

Kindergarten to Grade 3 Literacy Skills Development Program

Designed for *Mamu Tshishkutamashutau*

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Background to the program

Many children of *Mamu Tshishkutamashutau* struggle to acquire English literacy skills on par with those of non-aboriginal children in the provincial school system. Their lot is shared by high percentages of children from other First Nations groups across Canada. A number of factors underlie aboriginal children's academic difficulties, only some of which can be influenced positively by well structured teaching and stimulating school environments. Unfortunately, there is no magic formula that schools can apply to turn all aboriginal children into academic success stories. This said, there are many effective teaching and evaluation practices that can be used to increase the chances of all normally-developing children learning to read, write, and calculate accurately and confidently. The goal of this program is to help K to 3 teachers adopt some or all of these practices and adapt them specifically to the children in their care.

The program is based on research-tested principles of reading and writing development in bilingual populations, and on the results currently emerging from a longitudinal study tracking the language (Innu and French) and literacy development (French) of a highly comparable group of Innu children from Quebec. All of the measures proposed should prove simple to implement and cost/time effective for the teachers and the schools.

A glossary of terms used and a list of useful links can be found at the end of the document.

Objectives

- Have all normally-developing children reading, writing and calculating at grade level by the end of Grade 3.
- Identify the children who are not normally developing as early on as possible so they can get the specialized help they need sooner rather than later.
- Ensure that all K to 3 teachers have a broad overview of what is happening across all grade levels so everyone can do his or her part more effectively.
- Create a program that can ensure continuity for the children from year to year even in the case of high rates of teacher turnover.
- Establish a program of regular formative assessment using valid and reliable instruments in order to document progress and identify children with potential problems.
- Meet the specific language and cultural needs of Innu-speaking children being schooled in English.
- Give teachers an opportunity to learn more about the children in their classes and the language they speak.
- Make life easier for teachers and the children in their care.

What teachers should know about Innu children

Innu children are much like other children in Canada: playful, quick and eager to learn, embarrassed to make mistakes, mischievous, bored silly by people talking at them, antsy if asked to sit still for long periods, immensely funny, and great individuals to spend a school year with. Innu children are also a bit different from other groups of Canadian children because they come from a rather unique linguistic, socioeconomic and cultural background. Since most non-aboriginal teachers are unfamiliar with what Innu children bring with them to the classroom, it might be wise to start with a quick overview to identify salient linguistic, socioeconomic and cultural features and call attention to their potential consequences.

Linguistic features of Innu¹

Feature	Possible consequences
Innu is polysynthetic. This places it at the opposite end of the linguistic spectrum from English. While English words are pretty much ready-made units that one can look up in a dictionary, Innu words are complex combinations of lexical and grammatical morphemes that frequently translate as complete sentences in English. In fact, virtually all Innu verbs would constitute complete English sentences.	Innu speakers should have better than average verbal memories (all other things being equal) since they are used to processing long sequences of phonemes and morphemes. Innu speakers should have the potential to develop very high levels of morphological awareness.
Innu is heavily verb dominant. Estimates are that 75-80% of Innu words are verbs. Things are often named by describing their function. Many nouns are derived from verbs.	Innu children may struggle with naming tasks in English, almost all of which are noun based. They tend to give the function of things instead of their name, and often do poorly on standardized tests as a result. For instance, shown a picture of a glass and asked to name it, many Innu children respond with "It's for drinking" but not with "It's a glass".
Innu doesn't have adjectives. This is really hard for an English speaker to grasp, but Innu, being a verb-based language, describes processes incredible detail but does not have adjectives. Innu is not deficient; it's simply different.	Children are unlikely to start school with a rich array of adjectives. They will need extra support here.

¹ Innu is an Algonquian language, related to Cree, Mi'kmaq, Naskapi, Ojibwe, Oji-Cree, Atikamekw, Algonquin, and a number of other languages spoken an immense swathe of North America from coastal Labrador through to the Rockies. The dialects of Innu spoken in Natuashish and Sheshatshiu are quite different from each other and not always mutually comprehensible. The Natuashish dialect is similar to Naskapi (spoken in Kawawachikamach, near Schefferville), while the Sheshatshiu dialect is closer to the Innu spoken along the North Shore of the St. Lawrence in Quebec. These differences are largely historical in nature, with the two communities establishing quite different contacts with groups. The Natuashish Innu originated in the Schefferville area and migrated across inland Labrador to the coast ... on foot. In contrast, the Sheshatshiu Innu have traditionally maintained stronger ties with the Innu of the Sept-Îles to Pessamit stretch of the North Shore than they have with the Natuashish Innu. For a far more detailed look at how Innu works and ideas of different language awareness activities that can be done in the classroom with Innu speakers, see the *Algonquian Language Awareness Program* that will be made available to you before the beginning of the school year and that will be updated periodically.

Innu makes a number of subtle distinctions that English does not concerning the accuracy of information. For instance, if the speaker has not witnessed an event first hand, morphemes are included to indicate a degree of speaker uncertainty.	Innu speakers often say, "I don't know" when they do know (at least according to English standards of knowing). Affirmations are serious business in Innu; they are not made lightly.
Word order is highly flexible. In Innu, rich morphology does the job that a stricter word order handles in English. Innu speakers may not have developed the same Subject-Verb-Object (SVO) instinct as English speakers.	Innu children may be less sensitive to word order cues than native English speakers. They may also feel less compelled to start a sentence with the subject.
Innu makes fewer phonological distinctions than English. There is no voiced/voiceless distinction in Innu consonants and there is a narrower range of vowel sounds as well. This means that sounds that need to be distinguished in English are not always distinguished in Innu. For example, p/b, s/z, t/d, k/g are alternative ways of pronouncing a single phoneme in Innu, but have to be distinguished in Innu.	Young Innu children tested on their ability to discriminate between French phonemes in Quebec had a terrible time. If children do not perceive English sounds adequately, they are likely to have subsequent reading and writing problems.
Different system of gender. Innu does not distinguish between <i>he</i> , <i>she</i> and <i>it</i> .	Children may use <i>he</i> and <i>she</i> fairly interchangeably ... and inaccurately.

Sociolinguistic factors

Uneven bilingualism. Most Innu children start school with knowledge of both Innu and the local majority language, but their bilingualism is not of the nicely balanced variety. They may know some words in Innu and others in English. Moreover, the balance between their languages is in constant flux as they get older and communicate with more people in both Innu and English.	Word knowledge in both Innu and English is a big problem in Innu communities. Many children with low levels of vocabulary are not being identified and helped because testing is usually be done in English only and testers assume that children with low level of knowledge of English have high levels of knowledge of Innu. Unfortunately, this is not the case. Some children have extremely low levels of word knowledge in both languages and urgently need help.
Language attrition. Sadly, the use of Innu is in decline and younger speakers are not likely to possess the same knowledge of the language as their parents and grandparents at the same age.	Almost no Innu children today have mother tongue levels of knowledge of Innu. Their knowledge of English may also fall short of mother tongue levels. Children may lack the basic oral language skills needed to support reading development in both Innu and English.

Socioeconomic factors

Factor	Possible consequences
Widespread poverty	All of the usual consequences observed in poorer segments of any school population: lags in

	vocabulary development, more attention deficit problems and related memory issues, a lack of confidence, sporadic school attendance, more health problems (ear infections result in hearing loss in particular).
Low levels of contact with print. Innu children do not often have rich contact with print in any language. Innu, although it is written, is perceived to be primarily an oral language. Few households have books or other written materials, and few parents read to their children.	Some Innu children start school with very low levels of print awareness (the understanding that print is a code used to represent spoken language). This can delay their reading development.
Low levels of parental education and negative parental school experiences	Lack of home support and acceptance of dropping out. Negative attitudes towards school.
Higher degrees of substance abuse than found nationally. A number of children suffer from FAS and other consequences of maternal substance abuse. Schools cannot repair the damage wrought in this way, but must deal with the children on a daily basis.	Higher percentages of hard-to-manage children in the classroom. Higher percentages of children relying on medication to control behaviour problems. Higher percentages of learning disabilities.

Cultural factors

Traditional respect for elders. Tradition Innu cultural is one in which younger community members respect older community members to a much greater degree than in most Canadian communities.	Many Innu schools are calm and quiet places with populations of very polite, respectful children. (As an interesting footnote, many Innu children I have met in Quebec have described being appalled by the rudeness displayed towards teachers and elders by some non-aboriginal children they have met on school exchanges).
A tradition of learning through quiet observation	If teachers can generate interesting opportunities to learn new things through low-risk observation to start, the children will be there with them every step of the way. Jumping in with both feet before sizing up the situation is not the Innu way. Once the children are confident they've got it, they will participate enthusiastically.
The acceptability of silence	Innu people do not feel the same need as non-aboriginals to fill silences immediately if two or more people are together. This behaviour can be misinterpreted by people with a low tolerance for silence in the presence of others and judged to be impolite.
The importance of staying calm	Raised voices and verbal aggression are not the Innu way.

The broad picture in literacy development

Normally-developing children will all learn to read and write at a basic level by the end of grade 2 and autonomously by the end of grade 3 if appropriate reading sub-skills are cultivated in the classroom. Reading must be taught; the vast majority of children do not “pick it up” on their own.

Skills children need in order to learn how to read

ORAL LANGUAGE SKILLS

- *Receptive and expressive vocabulary*: Recognizing words (receptive) and using them (expressive). Children cannot read and understand words that are not part of their oral vocabulary. All successful word and sentence reading has to be supported by word knowledge already in place. Trying to learn how to read while simultaneously acquiring a lot of new words is too tall an order for any child.
- *Morphological awareness*: Knowing that some words can be broken up into smaller parts that carry meaning. Ex. In English: *reaction* = re/act/ion, re = *again*, -ion = noun. Morphological awareness can boost vocabulary learning and facilitate reading development.
- *Syntactic awareness*: Knowing about word order possibilities. In English it means recognizing that changes in the usual Subject-Verb-Object order indicate that the listener should pay particular attention.
- *Pragmatic awareness*: Understanding how to interpret what is really meant by using intonation, contextual cues and real world knowledge. Ex. *Very funny!* might mean something is not funny at all.

PHONOLOGICAL SKILLS

- *Phonological discrimination abilities*: Being able to hear the difference between /k/ and /g/ or between /p/ and /b/, etc.
- *Sound sequencing knowledge*: Knowing that /spl/ is a possible start for an English word but that /mpl/ is not. Knowing that Innu words can end in /shk/ but not in /shp/
- *Phonological (Phonemic) Awareness*: the knowledge that words are made up of sounds and that these sounds can be both isolated and blended. Ex. *cat* = /k+æ+t/, *cat* without /k/ = /æt/, *cat* without /t/ = /kæ/
- *Phonological recoding/Rapid naming*: the ability to name a picture, number or written word.
- *Phonological memory*: the ability to hold a phonological sequence in mind and then repeat it.

WORD-LEVEL SKILLS

- *Print awareness*: knowing that letters are used to represent words and understanding that writing is a code.
- *Knowledge of letter names*.
- *Knowledge of letter-sound relationships*: knowing the various sounds letters can represent (ex. “s” can be pronounced: *same* or *rose* or *sure* or *leisure*)
- *Knowledge of spelling rules*.

SENTENCE-LEVEL SKILLS (GRADES 2 AND BEYOND)

- Knowledge of the meaning of basic connecting words.
- Understand of pronouns and other words used to refer to things elsewhere in the text.

