearest, meat-eater, plant-eater, plats)*

### Voice
- shows awareness that writing has an audience by including details to explain significant characteristics (e.g., what dinosaurs eat)
- expresses personal feelings (e.g., *I Love Dinosaurs, My favorit is the T-rex)*
- includes formal "technical" language

### Sentence Structure
- includes simple, direct sentence structure; uses end punctuation
- shows some variety in sentence structure with first and last sentences

### Conventions
- uses periods correctly; notices, but overgeneralizes the use of apostrophe in *it's*
- uses capital letters for names (dinosaurs), first words in sentences and pronoun "I"; uses upper-case letters (e.g., D, M, P, S, B) at the beginning of a number of words; may be showing a beginning understanding of the rule for proper nouns (e.g., the names of dinosaurs)
- spells high-frequency words conventionally; uses phonetic approximations and knowledge of spelling patterns for unfamiliar words (e.g., *fearest, plats, favorit)*
  Note: writer accessed chart for names of dinosaurs
- demonstrates conventional directionality
- shows control of conventional spacing

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# Appendix

# Curriculum Outcomes Alignment

Please Note: The General Curriculum Outcomes 1-3 in the Speaking and Listening Strand are not described in the reading and writing achievement standards document.

| General Curriculum Outcome | |
|---|---|
| 4) **Students will be expected to select, read, and view with understanding a range of literature, information, media and visual texts.** | |
| **Specific Curriculum Outcomes (Emergent)** | **Reading Achievement Standard End of Entry** |
| By the end of entry students will be expected to regard reading/viewing as sources of interest, enjoyment and information<br><br>understand basic concepts of print including directionality, word, space, letter, and sound<br><br>select, with teacher assistance, texts appropriate to their interests and learning needs | **Reading Strategies and Behaviours**<br>Students<br>• begin to monitor reading by using one-to-one matching of voice to print; notice when meaning or language do not fit<br>• use illustrations, meaning, knowledge of oral language patterns, and initial consonants to problem-solve unknown words; make meaningful substitutions rather than abandon reading<br><br>**Text Complexity**<br>Students engage in reading behaviours with a variety of fiction and nonfiction texts. |
| By the end of entry students will be expected to engage in reading or reading-like behaviour as they experience a variety of literature<br><br>use, with support, the various cueing systems and a variety of strategies to construct meaning from text<br>   - use meaning cues (personal experiences, context, picture cues) to predict, confirm/self-correct<br>   - use knowledge of oral language patterns (syntax) to predict, confirm/self-correct<br>   - begin to use knowledge of sound-symbol relationships as one reading cue (e.g., initial and final consonants)<br>   - begin to match one-to-one spoken to printed word<br>   - begin to recognize some high frequency sight words | **Reading Strategies and Behaviours**<br>• begin to monitor reading by using one-to-one matching of voice to print; notices when meaning or language do not fit<br>• use illustrations, meaning, knowledge of oral language patterns, and initial consonants to problem-solve unknown words; make meaningful substitutions rather than abandon reading<br>• recognize, in context, a bank of personally significant words (e.g., names, environmental print) and a few easy high frequency words<br>• use title and illustrations and prior knowledge/experience to make predictions about contents of book<br><br>**Text complexity**<br>Students engage in reading behaviours with a variety of fiction and nonfiction texts |

# Curriculum Outcomes Alignment

| General Curriculum Outcome | |
|---|---|
| **5) Students will be expected to interpret, select, and combine information using a variety of strategies, resources and technologies.** | |
| **Specific Curriculum Outcomes (Emergent)** | **Reading Achievement Standard End of Entry** |
| By the end of entry, students will be expected to engage in the research process with assistance<br>- generate questions to guide research<br>- locate appropriate information with assistance<br>interact with the information | Not reflected in standard; outcome indicates *with assistance* and not an independent strategy at this level. |
| **General Curriculum Outcome** | |
| **6) Students will be expected to respond personally to a range of texts**. | |
| **Specific Curriculum Outcomes (Emergent)** | **Reading Achievement Standard End of Entry** |
| By the end of entry, students will be expected to respond personally to texts in a variety of ways<br><br>express opinions about texts and the work of authors and illustrators | **Reading Strategies and Behaviours**<br>Students<br>• use title and illustrations and prior knowledge/experience to make predictions about the contents of a book<br><br>**Comprehension Responses**<br>Students<br>• use some language from texts in personal context<br>• make obvious personal connections to text<br>express preferences for and simple opinions (e.g., favourite book/picture) about texts, authors and illustrators, providing general reasons for their responses |
| **General Curriculum Outcome** | |
| **7) Students will be expected to respond critically to a range of texts, applying their knowledge of language, form, and genre.** | |
| **Specific Curriculum Outcomes (Emergent)** | **Reading Achievement Standard End of Entry** |
| By the end of entry students will be expected to recognize some basic types of texts (e.g., videos, poems, posters, letters, true and imaginary texts)<br><br>recognize some basic components of texts such as author, illustrator and title<br><br>begin to ask questions of text | **Comprehension Responses**<br>Students<br>• use basic text features to gain obvious information<br>• express preferences for and simple opinions about texts, authors and illustrators, providing general reasons for their responses<br>• recognize some simple text forms (e.g., poems, letters, stories, information books) and basic elements such as title, author and illustrator |