Skill areas in which Innu children are likely to need extra support

Our research has shown that Innu children are likely to have greater problems than other beginning readers in the following areas:

- *Phonological discrimination* – reliably identifying the sounds of English and distinguishing between similar sounds.
- *Phonological awareness* – the ability to segment words into phonemes and to blend phonemes into words. The children should develop good levels of phonological awareness with explicit teaching, but often start school with a lag due to a lack of home stimulation.
- *Print awareness* – the understanding that written language encodes spoken language
- *Vocabulary* – both receptive and expressive, single words and frequent word sequences, particularly in areas usually covered by Innu in the children's homes. This is probably the single greatest area of weakness in Innu children.
- *Verbal memory* – an ability to repeat multiword sequences or sentences accurately (getting the sounds right and preserving all of the words in order).

For the moment, we have observed correlation between results in these skill areas and overall reading and writing development. The sentence repetition measure would seem to be particularly good at quickly identifying at-risk children. We are still working on determining the causes that underlie the problems experienced by the children who do poorly on some or all of the above tasks. This is rather slow and painstaking work. For instance, some children may fail to discriminate between similar English phonemes because they have not yet internalized a proper mental representation of the sounds in question. Other children may fail at the same task because of an undiagnosed hearing problem. Some children may have trouble repeating sentences because they do not recognize the words in them. Others might fail at the same task because of a problem with their working memory. At the moment, we know that children who fare very badly on tests in these skill areas (more than a full measure of standard deviation below community norms) often have learning problems that require professional intervention, but we do not know much about specific causes and effects. However, if the teachers in Sheshatshiu and Natuashish join the teachers in Pessamit in participating in a systematic evaluation of the children in both of their languages, more information will be available, and hopefully more answers as well.

Recommended measures from K to 3 to provide support in key areas

Measures	Realization
Increase the children's exposure to print	<ul style="list-style-type: none"> • Have books, words, letters, etc. on prominent display. • Read to the children at least once a day, if not more, regardless of their grade level • Point out words (form, meaning, sound) as you read. • Encourage parents and guardians to read to children (even if you don't think they really will); invite parents in to share story time with their children (one way of demonstrating how to read to children) • Spell new words out loud, even at the Kindergarten level, and expose the children to written forms as new words are learned.
Build vocabulary	<ul style="list-style-type: none"> • Learning words for the classroom is good, but the children also need to learn all of the "home" words that they might not have been exposed to in any language. • Work on the concept of naming things and oppose it to describing their function. (ex. This is a glass. It's for drinking. It's called a glass.) This will help the children become better test takers in English.
Include lots of memory work	<ul style="list-style-type: none"> • From the beginning of Kindergarten through to the end of Grade 3 the children should get lots of practice repeating words, numbers, sentences, rhymes, etc. Much of this can be done together as a group but some work needs to be done individual so teachers can identify and help children with memory problems. • The children can repeat new words, known words or even nonsense words. • The exercise can be varied by having the children repeat loudly, softly, slowly, fast, in funny voices, etc. • Memory work can also involve clapping sequences, tapping pencils or learning various series of physical movements (dance steps, karate moves, etc.). The children can invent their own sequences and teach them to the others.
Call attention to phonemes and syllables	<ul style="list-style-type: none"> • Have the children discriminate between phonemes regularly, especially at the Kindergarten level. (To this end minimal pairs can be used. Lists can be found on various websites. http://www.speech-language-therapy.com/~speech/index.php?option=com_content&view=article&id=13:contrasts&catid=9:resources&Itemid=117 http://international.ouc.bc.ca/pronunciation/ • For all new words, the children should eventually come to identify all of the phonemes and count the syllables. • Quick games can be played requiring the children to blend phonemes to find words or to segment words into phonemes. • The children can keep a record of the word with the most phonemes or the most syllables.
Value the children's knowledge of Innu	<ul style="list-style-type: none"> • Ask the children if they know how to say words they are learning in Innu as well as English. • Have them compare Innu and English words for length (number of syllables). • Classroom assistants can help with the Innu. If there is no classroom assistant, the children should be able to provide the words they know. (Teachers should keep in mind that Innu does not have names known to all speakers for everything one might find in a home or a classroom).

Particular curriculum difficulties for Innu children

What follows is a grade by grade listing of the K to 3 objectives across the curriculum (religion/moral education excluded) in which the particularly problematic points for Innu speakers are identified. To avoid undue amounts of repetition, the Kindergarten objectives are covered in detail, while the Grade 1 to 3 listings include notes regarding only those problems not identified at the Kindergarten level. At every grade level it is important to pre-teach the words children need to complete activities successfully.

An Analysis of Kindergarten Objectives across the Curriculum

ORAL INTERACTION

Objective	Problems posed (if applicable)
Understand the principle of turn taking	
Respond to questions in a clear voice, looking at the person asking the question	Prolonged eye contact, especially with elders is considered impolite, but normal eye contact is fine. Speaking loudly is also perceived to be very impolite in traditional Innu culture.
Say who they are, who their parents are, and where they live.	
Introduce a friend	
Use markers or signs of politeness	In Innu, you would thank someone for saving your life, but certainly not for passing the salt. The English obsession with thanking needs to be taught. Second language speakers the world over tend to have trouble using modal auxiliaries (<i>can, may, could, should, would</i> , etc.) and syntax (ex. questioning instead of ordering) as markers of politeness with the same proficiency as native speakers.
Describe a person or animal	Since Innu has no adjectives, a lot of work is required to get children describing things according to curriculum expectations. They will need to learn the appropriate adjectives.
Ask clarification questions	Asking peers is okay, but there is likely to be reticence questioning adults.
Narrate a past event	Storytelling in Innu, a dying art, is quite different from storytelling in English, largely because English storytelling has been heavily influenced by writing. Children will need to learn to sequence events and to use appropriate markers of time and place. Keep in mind that many children have not been exposed to much storytelling at home.
Express their feelings and recognize that others can have different feelings	While Innu people are very sensitive to feelings and have the full array, they do not share the English obsession with talking about feelings in public. Furthermore, talking about feelings involves using adjectives, a particularly problematic area.
Compare people, animals, objects	Once again, the absence of adjectives in Innu makes the type of comparison the curriculum requires something that needs to be taught.
Express their preferences and understand that others may have other preferences	

Explain why they prefer some things over others (taste, shape, size, texture, etc.)	Adjectives again!!!
Discuss their intentions	
Discuss future plans	
Make predictions	
Describe processes, order events	
Give simple instructions in a coherent order	
Invent and tell their own stories (with help)	Since many children have not been exposed to a lot of storytelling at home, they will need to be given good models of how to tell a story before being asked to do it on their own.
Give short reports	

PHONOLOGICAL AWARENESS AND MEMORY

Objective	Problems posed (if applicable)
Discriminate the vowel and consonant sounds of English	Innu and English have very different phonological systems. The children need to learn to hear a number of sound oppositions that Innu does not have.
Count syllables in words	
Repeat rhythm patterns (clapping, rapping a knuckle, tapping a pencil)	
Repeat up to 5-number random sequences	This can only be done as a memory task once the children have learned the numbers 1 to 10 to the point of automaticity. Start at the 3-number level and work up.
Segment words into phonemes	The children have to learn to distinguish the phonemes first.
Blend phonemes	The children have to learn to distinguish the phonemes first.
Identify syllables shared by words	
Invert syllables in invented words	
Repeat sentences of up to 10 syllables in length	Because the children do not have the same automaticity in basic English as most native speakers, many have trouble with sentence repetition tasks. Lots of practice needed here. Start with 5-syllable sequences and work up.

READING AND WRITING

Objective	Problems posed (if applicable)
Name all the letters	Teachers need to make sure that the children learn the letter names thoroughly (i.e. they don't rely on the Alphabet Song to find each one!)
Give the sounds each letter can make	This is best taught systematically using an off-the-shelf early reading program like Firm Foundations and Reading 44. Innu children will pick up sound spelling correspondences quickly if they are well taught.
Sight read all letters	Because many children start with a print awareness deficit, extra work and enrichment is required for all letter and word related reading and writing activities.
Write all letters	Idem
Sight read common classroom words	Idem
Write common classroom words	Idem
Write their name	

Read and write all numbers from 1 to 10	
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MATHEMATICS OBJECTIVES

Objective	Problems posed (if applicable)
Count forwards and backwards fluently from 1 to 10, starting at any point; count forwards to 30	Teachers need to make sure that the children learn the number words for 1 to 10 to the point of complete automaticity.
Sort and describe the categories they have sorted objects into	Possible sorting terms (colours, shapes, textures, etc.) have to be taught.
Identify patterns and create their own patterns	
Make people and picture graphs	
Understand that different objects can be grouped to make up sets, ex. groups of ten can be composed of 3 books, 5 erasers and 2 rulers	
Count sorted objects and represent the results in different manners (numbers, dots with various distributions, words)	
Represent dictated numbers	
Understand the basics of addition and subtraction	
Describe spatial positioning of things, positioning objects according to instructions and describing positions	Teachers will need to teach prepositions explicitly. Many Innu children do not have good knowledge of them in either English or Innu at the beginning of Kindergarten.
Recognize 2-dimensional shapes and their properties	No problem with the recognition, but the children will need the vocabulary to describe the properties.
Describe the properties of common solids (3D objects); discuss whether they can roll or slide, count corners, count faces	Again, the children will need to be taught the necessary words.
Find 3D solids in bigger constructions and assemble 3D solids into recognizable structures	
Measure size, height, length, weight, volume using non standard measures	
Record and compare measurements	
Talk about uses of numbers in school, at home, in the community	
Apply ordinals first to fifth and to rank objects	Beyond first, second and last, Innu does not have ordinals. The concept and vocabulary may well be new for some children. This needs extra classroom work.

SCIENCE OBJECTIVES

Objective	Problems posed (if applicable)
Distinguish living and nonliving things, describe characteristics of living and nonliving things	Not terribly problematic but some inanimate objects have animate gender in Innu. The children will have more trouble with the adjectives needed to do the describing.

Describe the weather and track daily weather on a calendar (ex. number of sunny days, rainy days)	
Describe the life cycle of different animals	Vocabulary needed but otherwise not problematic.
Name animal body parts, attributes and ways of moving	Idem
Compare human and animal habitats	Idem
Describe seasonal changes in the lives of animals	Idem
Name tools used to accomplish common tasks: kitchen utensils, knives, axes, shovels, hammers, saws, ladles, scissors, etc.	Big lexical gaps to fill here.
Identify uses for various classroom supplies and construction materials	
Follow instructions to construct an object	No problem if the children know the words used.
Observe water freezing, melting, evaporating and relate these changes of state to temperature	
Name the parts of plants and the purposes they serve	Words will need to be taught.
Describe the growing cycle	Idem
Make predictions about what will float and what will sink	
Describe ways of reusing and recycling	Words will need to be taught

SOCIAL STUDIES OBJECTIVES

Objective	Problems posed (if applicable)
Identify and count family members, group members, etc.	Kinship terms tend to be much more specific in Innu than in English. Not all children live in a traditionally structured family. Teachers will need to teach the core terms because the children need them, but they will need to be creative in order to ensure everyone feels included.
Understand the difference between needs and wants	
Understand how needs are met in their homes and communities	
Discuss preferences	Children will need to learn the appropriate vocabulary, particularly if comparative adjectives and adverbs are involved.
Describe rituals associated with the coming of winter and Christmas	Idem
Use basic mapping skills to create simple maps (ex. of classroom).	
Give simple directions	No problem once children learn the words needed.
Describe means of transportation used	Idem

to get to different places	
Talk about the clothing needed for different seasons and activities	Idem
Sequence events in a process	Idem
Describe different services in their village	Idem

An Analysis of Grade 1 Objectives across the Curriculum

All preceding Kindergarten skills plus:

ORAL INTERACTION

Children can:

- give short and simple oral presentations related to topics covered in class
- handle all standard classroom tasks (questioning, describing, giving an opinion, expressing preferences)
- ask precise clarification questions (related to math and science topics)
- show oral presentation skills (articulation, pace)
- take conversational turns properly and intervene politely;
- **predict what will happen next in stories that are read to them and make predictions in science and math activities (Innu children are often reluctant to guess even when they are quite sure. They need to be taught how to make predictions.)**
- participate in collective storytelling and engage in individual storytelling.

PHONOLOGICAL AWARENESS

Children can:

- count syllables in words of up to 6 syllables
- segment and blend syllables (up to 6)
- do initial and final syllable deletion.
- recognize common morphemes (singular vs. plural, animate vs. inanimate)
- repeat longer and more sophisticated rhythm patterns than in Kindergarten
- repeat sentences of up to 10 syllables
- delete, add syllables, and invert syllables
- isolate morphemes and perform simple substitutions within a paradigm.

READING AND WRITING

Children can:

- name, read and write all letters rapidly
- write common sight words accurately
- write simple sentences (narrative and descriptive)
- represent less frequent words with phonetic accuracy
- **accurately decode regularly spelled words (Children can only read words they know orally. Because Innu children often do not know many of the words writers of 'easy' children's books use, they can end up sounding words out well but not recognizing them. Teachers need to make sure that the children have oral knowledge of the words they are being called upon to read).**
- sight read frequently occurring words, even those with opaque spelling
- **read and understand simple texts including known vocabulary (Again, what is known, easy vocabulary for native English speakers might not be familiar to Innu children).**

MATHEMATICS OBJECTIVES

Children can:

- describe patterns, create their own patterns, complete patterns (symbols, pictures, sounds, rhythms)
- find new ways and more criteria for sorting objects (texture, colour, form, sound, etc.)
- build, compare and order sets.
- understand that quantities do not vary when representations change
- add to sets (addition) and take away from sets (subtraction)
- count to 50
- estimate numbers up to 50
- **use ordinals from first to tenth (Reinforcement needed because Innu does not use ordinals comparable to those in English; it has first, second and last, but none of the others.)**
- tell time to the half hour on an analogue clock (clock with hands)
- talk about duration
- know the names of coins and how to represent amounts up to 10 cents.
- read a thermometer and identify key temperatures
- add and subtract numbers to 20
- collect (counting, surveys, measuring) and graph data using a variety of different graph types.
- distinguish probable from improbable occurrences
- interpret graphs they are shown.
- describe and sort 2D and 3D objects
- situate 2D and 3D objects with respect to each other, construct objects with 3D objects and describe positioning of 3D objects in structures.
- **count by two (In Innu there is no separation of even and odd numbers)**
- estimate, measure (using non-standard units), compare and graph lengths, weights, heights, volume, etc.
- show symmetry and halves (spatial and temporal)
- compare containers in terms of volume and objects in terms of weight using non-standard units

SCIENCE OBJECTIVES

Children can:

- describe and measure daily changes in heat and light.
- observe shadows at different times of the day
- describe changes in people, animals and plants in the course of a day.
- **categorize weather phenomena by season (Seasons are differently perceived by the Innu. Although they are familiar with the four seasons recognized in English, many Algonquian speakers distinguish more than four seasons and define seasons by the activities done at the time more than by the weather.)**
- make weather predictions based on season and evidence
- **describe objects and substances using all senses (Innu does not use the same range of 'sensory' words as English. Extra support will be required here).**
- describe the properties and potential uses of different objects and materials.
- compare natural with constructed environments.
- use different materials and forms to construct objects; describe processes; talk about the properties of the materials used and name the results.
- describe local natural resources and explain how they are used
- compare animals in greater detail than in Kindergarten, including more body parts and a more sophisticated range of words.

- **group animals and plants by broader type (family, species) (Innu makes a few distinctions English does not, but there should not be major issues here because most child speakers do not learn these distinctions today.)**
- Children can compare the needs of humans, animals and plants

SOCIAL STUDIES OBJECTIVES

Children can:

- **talk about groups within their community: cubs, guides, sports teams, dance groups, etc. (Obviously, small communities do not have a wealth of choices to talk about).**
- distinguish between rights and responsibilities.
- distinguish between needs and wants.
- talk about the history of their community.
- situate their community on a map and locate buildings within their community using a community map
- **describe locations (ex. across from the school, next to the bank) and give basic directions (Knowledge of prepositions may require reinforcement)**
- read a simple map and understand the legend; they use a map of an imaginary community to give directions.
- create and use simple maps.
- talk about other Aboriginal peoples in Quebec and Ontario (names, locations, relation to them).
- compare past and present transportation, communication, shelter, food, etc.

An Analysis of Grade 2 Objectives across the Curriculum

All of the preceding Kindergarten and Grade 1 objectives plus:

ORAL INTERACTION

Children can:

- engage in role playing
- interact with others and the teacher with appropriate politeness, turn-taking, question asking and answer giving
- do short presentations on a science or social studies topics that they have explored
- **interact appropriately with communities elders (show proper respect, ask for clarification when they don't understand, grasp that there are differences between their Cree and that of elders.) (Interactions with elders are quite different in English and Innu. As a general rule, second language speakers need explicit instruction on how to show politeness appropriately in English)**
- present factual information and make adjustments in response to listener questions and feedback
- do oral science reports describing simple experiments

PHONOLOGICAL/LANGUAGE AWARENESS

Children can:

- identify frequent morphemes (plurality, tense markers, etc.)
- transform sentences by adding/changing morphemes
- segment words into phonemes and into syllables
- blend phonemes into words
- invert phonemes and syllables
- organize letters into words using knowledge of sound-spelling correspondences

READING AND WRITING

Children can:

- sight read familiar words (transparent and opaque orthography)
- **decode unfamiliar words with transparent orthography and unfamiliar words with opaque orthography following a known pattern (Because of a lack of contact with print, Innu children have not always committed a lot of irregular forms to memory. Teachers need to invest substantial amounts of time in memory work to improve automaticity. The more children can memorize, the more working memory they free up to process new information).**
- comprehend texts with familiar words
- use pictures and other graphics to support text comprehension
- write simple and compound sentences
- punctuate simple sentences correctly
- label diagrams with accuracy
- **describe processes in writing (Because of the children's lag in print awareness and lack of contact with books at home, reinforcement will be needed here)**
- write stories

MATHEMATICS OBJECTIVES

Children can:

- sort objects using at least two attributes at a time.
- create and extend more complex patterns and convert more complex rules into patterns
- count by 2's, 5's, 10's and 25's to 100 and beyond
- do addition and subtraction to 100 (2-digit numbers)
- **tell time to the quarter hour on an analogue clock (clock with hands) (Algonquian languages don't use a quarter hour system of time telling. This should get extra attention).**

- measure the duration of events
- compare the rise and fall of a thermometer with changes in temperature
- know the value of a quarter and of a dollar; understand 4 quarters is the same as a dollar
- collect, organize and present data in various graph and display forms.
- read picture graphs with one-to-one correspondence.
- demonstrate an understanding of probability
- explore 3D solids, build models and learn to describe more features of solids
- use 0 as a placeholder.
- **measure in centimetres and metres (There are no words for metric units in many Algonquian languages. The children shouldn't have trouble with the metric system, but metric measures do not relate to those used in Innu).**
- calculate the perimeter and estimate area
- find lines of symmetry and perform simple translations.
- **describe the position and motion of geometric figures undergoing translations (The children shouldn't have trouble with the concepts but they might not have the words to describe the translations).**
- see multiplication as repeated addition; do simple multiplication
- see division as sharing; do simple division
- represent and explain halves, thirds and quarters
- describe capacity in mathematical terms
- estimate, measure and record the capacity of containers using non standard measures
- estimate, measure and record the mass of objects
- understand that different looking containers and objects can have the same capacity or mass.

SCIENCE OBJECTIVES

Children can:

- describe how needs and wants change over the life cycle of a person
- initiate the research process by looking for sources of information
- compare the life cycles of familiar animals.
- describe the human life cycle.
- describe the three states of water
- **describe some of the properties of liquids and solids (Pre-teaching of relevant vocabulary required).**
- experiment with making liquids and solids interact (sinking, floating, solubility).
- describe positions of objects with respect to each other and to describe position from different perspectives
- **describe patterns of movement: spinning, vibrating, swinging, rolling, sliding, straight line motion, bouncing (Innu does not have words for all of these types of movements so extra vocabulary work needed here).**
- follow instructions to move certain objects in certain ways
- describe the factors that affect the motion of an object
- make predictions about how certain object will move
- describe how air surrounds us and is felt as wind
- measure the speed and direction of the wind.
- observe and note changes in the air: temperature, movement, moisture
- measure precipitation (melt snow to compare snow to water)
- name sources of moisture in their environment
- describe the effects of moisture on roads, building, clothing.
- **talk about absorbency, waterproofing, drying (Good opportunity to talk about tradition waterproofing materials here).**

- talk about the importance of clean water
- **identify different environments found in the world (Extra vocabulary work required to make sure the children know the words for totally new concepts).**

SOCIAL STUDIES OBJECTIVES

Children can:

- describe changes in their lives and their reactions to these changes.
- document changes in their community
- predict how their community may change in the future
- describe how individuals and groups contribute to change
- describe how decisions are made and how decisions can result in change
- **describe and evaluate the role of technology in their lives and consider how technology has changed over time (Good opportunity to show the children how technology is being used to preserve aboriginal languages).**
- discuss the positive and negative aspects of technological change
- describe how people earn money and what they spend money on (needs, wants)
- talk about the idea of value for money
- describe how work (including children's work) has changed over time.
- **name different types of work: paid and unpaid (Volunteering is uncommon in aboriginal communities; this concept will require explanation)**
- talk about how to protect the environment (locally, nationally, internationally).

An Analysis of Grade 3 Objectives across the Curriculum

All preceding K to 2 skills plus:

ORAL INTERACTION

Children can:

- consider others' ideas
- **engage in critical listening (Children with weak comprehension skills cannot engage in any form of critical assessment of what they hear. Teachers need to focus on optimizing comprehension skills first and developing critical thinking once the children are comprehending well).**
- ask and respond to clarification questions
- express and explain opinions, feelings, experiences
- participate appropriately in conversations
- **do a variety of different oral presentations (It would be wise to invest time at this stage to teach the children how to speak in front of a group. Insist on proper preparation, a clear speaking voice and good eye contact.)**
- give and follow instructions
- keep the audience in mind when speaking
- provide more detail when recounting events

PHONOLOGICAL/LANGUAGE AWARENESS

Children can:

- break words down into morphemes
- transform sentences by adding/changing morphemes and adjusting syntax
- compare some features of Innu to features of English

READING AND WRITING

Children can:

- read a variety of different texts
- keep a record of texts read
- read silently
- decode new words using learned phonological and morphological strategies
- recognize a substantial number of sight words
- identify main ideas and supporting ideas
- **interpret simple figurative language (This is hard for English mother tongue children and even harder for second language speakers).**
- recognize story elements
- **write for different purposes (narrating, reporting, informing, etc.) (The children will need to be exposed to a variety of text types, including lots of nonfiction. Although many teachers stay away from nonfiction because they do not perceive to be fun, it is much easier to read than fiction and should be heavily exploited in the classroom)²**
- start taking notes
- **experiment with language structures to write more creatively (Take time to call the children's attention to interesting structures and the effects they achieve)**

² Children who cannot read well are usually even worse writers. It is critical to get children reading before handing them a blank page and expecting them to write. You can help poor readers during writing activities by using gapped texts rather than blank sheets. The weaker readers/writers can opt to use the gapped texts while the stronger ones can choose the "blank page" option. You can keep a multilevel class moving forward at the same pace this way, gradually weaning the weak readers/writers off the gapped texts as they improve.