# Curriculum Outcomes Alignment

| General Curriculum Outcome<br>**8) Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences and learnings; and to use their imaginations.** | |
| --- | --- |
| **Specific Curriculum Outcomes (Entry)** | **Writing Achievement Standard End of Entry** |
| By the end of entry, students will be expected to understand that print carries a message | **Writing Strategies and Behaviours**<br>**Students**<br>• reread to match spoken to written language and confirm what comes next<br>• use writing tools, often with support; use sound symbol knowledge to write unknown words<br>• share writing orally<br><br>**Writing Traits**<br>**Students**<br>• convey a simple message or idea(s) about personally significant, although somewhat general, topic; message is often initiated by drawing (Content)<br>• understand that written words record ideas (usually personal experiences or feelings) and remain constant from one reading to another (Content**)** |
| By the end of entry, students will be expected to use writing and other forms of representing to convey meaning (communicating messages, recounting experiences, expressing feelings and imaginative ideas, exploring learning) | **Writing Strategies and Behaviours**<br>**Students**<br>• use drawings and repetitive patterns to organize ideas; use writing tools, often with support<br>• use sound symbol knowledge to write unknown words<br><br>**Writing Traits**<br>**Students**<br>• understand that written words record ideas and remain constant from one reading to another (Content)<br>• recognize that writing has a purpose (Organization) |

**Curriculum Outcomes Alignment**

| General Curriculum Outcome<br>**9) Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.** | |
| --- | --- |
| **Specific Curriculum Outcomes (Entry)** | **Writing Achievement Standard End of Entry** |
| By the end of entry, students will be expected to create written and media texts using some familiar forms (e.g., lists, letters, personal narratives, retellings, messages, finger plays, drawings, puppetry) | **Writing Strategies and Behaviours**<br>**Students**<br>• generate ideas from talk with teachers and peers, brainstorming and drawing and models; share writing orally<br><br>**Writing Traits**<br>**Students**<br>• recognize writing has a purpose (Organization)<br>• attempt a variety of forms; write to communicate a message, an experience or feelings (Organization) |
| By the end of entry, students will be expected to demonstrate a beginning awareness of audience and purpose | **Writing Strategies and Behaviours**<br>**Students**<br>▪ share writing orally<br><br>**Writing Traits**<br>**Students**<br>• recognize writing has a purpose (Organization)<br>• attempt a variety of forms; write to communicate a message, an experience or feelings (Organization)<br>• begin to show some awareness that writing is to be read by an audience (Voice)<br>• include groups of words representing a logical thought, but not necessarily reflecting conventional sentence structures; may not punctuate the grouping of words (Sentence Structure)<br>• demonstrate left-to-right and top-to-bottom directionality (Conventions)<br>• begin to use conventional spacing (Conventions) |
| By the end of entry, students will be expected to begin to consider readers'/listeners'/viewers' questions/comments about their work | **Writing Strategies and Behaviours**<br>**Students**<br>• generate ideas from talk with teachers and peers, brainstorming and drawing and models<br>• share writing orally<br><br>**Writing Traits**<br>**Students**<br>• convey a simple message or idea(s) about a personally significant, although somewhat general, topic message is often initiated by drawing (Content)<br>• begin to show some awareness that writing is to be read by an audience (Voice) |