- write a letter
- write fiction
- use good texts as models
- develop strategies for planning, drafting, revising and presenting texts
- use basic conventions of written language
- experiment with the use of technology in writing

MATHEMATICS OBJECTIVES

Children can:

- collect and graph data (picture and bar graphs)
- order and compare 4-digit whole numbers
- estimate quantities
- show understand of base 10 groupings
- read numbers in several ways into the thousands
- mentally add and subtract 1 and 2-digit numbers
- **tell time to 5 minutes (Innu does not have words for most fractions. Children might require extra work here)**
- recognize and name angles greater and less than a right angle
- recognize and name congruent angles and polygons
- recognize and name different prisms
- build skeletons of different prisms
- find lines of reflective symmetry
- recognize polygons in the real world
- solve and create simple multiplication and division problems
- **recall multiplication facts to 9 x 5 (Time spent having children learn the times tables by heart is time well invested. Do lots of times tables and mental math in class as a service to the children. The more procedures they automatize, the more working memory they free up for problem solving.)**
- count money and make change
- measure and estimate using the metric system
- use fractions to represent parts of a whole

SCIENCE OBJECTIVES

Children can:

- describe the composition of soil
- compare types of soil
- describe the effects of moisture on soil types
- document water absorption experiments
- discuss soil erosion and erosion prevention
- describe things that live in soil (ex. worms, insects, rodent, bacteria)
- describe how living things act on soil and use soil (for food, shelter)
- describe properties of building materials
- investigate ways of joining materials
- identify materials that can be used to solve building problems
- test the strength and stability of structures
- illustrate the construction process
- identify uses of magnets
- predict what can be picked up by a magnet
- estimate the number of object that can be picked up by a magnet

- construct a magnetically powered toy
- describe ways to produce static electricity using everyday objects
- observe and record the force of static electricity
- describe the effects of static in daily life
- germinate seeds and grow plants
- document the germination and growth
- identify parts of plants and their function
- describe uses of plants or parts of plants
- consider different concerns about plants (from farmers, loggers, grocers, environmentalists, etc.)

SOCIAL STUDIES OBJECTIVES

Children can:

- consider how geographic features shape communities
- describe different types of communities
- consider the influence of weather on communities
- know key factors that influence climate
- consider the natural resources available to different communities
- consider how available natural resources influence local industry and recreation
- examine different types of technology used in the work force
- recognize why different communities develop different cultures
- compare transportation and communication in different communities
- determine when and why people settled different communities
- recognize evidence from the past in different communities

Language arts scheduling recommendations: K to 3

The following recommendations apply to the Language Arts component of the K to 3 curriculum for Newfoundland and Labrador. As teachers will notice, many of the activities proposed can be done within the framework of math, science or social studies activities. Only a limited number of activities have been suggested here. Teachers will have many others to add. The goal here is to provide a basic framework that will ensure that key pre-literacy skill areas that are often weak in Innu-speaking children will be adequately developed.

A glossary at the end defines terms teachers may not be familiar with.

Kindergarten scheduling recommendations

BEGINNING OF THE YEAR TO HALLOWEEN

Skill area	Frequency	Possible activities
Phonological discrimination and Phonological Awareness	<ul style="list-style-type: none">Daily (10-15 minutes)	<ul style="list-style-type: none">Determining if pairs of words are the same or different. Use minimal pairs to this end. It doesn't matter if the children know the words or not for these exercises.Finding words that start with the same sound. Here use words the children already know or pre-teach words.Finding words that rhyme (Not much rhymes in Innu; make sure the children understand the concept of rhyming).See Firm Foundations for rhyming and initial sound identification activities.
Letter-sound mastery	<ul style="list-style-type: none">Daily (5 minutes or so)	<ul style="list-style-type: none">Alphabet song for letter namesPointing to letters as they are saidMatching upper and lower case lettersSee Firm Foundations for more activity ideas
Concepts of print and reading	<ul style="list-style-type: none">Daily (integrated into reading activities)	<ul style="list-style-type: none">Finding the title of a book, the author, etc.Making predictions on the basis of the title, of the picturesMatching spoken words with printed words (ex. Show me the word 'cat'. Show me the word 'happy')Pointing out upper and lower case lettersPointing out punctuation marksIdentifying first and last letters in words
Vocabulary development	<ul style="list-style-type: none">Daily (30 minutes spread out over the day).	<ul style="list-style-type: none">Have children name objects (or pictures of them) or point to them or touch them as they are namedTeach related words with objects (knife-cut-slice; pencil-write)Recycle vocabulary words in games (ex. What would I put in my backpack if I were going to school? Fishing? Swimming? Skating?)Identify and pre-teach words in stories to be read to the children so they can recognize them when they hear the storySupport word learning with pictures and written forms of words whenever possible.Rapid naming of pictures or objects with the whole class and with individualsEarly priorities should include body parts, colours, numbers, shapes and common concrete words for the classroom. Adjectives should also be covered as needed for math, science and social studies.
Oral language fluency	<ul style="list-style-type: none">Daily (30-60 minutes choral and individual talk time)	<ul style="list-style-type: none">Circle activities are a good way to start the school day. It's important to give each child a chance to speak. Some good ideas for activities can be found in <i>Our Turn to Talk</i>.Choral repetition of sentences (this can be coupled with story reading activities)Individual repetition of sentences (very important for picking up

		children who are particularly at risk) • Singing songs and repeating rhymes are good activities to build fluency. There should be singing and rhyming on a daily basis.
Oral language comprehension	• Daily (15-20 minutes minimum) Many children are far weaker than you may think in this skill area. It is critical to check each child for comprehension on a regular basis.	• Instruction-following activities are an excellent way of practising oral comprehension. Some work can be done with the children doing common tasks like colouring and drawing according to instructions (ex. Colour the circle blue. Draw a box underneath the star.) • Individual listening comprehension activities are also necessary to pick up on children who are not following. Information questions (<i>wh-</i> questions) and instruction following tasks are good for picking up children with problems.
Memory work	• Daily 15-20 minutes done in small stretches at different times in the day	• Repetition of numbers, words, sentences • Repetition of series of different physical movements (stepping, clapping, standing, raising arms, etc.) • Repetition of clapping or tapping different patterns (start with simple patterns and work up)

HALLOWEEN TO CHRISTMAS

Skill area	Frequency	Possible activities
Phonological discrimination and Phonological Awareness	• Daily (10 minutes or so)	• Determining if pairs of words are the same or different. • Finding words that start with the same sound. • Finding words that rhyme • Initial phoneme deletion (ex. What do you have if you take the “c” /k/ off “cat”?) • Initial phoneme blending (ex. What do you get if you add “d” to “og”?)
Letter-sound mastery	• Daily (5 minutes or so for letter identification and 15 or 20 for learning sound-spelling correspondences)	• Pointing to letters as they are said • Matching upper and lower case letters • Counting different letters • Systematic learning of the different sounds each letter can make
Concepts of print and reading	• Daily (integrated into reading activities)	• Matching spoken words with printed words • Pointing out upper and lower case letters. • Pointing out punctuation marks. • Identifying first and last letters in words. • Finding specific letters in words. • Counting the number of letters in words.
Vocabulary development	• Daily (30 minutes spread out over the day).	• Rapid naming of pictures or objects with the whole class and with individuals. Some tasks can be timed. Ex. How many animals can you name in a minute? How many colours can you name in a minute? Etc. • New priorities can include words for clothing, food, parts of buildings, means of transportation, animals. • Identifying elements of compound words; creating new compounds. • Adjectives should also be covered as needed for math, science and social studies.

Oral language fluency	<ul style="list-style-type: none"> • Daily (30-60 minutes choral and individual talk time) 	<ul style="list-style-type: none"> • Circle activities: Have children narrate past events (what they did the night before, the plot of a story on TV, etc.) • Singing songs and repeating rhymes. • Summarizing or repetition of events in stories (during book reading activities).
Oral language comprehension	<ul style="list-style-type: none"> • Daily (15-20 minutes minimum) 	<ul style="list-style-type: none"> • Instruction-following activities that integrate new words the children are learning • Individual listening comprehension activities (instructions, <i>wh</i>-questions, etc.)
Memory work	<ul style="list-style-type: none"> • Daily 15-20 minutes done in small stretches at different times in the day 	<ul style="list-style-type: none"> • Repetition of numbers, words, sentences • Repetition of series of different physical movements (stepping, clapping, standing, raising arms, etc.) • Repetition of clapping or tapping different patterns (start with simple patterns and work up)
Writing activities	<ul style="list-style-type: none"> • Daily 15-20 minutes 	<ul style="list-style-type: none"> • Learning how to write the letters the children have learned to recognize. • Letter copying practice. • Once they have good motor control of their pencils, they can engage in writing missing letters in words.

NEW YEAR TO EASTER

Skill area	Frequency	Possible activities
Phonological Awareness	<ul style="list-style-type: none"> • Daily 	<ul style="list-style-type: none"> • Initial phoneme deletion • Phoneme segmentation: identifying and counting the sounds in short words (Teachers should make sure they themselves know how to count phonemes correctly before engaging in this activity with the children) • Blending of two, three and four phonemes into words the children know. • Counting syllables in words
Letter-sound mastery	<ul style="list-style-type: none"> • Daily (15 or 20 minutes correspondences) 	<ul style="list-style-type: none"> • Continuing a letter-by-letter look at sound-spelling correspondences. • Out loud spelling of words (this can be choral or individual work)
Concepts of print and reading	<ul style="list-style-type: none"> • Daily (integrated into reading activities) 	<ul style="list-style-type: none"> • Matching spoken words with printed words • Finding specific letters in words. • Counting the number of occurrences of a certain letter in a word or sentence. • Finding the same words on a page. • Rapid word search (Find X as fast as you can)
Vocabulary development	<ul style="list-style-type: none"> • Daily (30 minutes spread out over the day). 	<ul style="list-style-type: none"> • Rapid naming of pictures or objects with the whole class and with individuals. Include some timed tasks. • New vocabulary priorities can include words for sports, outdoor activities, occupations, plants, more animals. • Additional compound word analysis and creation. • Teaching of adjectives needed for math, science and social studies.
Oral language fluency	<ul style="list-style-type: none"> • Daily (30-60 minutes choral and individual talk time) 	<ul style="list-style-type: none"> • Circle activities: Have children narrate past events (what they did the night before, the plot of a story on TV, etc.) • Singing songs and repeating rhymes are good activities to build fluency. There should be singing and rhyming on a daily basis. • Summarizing or repetition of events in stories (during book reading activities). • Prediction activities: starting from texts the children are familiar with, read a few words and ask the children to predict what the next

		word will be.
Oral language comprehension	<ul style="list-style-type: none"> Daily (15-20 minutes) 	<ul style="list-style-type: none"> Instruction-following activities that integrate new words the children are learning Individual listening comprehension activities (instructions, <i>wh</i>-questions, etc.)
Memory work	<ul style="list-style-type: none"> Daily 15-20 minutes done in small stretches at different times in the day 	<ul style="list-style-type: none"> Repetition of numbers, words, sentences Repetition of series of different physical movements (stepping, clapping, standing, raising arms, etc.) Repetition of clapping or tapping different patterns
Writing activities	<ul style="list-style-type: none"> Daily 15-20 minutes 	<ul style="list-style-type: none"> Writing of more letters (lower case and upper case) as the children learn them. Writing in missing letters in words Copying words
Morphological awareness	<ul style="list-style-type: none"> Daily 15-20 minutes 	<ul style="list-style-type: none"> Making things plural (start with regular plurals; irregulars need to be memorized as complete words) Transformation exercises: Today Susan walks. Yesterday Susan _____.

EASTER TO END OF YEAR

Skill area	Frequency	Possible activities
Phonological Awareness	<ul style="list-style-type: none"> Daily (5-10 minutes) 	<ul style="list-style-type: none"> Initial and final phoneme deletion Phoneme segmentation: identifying and counting the sounds in short words (Teachers should make sure they know how to count phonemes correctly before engaging in this activity) Blending of two, three and four phonemes into words the children know. Counting syllables in words
Letter-sound mastery	<ul style="list-style-type: none"> Daily activities (15 or 20 for learning sound-spelling correspondences) 	<ul style="list-style-type: none"> Out loud spelling of words (this can be choral or individual work) Word dictation using familiar words the children have seen written and spelled out loud.
Concepts of print and reading	<ul style="list-style-type: none"> Daily (integrated into reading activities) 	<ul style="list-style-type: none"> Matching spoken words with printed words Finding specific letters in words. Counting the number of a certain letter in a word or sentence. Finding the same words on a page or on different pages. Finding different versions of the same word (singular and plural forms, past and present forms) Finding words within words (parts of compounds, words with derivational or inflectional morphology) Teachers should take care not to talk about sequences of letters within words that are not morphemes (ex. 'pine' within <i>porcupine</i>)
Vocabulary development	<ul style="list-style-type: none"> Daily (30 minutes spread out over the day). 	<ul style="list-style-type: none"> Practise rapid naming of pictures or objects with the whole class and with individuals. New priorities can include words for spring and summer activities, objects needed on the land, basic tools, spring and summer clothing words, household implements Adjectives and adverbs should also be covered as needed for math, science and social studies.
Oral language fluency	<ul style="list-style-type: none"> Daily (30-60 minutes choral and individual talk time) 	<ul style="list-style-type: none"> Circle talk activities: Have children narrate past events (what they did the night before, the plot of a story on TV, etc.) Children can also engage in group storytelling: one person starts a story and the others add to it. The whole things can be repeated over and over as

		<p>the story develops.</p> <ul style="list-style-type: none"> • Singing songs and repeating rhymes. • Summarizing events in stories (during book reading activities). • Prediction activities: starting from texts the children are familiar with, read a few words and ask the children to predict what the next word will be.
Oral language comprehension	<ul style="list-style-type: none"> • Daily (15-20 minutes minimum) 	<ul style="list-style-type: none"> • Instruction-following activities that integrate new words the children are learning • Individual listening comprehension activities (instructions, <i>wh</i>-questions, etc.)
Memory work	<ul style="list-style-type: none"> • Daily 15-20 minutes done in small stretches at different times in the day 	<ul style="list-style-type: none"> • Repetition of numbers, words, sentences • Repetition of series of different physical movements (stepping, clapping, standing, raising arms, etc.) • Repetition of clapping or tapping different patterns
Writing activities	<ul style="list-style-type: none"> • Daily 15-20 minutes 	<ul style="list-style-type: none"> • Writing all letters of the alphabet (upper and lower case). • Writing in missing letters in words • Copying words • <u>Doing word dictation of known words and some new words</u>
Morphological awareness	<ul style="list-style-type: none"> • Daily 15-20 minutes 	<ul style="list-style-type: none"> • Activities with useful derivational morphemes. Ex. What would you call someone who teaches? A teacher. What would you call someone who bakes? A baker. Etc.

Grade 1 scheduling recommendations

BEGINNING OF THE YEAR TO HALLOWEEN

Skill area	Frequency	Possible activities
Phonological Awareness	<ul style="list-style-type: none"> Daily (5-10 minutes) 	<ul style="list-style-type: none"> Initial and final phoneme deletion Phoneme segmentation: identifying and counting the sounds in short words (Teachers should make sure they know how to count phonemes correctly before engaging in this activity) Blending of two, three and four phonemes into words the children know. Counting syllables
Letter-sound mastery	<ul style="list-style-type: none"> Daily activities (15 or 20 for learning sound-spelling correspondences) 	<ul style="list-style-type: none"> Activities reviewing sound-spelling correspondences learned in Kindergarten. Out loud spelling of words (this can be choral or individual work) Writing in missing letters in dictated words (ex. w_nderf_l) Word dictation using familiar words the children have seen written and have spelled out loud. Word dictation using orthographically transparent words (spelled like they sound) that are not familiar to the children (to assess their mastery of sound-spelling relationships).
Concepts of print and reading	<ul style="list-style-type: none"> Daily (integrated into reading activities) 	<ul style="list-style-type: none"> Matching spoken words with printed words Finding different versions of the same word (singular and plural forms, past and present forms) Finding words within words (parts of compounds, words with derivational or inflectional morphology) Teachers should take care not to talk about sequences of letters within words that are not morphemes (ex. 'pine' within <i>porcupine</i>) Sight word recognition drills using word flashcards (no illustrations)
Vocabulary development	<ul style="list-style-type: none"> Daily (30 spread out over the day). 	<ul style="list-style-type: none"> Rapid naming of pictures or objects with the whole class and with individuals, including timed tasks to review newly acquired words. Pre-teaching of all words children will be called on to read or understand across the curriculum (math, science, social studies, etc.) Finding words in the same family
Oral language fluency	<ul style="list-style-type: none"> Daily (30-60 minutes choral and individual talk time) 	<ul style="list-style-type: none"> Circle activities: Have children narrate past events (what they did the night before, the plot of a story on TV, etc.) Group storytelling: one person starts a story and the others add to it. The whole things can be repeated over and over as the story develops. These stories can be written out by the teacher and copied by the children in a writing activity. Singing songs and repeating rhymes. Summarizing events in stories (during book reading activities). Prediction activities: starting from texts the children are familiar with, read a few words and ask the children to predict what the next word or words will be.
Oral language comprehension	<ul style="list-style-type: none"> Daily (15-20 minutes minimum) 	<ul style="list-style-type: none"> Instruction-following activities that integrate new words the children are learning Individual listening comprehension activities to check for uptake (instructions, <i>wh</i>- questions, etc.). Teachers should assess all children individually as frequently as possible to identify children who have comprehension problems.
Memory work	<ul style="list-style-type: none"> Daily 15-20 minutes done in small stretches at different times in 	<ul style="list-style-type: none"> Repetition of numbers, words, sentences Repetition of series of different physical movements (stepping, clapping, standing, raising arms, etc.) Repetition of clapping or tapping different patterns (start with

	the day	simple patterns and work up)
Reading activities	<ul style="list-style-type: none"> Daily (60 minute block of time with each group spending 20 minutes with the teacher) 	<ul style="list-style-type: none"> Formation of small reading groups by ability. Work on decoding words and sentences in graded readers. Children need individual attention in learning to read. To this end teachers need to split up classes into 3 small reading groups and spend about 20 minutes a day with each small group.
Writing activities	<ul style="list-style-type: none"> Daily 15-20 minutes 	<ul style="list-style-type: none"> Writing all letters of the alphabet (upper and lower case). Writing in missing words in short sentences. Copying words Doing word/short sentence dictation
Morphosyntax	<ul style="list-style-type: none"> Daily 15-20 minutes 	<ul style="list-style-type: none"> Sentence transformation activities. Ex. Today he walks. Yesterday he walked. I like pizza, but I don't like anchovies. (Many such transformations can be done through Jazz Chants).

HALLOWEEN TO CHRISTMAS

Skill area	Frequency	Possible activities
Phonological Awareness	<ul style="list-style-type: none"> Daily (5-10 minutes) 	<ul style="list-style-type: none"> Deleting initial and final phonemes Blending of two, three and four phonemes into words the children know. Counting syllables Inverting syllables
Letter-sound mastery	<ul style="list-style-type: none"> Daily activities (15 or 20 minutes) 	<ul style="list-style-type: none"> Out loud spelling of words (this can be choral or individual work) Word dictation using familiar words the children have seen written and have spelled out loud. Word dictation using orthographically transparent words (spelled like they sound) that are not familiar to the children (to assess their mastery of sound-spelling relationships).
Concepts of print and reading	<ul style="list-style-type: none"> Daily (integrated into reading activities) 	<ul style="list-style-type: none"> Matching spoken words with printed words Finding the same words on a page or on different pages. Finding different versions of the same word (singular and plural forms, past and present forms) Finding words within words (parts of compounds, words with derivational morphology)
Vocabulary development	<ul style="list-style-type: none"> Daily (30 minutes spread out over the day). 	<ul style="list-style-type: none"> Rapid naming of pictures or objects with the whole class and with individuals, including timed tasks Pre-teaching of all words children will be called on to read or understand across the curriculum (math, science, social studies, etc.) Introduction of word webs (words found within the same lexical domain)
Oral language fluency	<ul style="list-style-type: none"> Daily (30-60 minutes choral and individual talk time) 	<ul style="list-style-type: none"> Group storytelling: one person starts a story and the others add to it. The whole things can be repeated over and over as the story develops. These stories can be written out by the teacher and copied by the children in a writing activity. Singing songs and repeating rhymes. Summarizing events in stories (during book reading activities). Prediction activities (What word will come next?)
Oral language comprehension	<ul style="list-style-type: none"> Daily (15-20 minutes minimum) 	<ul style="list-style-type: none"> Instruction-following activities that integrate new words the children are learning. Some instructions can focus on subtle phonological distinctions (ex. Show me a pear. Using bear as a distracter) Individual listening comprehension activities to check for uptake (instructions, <i>wh</i>- questions, etc.).
Memory work	<ul style="list-style-type: none"> Daily (15-20 	<ul style="list-style-type: none"> Repetition of numbers, words, sentences

	minutes done in small stretches at different times in the day)	<ul style="list-style-type: none"> • Repetition of series of different physical movements (stepping, clapping, standing, raising arms, etc.) • Repetition of clapping or tapping different patterns (start with simple patterns and work up)
Reading activities	<ul style="list-style-type: none"> • Daily (60 minute block of time with each group spending 20 minutes with the teacher) 	<ul style="list-style-type: none"> • Work on decoding words and sentences in graded readers. • Work on fluency in more advanced groups (reading sequences smoothly and accurately) • Work on reading for comprehension in more advanced children. Children can read out loud and then match what they've read to illustrations to show comprehension.
Writing activities	<ul style="list-style-type: none"> • Daily (20 minutes) 	<ul style="list-style-type: none"> • Writing in missing words in short sentences. • Copying words • Doing word/short sentence dictation
Morphosyntax	<ul style="list-style-type: none"> • Daily (15-20 minutes) 	<ul style="list-style-type: none"> • Using derivational morphemes. Ex. What would you call someone who teaches? A teacher. What would you call someone who bakes? A baker. Etc. • Sentence transformation activities (negative-affirmative, past-present, first person-third person, etc.)