# Curriculum Outcomes Alignment

| General Curriculum Outcome<br>**10) Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.** | |
|---|---|
| **Specific Curriculum Outcomes (Entry)** | **Writing Achievement Standard End of Entry** |
| By the end of entry, students will be expected to  begin to develop strategies for prewriting, drafting, revising, editing, and presenting, e.g.,<br>-use drawing and talking as ways to rehearse for writing<br>-take risks with temporary spelling as a strategy for getting ideas on paper (drafting)<br>-confer with others, respond orally to comments, and begin to add on (simple revision strategies)<br>− -use simple editing strategies | **Writing Strategies and Behaviours**<br>**Students**<br><ul><li>generate ideas from talk with teachers and peers, brainstorming and drawing and models</li><li>reread to match spoken to written language and confirm what comes next</li><li>use drawings and repetitive patterns to organize ideas;</li><li>use writing tools, often with support</li><li>use sound symbol knowledge to write unknown words</li><li>share writing orally</li></ul>**Writing Traits**<br>**Students**<br><br><ul><li>convey a simple message or idea about a personally significant, although somewhat general, topic; message is often initiated by drawing (Content)</li><li>uses basic vocabulary (Word Choice)</li><li>uses written language that sounds like "talk" (Voice)</li><li>may rely on repetitive patterns (Sentence Structure)</li><li>include some high frequency words spelled conventionally (Conventions)</li><li>demonstrate left-to right directionality (Conventions)</li></ul> |
| By the end of entry, students will be expected to use some conventions of written language<br>- use drawings, letters, and approximations to record meaning<br>- develop the concept of directionality (left to right; top to bottom)<br>- establish one-to-one correspondence between spoken and written words<br>- begin to use spacing between words<br>- write complete sentences (although they are not always punctuated correctly with periods)<br>- experiment with punctuation (sometimes over generalize use of periods—e.g., periods after every word)<br>- understand that letters can be written in upper and lower case forms (but often tend to them indiscriminately)<br>- use letters to represent the predominant sounds in words (e.g., beginning sound; beginning and final sound; beginning, middle, and ending sound)<br>- begin to spell some words conventionally | **Writing Strategies and Behaviours**<br>**Students**<br><ul><li>use drawings and repetitive patterns to organize ideas</li><li>use writing tools often with support</li><li>use sound/symbol knowledge to write unknown words</li></ul>**Writing Traits**<br>**Students**<br><ul><li>include some basic details using words and word (Content)</li><li>include one or more ideas, often presented as a list not requiring attention to sequence (Organization)</li><li>use basic vocabulary (Word Choice)</li><li>include groups of words representing a logical thought, but not necessarily reflecting conventional sentence structures; may not punctuate the grouping of words (Sentence Structure)</li><li>experiment with punctuation; may overuse periods (Conventions)</li><li>begin to use conventional spacing (Conventions);</li><li>print most upper and lower case letters; use capitalization indiscriminately (Conventions)</li></ul> |

# Curriculum Outcomes Alignment

| General Curriculum Outcome<br>**10) Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.** | |
| --- | --- |
| **Specific Curriculum Outcomes (Entry)** | **Writing Achievement Standard End of Entry** |
| By the end of entry, students will be expected to demonstrate engagement with writing and other forms of representation<br>- choose to write when given a choice of activities<br>- take risks to express self in writing<br>- sustain engagement in writing and other forms of representation (e.g., creating with blocks or paint, role-playing, telling a story through drawing and writing)<br>- write in *play* situations (e.g., making grocery lists, making signs, playing school, preparing menus)<br>- engage in writing and representing activities every day<br>- share writing and other representations willingly with others | **Writing Strategies and Behaviours**<br>**Students**<br>• generate ideas from talk with teachers and peers, brainstorming and drawing and models<br>• use drawings and repetitive patterns to organize ideas<br>• use writing tools, often with support<br>• use sound symbol knowledge to write unknown words<br>• share writing orally<br><br>**Writing Traits**<br>**Students**<br>• convey a simple message or idea(s) about personally significant, although somewhat general, topic; message is often initiated by drawing (Content)<br>• attempt a variety of forms; write to communicate a message (Organization)<br>• begins to show some awareness that writing is to be read by an audience (Voice) |
| By the end of entry, students will be expected to with assistance, begin to use technology in writing and other forms of representing<br>-use a tape recorder to tape a completed piece of writing, and oral retelling, or a dramatization<br>-use a drawing program/simple word processing program (computer software) to create illustrations for a group story or to draw a picture and write a caption | **Writing Strategies and Behaviours**<br>**Students**<br>• use writing tools, often with support (e.g., word wall, alphabet chart, environmental print)<br><br>**Writing Traits**<br>**Students**<br>• include some basic details using words and word approximations to convey meaning (Content)<br>• attempt a variety of forms; write to communicate a message, an experience or feelings (Organization)<br>• begin to show some awareness that writing has an audience (Voice) |
| By the end of entry, students will be expected to with assistance, engage in the research process to construct and communicate meaning<br>-interact with a variety of simple texts (e.g., pictures, computer software, videotapes, easy fiction and non-fiction), as well as human and community resources<br>-record information in simple ways (e.g., drawings, labels, predesigned booklets, short pieces of writing)<br>-share information with others in a variety of ways | **Writing Strategies and Behaviours**<br>**Students**<br>• use drawings and repetitive patterns to organize ideas<br><br>**Writing Traits**<br>**Students**<br>include some basic details about the topic through drawings, words and/or word approximations to convey meaning (Content)<br>attempt a variety of forms; write to communicate a message, an experience or feelings (Organization) |