NEW YEAR TO EASTER

Skill area	Frequency	Possible activities
Phonological Awareness	<ul style="list-style-type: none"> • Daily (5-10 minutes) 	<ul style="list-style-type: none"> • Blending of two, three and four phonemes into words the children know. • Segmenting words into phonemes • Counting syllables • Inverting syllables
Letter-sound mastery	<ul style="list-style-type: none"> • Daily activities (15 or 20 minutes) 	<ul style="list-style-type: none"> • Out loud spelling of words (this can be choral or individual work) • Word dictation using familiar words the children have seen written and have spelled out loud and unfamiliar words that do not present too many difficulties. • Sentence or phrase dictation so children can start to identify words within sound sequences.
Concepts of print and reading	<ul style="list-style-type: none"> • Daily (integrated into reading activities) 	<ul style="list-style-type: none"> • Matching spoken words with printed words • Finding different versions of the same word (singular and plural forms, past and present forms) • Finding words within words (parts of compounds, words with derivational morphology)
Vocabulary development	<ul style="list-style-type: none"> • Daily (30 minutes spread out over the day). 	<ul style="list-style-type: none"> • Rapid naming of pictures or objects with the whole class and with individuals. • Pre-teaching of all words children will be called on to read or understand across the curriculum (math, science, social studies, etc.) • Word webs • Teaching of words which frequently co-occur with target words (Teachers can use a concordancer to identify collocations).
Oral language fluency	<ul style="list-style-type: none"> • Daily (30-60 minutes choral and individual talk time) 	<ul style="list-style-type: none"> • Group storytelling • Individual storytelling • Singing songs and repeating rhymes. • Summarizing events in stories • Prediction activities: starting from texts the children are familiar with, read a few words and ask the children to predict what the next word or words will be.
Oral language comprehension	<ul style="list-style-type: none"> • Daily (15-20 minutes minimum) 	<ul style="list-style-type: none"> • Instruction-following activities that integrate new words the children are learning

		<ul style="list-style-type: none"> • Individual listening comprehension activities to check for uptake • Listening and summarizing activities • Listening for subtle phonological differences
Memory work	<ul style="list-style-type: none"> • Daily 15-20 minutes done in small stretches at different times in the day 	<ul style="list-style-type: none"> • Repetition of numbers, words, sentences • Repetition of series of different physical movements (stepping, clapping, standing, raising arms, etc.) • Repetition of clapping or tapping different patterns (start with simple patterns and work up)
Reading activities	<ul style="list-style-type: none"> • Daily (60 minute block of time with each group spending 20 minutes with the teacher) 	<ul style="list-style-type: none"> • Work on decoding words and sentences in graded readers. • Work on fluency • Work on reading for comprehension in more advanced children.
Writing activities	<ul style="list-style-type: none"> • Daily (15-20 minutes) 	<ul style="list-style-type: none"> • Writing in missing words in short sentences. • Copying words • Doing word/short sentence dictation • Sentence completion activities
Morphosyntax	<ul style="list-style-type: none"> • Daily (15-20 minutes) 	<ul style="list-style-type: none"> • Oral sentence transformation activities. (Changing tense, number, aspect, etc.)

EASTER TO END OF YEAR

Skill area	Frequency	Possible activities
Phonological Awareness	<ul style="list-style-type: none"> • Daily (5-10 minutes) 	<ul style="list-style-type: none"> • Blending of two, three and four phonemes into words the children know. • Segmenting words into phonemes • Counting syllables • Inverting syllables
Letter-sound mastery	<ul style="list-style-type: none"> • Daily activities (15 or 20 minutes) 	<ul style="list-style-type: none"> • Out loud spelling of words (this can be choral or individual work) • Word dictation using familiar words the children have seen written and have spelled out loud. • Word dictation using orthographically transparent words (spelled like they sound) that are not familiar to the children (to assess their mastery of sound-spelling relationships). • Sentence or phrase dictation so children can start to identify words within sound sequences.
Concepts of print and reading	<ul style="list-style-type: none"> • Daily (integrated into reading activities) 	<ul style="list-style-type: none"> • Matching spoken words with printed words • Finding different versions of the same word (singular and plural forms, past and present forms) • Finding words within words (parts of compounds, words with derivational or inflectional morphology)
Vocabulary development	<ul style="list-style-type: none"> • Daily (30 minutes spread out over the day). 	<ul style="list-style-type: none"> • Rapid naming of pictures or objects with the whole class and with individuals. • Timed naming tasks • Pre-teaching of all words children will be called on to read or understand across the curriculum (math, science, social studies, etc.) • Teaching of words which frequently co-occur with target words (Teachers can use a concordancer to identify collocations). • Word webs • Finding words in the same family
Oral language fluency	<ul style="list-style-type: none"> • Daily (30-60 minutes choral and 	<ul style="list-style-type: none"> • Group storytelling • Individual storytelling

	individual talk time)	<ul style="list-style-type: none"> • Singing songs and repeating rhymes. • Summarizing events in stories • Prediction activities: starting from texts the children are familiar with, read a few words and ask the children to predict what the next word or words will be.
Oral language comprehension	<ul style="list-style-type: none"> • Daily (15-20 minutes minimum) 	<ul style="list-style-type: none"> • Instruction-following activities that integrate new words the children are learning • Individual listening comprehension activities to check for uptake • Listening and summarizing activities
Memory work	<ul style="list-style-type: none"> • Daily 15-20 minutes done in small stretches at different times in the day 	<ul style="list-style-type: none"> • Repetition of numbers, words, sentences • Repetition of series of different physical movements (stepping, clapping, standing, raising arms, etc.) • Repetition of clapping or tapping different patterns (start with simple patterns and work up)
Reading activities	<ul style="list-style-type: none"> • Daily (60 minute block of time with each group spending 20 minutes with the teacher) 	<ul style="list-style-type: none"> • Work on decoding words and sentences in graded readers. • Work on reading fluency • Work on reading for comprehension in more advanced children.
Writing activities	<ul style="list-style-type: none"> • Daily (15-20 minutes) 	<ul style="list-style-type: none"> • Writing in missing words in short sentences. • Copying words • Doing word/short sentence dictation • Sentence completion activities • Writing sentences composed by the children themselves.
Morphosyntax	<ul style="list-style-type: none"> • Daily (15-20 minutes) 	<ul style="list-style-type: none"> • Oral sentence transformation activities. (Changing tense, number, aspect, etc.) • Sentence joining activities using basic conjunctions (and, but)

Grade 2 scheduling recommendations

BEGINNING OF THE YEAR TO HALLOWEEN

Skill area	Frequency	Possible activities
Phonological Awareness	<ul style="list-style-type: none"> Daily (5-10 minutes) (If the children can do these activities handily, they can be stopped) 	<ul style="list-style-type: none"> Review of basic blending and segmenting activities Blending of two, three and four phonemes into words the children know. Segmenting words into phonemes Counting syllables
Letter-sound mastery	<ul style="list-style-type: none"> Daily activities (15 or 20 minutes) 	<ul style="list-style-type: none"> Out loud spelling of words (this can be choral or individual work) Word dictation using orthographically transparent words, sight words and words with more opaque spellings Sentence dictation (start with excerpts from stories the children have read and do the dictation one phrase at a time, not word by word)
Vocabulary development	<ul style="list-style-type: none"> Daily (30 minutes spread out over the day). 	<ul style="list-style-type: none"> Rapid naming of pictures or objects with the whole class and with individuals. Timed naming tasks Pre-teaching of all words children will be called on to read or understand across the curriculum (math, science, social studies, etc.) Teaching of words which frequently co-occur with target words (Teachers can use a concordancer to identify collocations). Finding words in the same family Finding antonyms (easy) and synonyms (harder)
Oral language fluency	<ul style="list-style-type: none"> Daily (30 minutes) 	<ul style="list-style-type: none"> Individual storytelling Singing songs and repeating rhymes. Summarizing events in stories Prediction activities: starting from texts the children are familiar with, read a few words and ask the children to predict what the next word or words will be. Using conjunctions (<i>and</i> and <i>but</i>) to create longer utterances.
Oral language comprehension	<ul style="list-style-type: none"> Daily (15-20 minutes minimum) 	<ul style="list-style-type: none"> Instruction-following activities that integrate new words the children are learning Individual listening comprehension activities to check for uptake Listening and summarizing or retelling activities
Memory work	<ul style="list-style-type: none"> Daily (10 minutes) 	<ul style="list-style-type: none"> Repetition of numbers, words, sentences Repetition of series of different physical movements (stepping, clapping, standing, raising arms, etc.) Repetition of clapping or tapping different patterns (start with simple patterns and work up)
Reading activities	<ul style="list-style-type: none"> Daily (60 minute block of time with each group spending 20 minutes with the teacher) 	<ul style="list-style-type: none"> Work on decoding new words and sentences in graded readers Work on reading fluency, intonation Work on reading for comprehension
Writing activities	<ul style="list-style-type: none"> Daily (30 minutes) 	<ul style="list-style-type: none"> Writing in missing words in texts. Sentence completion activities Sentence writing Combining short sentence elements into longer sentences. Short story writing based on models Report writing based on models
Morphosyntax	<ul style="list-style-type: none"> Daily (10 minutes) 	<ul style="list-style-type: none"> Oral sentence transformation activities. (Changing tense, number, aspect, etc.) Calling attention to sentence structures in the texts read in class.

HALLOWEEN TO CHRISTMAS

Skill area	Frequency	Possible activities
Letter-sound mastery	<ul style="list-style-type: none"> • Daily activities (15 minutes) 	<ul style="list-style-type: none"> • Word dictation using sight words, orthographically transparent words and more opaque spellings. • Sentence or phrase dictation so children have to show word boundaries
Vocabulary development	<ul style="list-style-type: none"> • Daily (30 minutes spread out over the day). 	<ul style="list-style-type: none"> • Rapid naming (timed) of pictures or objects with the whole class and with individuals. • Pre-teaching of all words children will be called on to read or understand across the curriculum (math, science, social studies, etc.) • Teaching of words which frequently co-occur with target words (Teachers can use a concordancer to identify collocations). • Finding words in the same family • Finding antonyms (easy) and synonyms (harder)
Oral language fluency	<ul style="list-style-type: none"> • Daily (30 minutes) 	<ul style="list-style-type: none"> • Individual storytelling • Singing songs and repeating rhymes. • Summarizing events in stories • Retelling stories • Prediction activities: what comes next?
Oral language comprehension	<ul style="list-style-type: none"> • Daily (15-20 minutes minimum) 	<ul style="list-style-type: none"> • Instruction-following activities that integrate new words the children are learning • Individual listening comprehension activities to check for uptake • Listening and summarizing activities
Memory work	<ul style="list-style-type: none"> • Daily (10 minutes) 	<ul style="list-style-type: none"> • Repetition of numbers, words, sentences • Repetition of series of different physical movements (stepping, clapping, standing, raising arms, etc.) • Repetition of clapping or tapping different patterns (start with simple patterns and work up)
Reading activities	<ul style="list-style-type: none"> • Daily (60 minute block of time with each group spending 20 minutes with the teacher) 	<ul style="list-style-type: none"> • Work on decoding new words and sentences in graded readers • Work on reading fluency, intonation • Work on reading for comprehension
Writing activities	<ul style="list-style-type: none"> • Daily (30 minutes) 	<ul style="list-style-type: none"> • Writing in missing words in complete texts (Cloze texts or C-tests (children complete one half of every second word)). • Sentence writing • Combining short sentence elements into longer sentences. • Short story writing based on models • Report writing based on models
Morphosyntax	<ul style="list-style-type: none"> • Daily (15-20 minutes) 	<ul style="list-style-type: none"> • Oral sentence transformation activities. (Changing tense, number, aspect, etc.) • Calling attention to sentence structures in the texts read in class.

NEW YEAR TO EASTER

Skill area	Frequency	Possible activities
Letter-sound mastery	<ul style="list-style-type: none"> • Daily activities (15 minutes) 	<ul style="list-style-type: none"> • Word dictation using sight words, orthographically transparent words and more opaque spellings. • Sentence or phrase dictation so children have to show word boundaries
Vocabulary development	<ul style="list-style-type: none"> • Daily (30 minutes spread out over the day). 	<ul style="list-style-type: none"> • Rapid naming (timed) of pictures or objects with the whole class and with individuals. • Pre-teaching of all words children will be called on to read or

		<p>understand across the curriculum (math, science, social studies, etc.)</p> <ul style="list-style-type: none"> • Teaching of words which frequently co-occur with target words (Teachers can use a concordancer to identify collocations). • Finding words in the same family • Finding antonyms (easy) and synonyms (harder) • Work on common idiomatic expressions
Oral language fluency	<ul style="list-style-type: none"> • Daily (30 minutes) 	<ul style="list-style-type: none"> • Individual storytelling • Singing songs and repeating rhymes. • Summarizing events in stories • Retelling stories • Prediction activities: what comes next?
Oral language comprehension	<ul style="list-style-type: none"> • Daily (15-20 minutes minimum) 	<ul style="list-style-type: none"> • Individual listening comprehension activities to check for uptake • Listening and summarizing activities
Memory work	<ul style="list-style-type: none"> • Daily (10 minutes) 	<ul style="list-style-type: none"> • Repetition of numbers, words, sentences • Repetition of series of different physical movements (stepping, clapping, standing, raising arms, etc.) • Repetition of clapping or tapping different patterns (start with simple patterns and work up)
Reading activities	<ul style="list-style-type: none"> • Daily (60 minute block of time with each group spending 20 minutes with the teacher) 	<ul style="list-style-type: none"> • Work on decoding new words and sentences • Work on reading fluency, intonation • Work on reading for comprehension
Writing activities	<ul style="list-style-type: none"> • Daily (30 minutes) 	<ul style="list-style-type: none"> • Writing in missing words in complete texts (Cloze texts or C-tests (children complete one half of every second word)). • Writing rhyming verse • Short story writing based on models • Report writing based on models
Morphosyntax	<ul style="list-style-type: none"> • Daily (15-20 minutes) 	<ul style="list-style-type: none"> • Oral sentence transformation activities. (Changing tense, number, aspect, etc.) • Calling attention to sentence structures in the texts read in class.

EASTER TO THE END OF THE YEAR

Skill area	Frequency	Possible activities
Letter-sound mastery	<ul style="list-style-type: none"> • Daily activities (15 minutes) 	<ul style="list-style-type: none"> • Word dictation using sight words, orthographically transparent words and more opaque spellings. • Sentence or phrase dictation so children have to show word boundaries
Vocabulary development	<ul style="list-style-type: none"> • Daily (30 minutes spread out over the day). 	<ul style="list-style-type: none"> • Rapid naming (timed) of pictures or objects with the whole class and with individuals. • Pre-teaching of all words children will be called on to read or understand across the curriculum (math, science, social studies, etc.) • Teaching of words which frequently co-occur with target words (Teachers can use a concordancer to identify collocations). • Finding words in the same family • Finding antonyms (easy) and synonyms (harder) • Work on common idiomatic expressions
Oral language fluency	<ul style="list-style-type: none"> • Daily (30 minutes) 	<ul style="list-style-type: none"> • Individual storytelling • Singing songs and repeating rhymes. • Summarizing events in stories • Retelling stories • Prediction activities (what comes next?)
Oral language	<ul style="list-style-type: none"> • Daily (15-20) 	<ul style="list-style-type: none"> • Individual listening comprehension activities to check for uptake

comprehension	minutes minimum)	<ul style="list-style-type: none"> • Listening and summarizing activities
Memory work	<ul style="list-style-type: none"> • Daily (10 minutes) 	<ul style="list-style-type: none"> • Repetition of numbers, words, sentences • Repetition of series of different physical movements (stepping, clapping, standing, raising arms, etc.) • Repetition of clapping or tapping different patterns (start with simple patterns and work up)
Reading activities	<ul style="list-style-type: none"> • Daily (60 minute block of time with each group spending 20 minutes with the teacher) 	<ul style="list-style-type: none"> • Work on decoding new words and sentences in graded readers • Work on reading fluency, intonation • Work on reading for comprehension
Writing activities	<ul style="list-style-type: none"> • Daily (30 minutes) 	<ul style="list-style-type: none"> • Writing in missing words in complete texts (Cloze texts or C-tests (children complete one half of every second word). • Writing rhyming verse • Short story writing based on models • Report writing based on models • Writing a play (and comparing spoken and written language) • Introduction of the idea of a first draft and corrections
Morphosyntax	<ul style="list-style-type: none"> • Daily (15-20 minutes) 	<ul style="list-style-type: none"> • Oral sentence transformation activities. (Changing tense, number, aspect, etc.) • Calling attention to sentence structures in the texts read in class. • Finding sentence structures in different types of texts and recycling them in writing activities

Grade 3 scheduling recommendations

BEGINNING OF THE YEAR TO HALLOWEEN

Skill area	Frequency	Possible activities
Vocabulary development	<ul style="list-style-type: none"> Daily (30 minutes spread out over the day). 	<ul style="list-style-type: none"> Pre-teaching of all words children will be called on to read or understand across the curriculum (math, science, social studies, etc.) Development of word webs for different domains the children are exploring Teaching of words which frequently co-occur with target words (Teachers can use a concordancer to identify collocations). Finding words in the same family Finding antonyms (easy) and synonyms (harder) Work on idiomatic expressions and formulaic language (frequently recurring sequences of words)
Oral language fluency	<ul style="list-style-type: none"> Daily (30 minutes) 	<ul style="list-style-type: none"> Individual storytelling Reporting to the class Interest talks Instruction giving Role-playing, including memorizing lines for a play
Oral language comprehension	<ul style="list-style-type: none"> Daily (20-30 minutes minimum) 	<ul style="list-style-type: none"> Individual listening comprehension activities to check for uptake Listening and summarizing activities Listening and questioning (for clarification) Listening and evaluating arguments
Reading activities	<ul style="list-style-type: none"> Daily (60 minute block of time with each group spending 20 minutes with the teacher) 	<ul style="list-style-type: none"> Teachers should be reading to the children on a daily basis independently of time spent teaching reading Here children start transitioning from learning to read to reading to learn. Some children will still be learning to read and will need lots of individual attention. Those reading to learn will need work on comprehension and reading speed. Work on reading fluency, intonation Work on reading for comprehension Work on silent reading speed and accuracy (timed reading tasks with comprehension questions for those children reading autonomously, but not for struggling readers)
Writing activities	<ul style="list-style-type: none"> Daily (30 minutes) 	<ul style="list-style-type: none"> Gapped writing tasks to keep weakest writers moving along Rapid writing tasks (everyone writes as much as they can in three minutes or five minutes; topics can be fun ones drawn from a hat; spelling and punctuation are secondary considerations) Analysing the structure of the types of texts the children need to produce (ex. elements of a story, elements of a report, etc.) Using model texts to guide early writing. The children can complete parts of model texts or use the models as guides. Introduction of self editing assisted by teacher (peer editing unlikely to work well for most kids). Writing on the computer and using spell check.

HALLOWEEN TO CHRISTMAS

Skill area	Frequency	Possible activities
Vocabulary development	<ul style="list-style-type: none"> Daily (30 minutes spread out over the day). 	<ul style="list-style-type: none"> Pre-teaching of all words children will be called on to read or understand across the curriculum (math, science, social studies, etc.) Development of word webs for different domains the children are exploring Teaching of words which frequently co-occur with target words Finding antonyms and synonyms Finding hyponyms and hypernyms

		<ul style="list-style-type: none"> • Work on idiomatic expressions and formulaic language
Oral language fluency	<ul style="list-style-type: none"> • Daily (30 minutes) 	<ul style="list-style-type: none"> • Individual storytelling • Reporting to the class • Interest talks • Instruction giving • Role-playing, including memorizing lines for a play
Oral language comprehension	<ul style="list-style-type: none"> • Daily (20-30 minutes minimum) 	<ul style="list-style-type: none"> • Listening and summarizing activities • Listening and questioning (for clarification) • Listening and evaluating arguments
Reading activities	<ul style="list-style-type: none"> • Daily (60 minute block of time with each group spending 20 minutes with the teacher) • Teacher should also read to the children on a daily basis 	<ul style="list-style-type: none"> • Work on reading fluency, intonation • Work on reading for comprehension • Intensive individual help for children not yet reading with reasonable fluency • Work on silent reading speed and accuracy
Writing activities	<ul style="list-style-type: none"> • Daily (30 minutes) 	<ul style="list-style-type: none"> • Gapped writing tasks to keep weakest writers moving along • Rapid writing tasks (everyone writes as much as they can in three minutes or five minutes; topics can be fun ones drawn from a hat) • Analysing the structure of the types of texts the children need to produce (ex. elements of a story, elements of a report, etc.) • Using formulaic sequences in different text types (ex. once upon a time, for ever after, one day, the very next day, etc.) • Using model texts to guide early writing. • Self editing assisted by teacher • Writing on the computer and using spell check to edit

NEW YEAR TO EASTER

Skill area	Frequency	Possible activities
Vocabulary development	<ul style="list-style-type: none"> • Daily (30 minutes spread out over the day). 	<ul style="list-style-type: none"> • Pre-teaching of all words children will be called on to read or understand across the curriculum (math, science, social studies, etc.) • Development of word webs for different domains the children are exploring • Teaching of words which frequently co-occur with target words • Finding antonyms and synonyms • Finding hyponyms and hypernyms • Work on idiomatic expressions and formulaic language
Oral language fluency	<ul style="list-style-type: none"> • Daily (30 minutes) 	<ul style="list-style-type: none"> • Individual storytelling • Reporting to the class • Interest talks • Instruction giving • Role-playing, including memorizing lines for a play
Oral language comprehension	<ul style="list-style-type: none"> • Daily (20-30 minutes minimum) 	<ul style="list-style-type: none"> • Listening and summarizing activities • Listening and questioning (for clarification) • Listening and evaluating arguments • Listening and following complex instructions
Reading activities	<ul style="list-style-type: none"> • Daily (60 minute block of time with each group spending 20 minutes with the 	<ul style="list-style-type: none"> • Work on reading fluency, intonation • Work on reading for comprehension • Intensive individual help for children not yet reading with reasonable fluency • Work on silent reading speed and accuracy (timed reading tasks, with

	teacher) • Teacher should also read to the children on a daily basis	comprehension questions)
Writing activities	• Daily (30 minutes)	• Gapped writing tasks to keep weakest writers moving along • Rapid writing tasks (everyone writes as much as they can in three minutes or five minutes; topics can be fun ones drawn from a hat) • Analysing the structure of the types of texts the children need to produce (ex. elements of a story, elements of a report, etc.) • Using formulaic sequences in different text types (ex. once upon a time, for ever after, one day, the very next day, etc.) • Using model texts to guide early writing. • Poetry writing, especially with rhyming lines • Writing of plays with realistic dialogue to further reflection on the differences between spoken and written language • Self editing assisted by teacher (peer editing unlikely to work well for most kids). • Writing on the computer, editing, illustrating and printing.

EASTER TO END OF YEAR

Skill area	Frequency	Possible activities
Vocabulary development	• Daily (30 minutes spread out over the day).	• Pre-teaching of all words children will be called on to read or understand across the curriculum (math, science, social studies, etc.) • Word webs for different domains the children are exploring • Teaching of words which frequently co-occur with target words • Finding antonyms and synonyms • Finding hyponyms and hypernyms • Work on idiomatic expressions and formulaic language
Oral language fluency	• Daily (30 minutes)	• Individual storytelling • Reporting to the class • Interest talks • Instruction giving • Role-playing, including memorizing lines for a play
Oral language comprehension	• Daily (20-30 minutes minimum)	• Listening and summarizing activities • Listening and questioning (for clarification) • Listening and evaluating arguments • Listening and following complex instructions
Reading activities	• Daily (60 minute block of time with each group spending 20 minutes with the teacher) • Teacher should also read to the children on a daily basis	• Work on reading fluency, intonation • Work on reading for comprehension • Intensive individual help for children not yet reading with reasonable fluency • Work on silent reading speed and accuracy (timed reading tasks, with comprehension questions)
Writing activities	• Daily (30 minutes)	• Gapped writing tasks to keep weakest writers moving along • Rapid writing tasks (everyone writes as much as they can in three minutes or five minutes; topics can be fun ones drawn from a hat) • Analyzing the structure of the types of texts the children need to produce (ex. elements of a story, elements of a report, etc.)

		<ul style="list-style-type: none"> • Using formulaic sequences in different text types (ex. once upon a time, for ever after, one day, the very next day, etc.) • Using model texts to guide early writing. • Poetry writing, especially with rhyming lines • Writing of a play to perform at the end of the year • Self editing assisted by teacher (peer editing unlikely to work well for most kids). • Writing on the computer, editing, illustrating and printing.
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Formative assessment schedule

It is important to track child progress in developing pre-literacy and early literacy skills in order to identify children in need of special interventions and in order to report valid and reliable outcomes to the school, to parents and to *Mamu Tshishkutamashutau*. Normally developing Kindergarten to Grade 3 children make incredible progress over each school year. Teachers, caught up in the daily grind, often fail to realize how far the children have come. Without fine-grained beginning and end of year assessments in specific skill areas, the children's progress and specific difficulties can go largely undocumented and undiagnosed.

When I first started regular French pre-literacy skills testing of Kindergarten children in the Innu community of Pessamit, the teachers, all Innu, were not terribly receptive but agreed to play along. Now that they have seen the children's progress documented year after year, they come for the results before I have time to finish my data entry and analysis. They also work hard at developing pre-literacy skills and supporting children who are particularly at risk. Currently, all teachers from K to 3 are actively involved in the testing of children and are responding positively to the results. In addition, parents have come to see their children tested and have followed up in many cases where professional medical help is needed. In 2011, Innu testing was added and testing was started in pre-K as part of a school entry assessment. In the fall of 2012 the pilot cohort will start Grade 4 and testing will cover the Innu and French skills of all children from pre-K to Grade 4.

Individual test needs to be done for most tasks across all grade levels. This requires someone in the school who is able to test the children (training is simple) and free to spend a few weeks in the fall and spring to do all children from K to 3. Teachers cannot reasonably be expected to test individuals and control their class at the same time. However, two teachers could cooperate to keep one free for testing while the other conducts big group activities. English testing takes from 25 to 40 minutes per individual depending on the grade level. Innu testing takes longer but only needs to be done once. Kits for doing all of the following assessments will be made available to teachers in both schools.

Kindergarten assessments

Skill area	Task types
Memory	Rare word repetition: 3- to 5-syllable words Number repetition: 3- to 5-digit sequences Sentence repetition: 3- to 9-syllable sentences
Vocabulary	Expressive vocabulary : concrete words, colours, shapes, body parts Receptive vocabulary : concrete words, colours, shapes, body parts
Math concepts (which are largely vocabulary measures for second language children)	Spatial prepositions Ordinals Comparing quantities Counting
Phonological discrimination	Identifying phonemes of English using minimal pairs Rhyme identification
Morphosyntax	Personal pronouns, direct and indirect objects

Grade 1 assessments

Skill area	Task types
Memory	Rare word repetition: 3- to 6-syllable words Number repetition: 3- to 5-digit sequences Sentence repetition: sentences with embedded relative clauses with up to 21 syllables. Pattern repetition (clapping or rapping knuckles)
Vocabulary	Expressive vocabulary : concrete words, colours, shapes, body parts Receptive vocabulary : concrete words, colours, shapes, body parts
Math concepts (which are largely vocabulary measures for second language children)	Spatial prepositions (around, between, one after another, one in each, back to back, face to face, etc.) Comparing distances
Phonological awareness	Segmenting and blending tasks
Morphosyntax	Sentence transformation (tense and person)

Grade 2 assessments

Skill area	Task types
Memory	Rare word repetition: 3- to 6-syllable words Number repetition: 3- to 5-digit sequences Sentence repetition: sentences with embedded relative clauses with up to 21 syllables. Pattern repetition (clapping or rapping knuckles)
Vocabulary	Expressive vocabulary : concrete words, colours, shapes, body parts Receptive vocabulary : concrete words, colours, shapes, body parts
Math concepts (which are largely vocabulary measures for second language children)	Spatial prepositions (around, between, one after another, one in each, back to back, face to face, etc.) Comparing distances
Phonological awareness	Segmenting and blending tasks Phoneme deletion Phoneme inversion
Morphosyntax	Sentence transformation (tense and person)
Oral fluency	Storytelling task
Oral comprehension	Questions based on pictures.
Decoding ability	Reading aloud
Reading comprehension	Text + comprehension questions (done in group)

Grade 3 assessments

Skill area	Task types
Memory	Rare word repetition: 3- to 6-syllable words Number repetition: 3- to 6-digit sequences Sentence repetition: sentences with embedded relative clauses with up to 21 syllables.
Vocabulary	Peabody Picture Vocabulary Test Rapid naming task
Morphosyntax	Sentence completion task
Oral fluency	Storytelling task
Oral comprehension	Questions based on pictures
Decoding ability	Reading aloud
Reading comprehension	Text + comprehension questions (done in group)
Writing	Picture story task (done in group)

A glossary of terms

C-tests: texts from which one half of every second word is removed following an intact sentence or two that allows the reader to get a feel for a text. C-tests can provide very good reading and writing practice. They can also be used to help the children make optimal use of textual and morphological cues, and develop better metalinguistic awareness. One advantage over cloze passages is the high number of items that can be included in a short text.

Cloze passages: texts from which one word out of X words has been blanked out. Usually no more than one word out of 7 or 8 is blanked out. The targeted words can be randomly occurring or specifically targeted. Cloze tests can be used to practise reading and writing together while keying particular vocabulary items. They are a good way of previewing texts children will be called upon to read on their own in different subject areas.

Collocations: words that frequently occur together in speech or writing (Ex. in the middle of, unfortunate event, first of all, in the end, friend of mine, familiar territory.) Good readers and writers know lots of collocations and draw upon them to increase their reading and writing speed.

To identify collocates, teachers can use the Corpus of Contemporary American English (COCA) at <http://corpus.byu.edu/coca/>. Access to COCA is free but does require registration if you use it regularly. It is a fantastic resource. To use the corpus and concordancer (search engine), enter the word you are interested in and click on COLLOCATES. The system will automatically search for the most frequent words 4 places to the left and right of the target word. You can adjust the number of places if you wish.

Concordancer: search engine that allow you to search through a corpus for occurrences of different words or word sequences.

Corpus: a body of texts (oral or written), often running into the millions and millions of words, that allows researchers to establish word frequencies and collocations.

Derivational morphology: morphemes that change the meaning or class of a word (ex. *disinterest*, *contentment*)

Fluency: ability to speak or read (out loud) rapidly and without error

Formulaic expressions: fixed expressions used as multiword chunks (Ex. *to whom it may concern*, *happily ever after*, *once upon a time*, etc.)

Inflectional morphology: morphemes that play a grammatical role indicating things like tense and person (ex. he runs, they jumped)

Metalinguistic awareness: implicit or explicit knowledge of the workings of language based on the understanding that languages all combine elements of sound and meaning, and that these combinations can vary across languages.

Minimal pairs: words which are phonological identical except for a single trait (Ex. pear-bear, sew-show, chunk-junk). Useful for phoneme discrimination activities.

Morpheme: smallest unit of meaning in a language (Ex. *friendly* = 2 morphemes, *friend* + *-ly*; *pinecone* = 2 morphemes, *pine* + *cone*, *porcupine* = 1 morpheme even though a letter sequence forms a word of English. The *pine* in *porcupine* is not a morpheme)

Morphological awareness: implicit or explicit knowledge that words are made up of morphemes that can be separated from each other or combined to create new words. (Ex. *action* = *act* + *-ion*; the *-ion* of *action* is the same as that found on *motion*, *precision*, *permission*, etc.; *-ion* creates nouns) Morphological awareness contributes positively to early and later reading development. It can also contribute to vocabulary development.

Phoneme: smallest unit of sound used to discriminate between words (Ex. *tree* has three phonemes /t/, /r/, /i/; *taxi* has 5 /t/, /æ/, /k/, /s/ and /i/. Many dictionaries include phonemic spellings of words. The best system is the International Phonetic Alphabet (IPA) but in a pinch another system can help you identify phonemes if you are not sure. Various websites provide useful information about the phonemes of English. Here are a couple:

Canadian English ... at the University of Arizona!!!

<http://www.ic.arizona.edu/~lsp/Canadian/canphon2.html>

The sounds of spoken language: <http://www.uiowa.edu/~acadtech/phonetics/> Totally cool site that allows you to see how sounds are articulated.

Phonological awareness (sometimes called phonemic awareness): implicit or explicit knowledge that words are made up of phonemes that can be separated from each other or blended together. (Ex. a phonologically aware children can mentally remove the /k/ from /kaet/ *cat* and arrive at /aet/. The same child can take /k/, /æ/ and /t/ and mentally combine them to arrive at /kaet/ *cat*. Phonological awareness makes a significant contribution to early reading development and should be cultivated in the classroom.

Rapid naming: the ability to say the name of things or activities as quickly as possible after seeing them or pictures illustrating them. Rapid naming tasks can be timed for assessment purposes. Rapid naming skills frequently correlate with good early reading development.

Syntax: word order. From a very early age English speakers learn that the standard word order is subject (S) – verb (V) – object (O). In Innu word order is far more flexible.

Vocabulary (lexical knowledge)

Expressive vocabulary: words person uses; always smaller than one's receptive vocabulary.

Receptive vocabulary: words a person recognizes without necessarily using. Teachers need to measure both receptive and expressive vocabulary in children.

Voiced/voiceless sounds: Voiced sounds are those that make the vocal cords vibrate more than their voiceless counterparts. For example, /b/ is voiced and /p/ is voiceless. You can say each with a hand on

your throat to feel the difference. All vowels are voiced. Distinguishing between voiced and voiceless consonants is critical to understanding English, but not to understanding Innu.

Working memory: memory available at any one time to compute and problem solve. The less fluent speakers and readers are, the less working memory is available to them. Every word not understood or not found instantaneously results in a drop in the amount of working memory available to comprehend and analyze. For example, if you are trying to argue a point but have to search for your words, your argumentation is much harder to sustain. The more language and math basics children can commit to long term memory, the more working memory they can free up. This explains why learning things like collocations, common expressions, basic addition, subtraction, multiplication and division facts, etc. can be very profitable for all learners.

Useful resources

National Reading Panel.

A wonderful, scientifically sound series of free downloads about reading.

<http://www.nationalreadingpanel.org/Publications/publications.htm>

Canadian English

<http://www.ic.arizona.edu/~lsp/Canadian/canphon2.html>

The sounds of spoken language

<http://www.uiowa.edu/~acadtech/phonetics/>

Corpus of Contemporary American English (COCA)

<http://corpus.byu.edu/coca/>

Word frequency information from COCA

<http://www.wordfrequency.info/>

Minimal pairs

[http://www.speech-language-](http://www.speech-language-therapy.com/~speech/index.php?option=com_content&view=article&id=13:contrasts&catid=9:resources)

[therapy.com/~speech/index.php?option=com_content&view=article&id=13:contrasts&catid=9:resources](http://www.speech-language-therapy.com/~speech/index.php?option=com_content&view=article&id=13:contrasts&catid=9:resources)

[Itemid=117](http://www.speech-language-therapy.com/~speech/index.php?option=com_content&view=article&id=13:contrasts&catid=9:resources)

<http://international.ouc.bc.ca/pronunciation/>

Mind blowing TED talks

Patricia Kuhl; The linguistic genius of babies

http://www.ted.com/talks/lang/en/patricia_kuhl_the_linguistic_genius_of_babies.html

Deb Roy: The birth of a word

http://www.ted.com/talks/deb_roy_the_birth_of_a_word.html

Innu aimun (Innu language) website

<http://innu-aimun.ca/>