

1ST GRADE WRITING SKILLS

WEEK	WRITING GENRE & SKILL	SAMPLE GOAL
1	Writing launch – creating the community	I can prepare materials & find a suitable place to write.
2	Writing strategies – gathering ideas	I can plan my ideas on paper with drawings and words.
3	Writing strategies – spacing, left to right	I can organize my words neatly on the page.
4	Writing strategies – inventive spelling, word or sound wall	I can try to spell all words or use resources in the room.
5	Writing strategies – writing stamina	I can stay focused on my writing for the allotted time.
6	Narrative writing – writing about one personal event	I can write a story about an event that happened to me.
7	Narrative writing – beginning, middle, and end	I can include a beginning, middle, and end in my story.
8	Narrative writing – telling more	I can continue writing even when I think I am all done.
9	Narrative writing – adding details using your senses	I can add details such as sounds, colors, or scents.
10	Narrative writing – editing and revising	I can check my work for any errors.
11	Opinion writing – stating an opinion	I can state my opinion about a topic.
12	Opinion writing – writing reasons to support opinions	I can list reasons as to why I feel the way I do.
13	Opinion writing – using linking words	I can use linking words such as: also, and, or because.
14	Opinion writing – rereading and revising	I can reread my writing to make sure it makes sense.
15	Opinion writing – illustrating and publishing	I can create a book with pictures that I am proud of.
16	Letter writing – understanding the parts	I can recognize the parts that make up a friendly letter.
17	Letter writing – asking questions	I can include questions in my letter.
18	Letter writing – writing organization	I can organize my letter in a way that makes sense.
19	Informational writing –observing	I can observe and gather information about a subject.
20	Informational writing – topic sentence	I can write a topic sentence to introduce my topic.
21	Informational writing – providing facts	I can write details and facts about my topic.
22	Informational writing – writing a conclusion	I can end my writing with a conclusion of my thoughts.
23	Informational writing – peer revising	I can work with a friend to check my writing for mistakes.
24	Informational writing – illustrating and publishing	I can add illustrations to complete my edited story.
25	Poetry writing – exploring types of poetry	I can learn about and listen to different types of poems.
26	Poetry writing – using senses	I can list sounds, smells, sights, tastes and feelings.
27	Poetry writing – practicing	I can practice writing poetry using one of my senses.
28	Narrative writing – choosing a plot	I can listen to stories to transform ideas for my own.
29	Narrative writing – identifying story elements	I can generate characters, a setting, and a problem.
30	Narrative writing – using transitional words	I can tell what happens first, next, then, and finally.
31	Narrative writing – adding details to sentences	I can add details to my sentences to make them interesting.
32	Narrative writing – editing and publishing	I can reread my writing and create a final copy.
33	Informational writing – choosing a topic	I can choose a topic I'm interested in learning more about.
34	Informational writing – finding and organizing facts	I can look up information and keep the facts organized.
35	Research reports – writing information in your own words	I can write information I learn in my own words.
36	Research reports – sharing your report with others	I can share what I have learned with others.

**EDITABLE
VERSION**

Grade 10 Scope

Clifford Lane



Grade 11o Scope:

Imaging of Occupational and Environmental Disorders of the Chest Pierre Alain Gevenois, Paul de Vuyst, 2006-02-25 The spectrum of occupational and environmental diseases has changed markedly in recent years New industrial processes have led to the production and use of a wide range of chemicals metals and alloys an increasing number of which have been reported to cause interstitial lung disease in exposed workers Thus while the workforce in coal mining and asbestos handling has decreased new groups of workers are at risk of exposure to agents potentially responsible for pneumoconiosis This well illustrated book written by internationally acclaimed experts provides a comprehensive approach to modern imaging of environmental and occupational diseases of the chest The first part of the book addresses the basic knowledge required to understand imaging in this context while the second focuses on the imaging results achieved in a variety of specific disorders There is particular emphasis on thin section computed tomography since this technique facilitates the detection of early subclinical abnormalities *ILO Medium-term Plan, 1990-95* International Labour Office, 1988 **12th International Copper Conference** The Metallurgy and Materials Society of CIM, The Society for Mining, Metallurgy & Exploration, The Minerals, Metals & Materials Society, 2025-11-12 Copper 2025 is the first of three volumes devoted to the Copper 2025 Ni Co 2025 Cross Cutting Symposia of the Extraction 2025 Meeting Exhibition joint conference held November 16 20 2025 at the Sheraton Grand at Wild Horse Pass in Phoenix Arizona USA The success of the Copper Conference is thanks to the efforts of eight leading international societies IIMCh GDMB MMIJ TMS SME MetSoc of CIM NFSOC and SAIMM who continue to bring forth symposia of the highest quality on mining mineral processing pyrometallurgy hydrometallurgy electrometallurgy process control and instrumentation The Extraction 2025 volumes collect important research examining new developments in foundational extractive metallurgy topics and techniques They also offer new programming designed to share the latest research and insights on emerging technologies and issues that are shaping the global extractive metallurgy industry The Extraction 2025 Meeting Exhibition was jointly organized by The Metallurgy and Materials Society MetSoc of the Canadian Institute of Mining Metallurgy and Petroleum CIM the Society for Mining Metallurgy Exploration SME and The Minerals Metals Materials Society TMS **Assessing and Reporting the Classroom Curriculum in the Knowledge Age** David Lynch, Richard Smith, 2013 How does the effective teacher assess and report their classroom curriculum program Building on the success of their previous book *Designing the Classroom Curriculum in the Knowledge Age* David Lynch and Richard Smith seek to answer this question by focusing their teaching design idea on classroom assessment and reporting At the heart of their teaching design idea is the formulation of teaching strategies that enable all students to make the required learning gains At its core the book encourages the teacher to work towards becoming a different kind of teacher a teacher who has a mindset attuned to the Knowledge Age and who embraces new knowledge sets that reflect research into effective teaching More specifically the book explores the theory and practice of teaching design from the perspective of assessment

and reporting The book examines these premises as context when assessing and reporting the classroom curriculum A real how to assess and report book *The ILO Principle of Equal Pay and Its Implementation* Paula Määttä,2008 **The I.L.O. and technical cooperation** International Labour Office,1967 **Designing the Classroom Curriculum Exploring Curriculum, Assessment and the Incorporation of Technology in Classrooms** Mike Howarth,David Lynch,Richard Smith,2016-05-26 This book is about designing the effective classroom curriculum The authors argue that an effective classroom curriculum should be the goal of every teacher in every classroom around the world effective that is for every student not just those who find school easy But how does one go about designing a classroom curriculum that is effective What are the essential ingredients and how should these ingredients be organised for teaching effect What role does Technology play in such classroom plans In this book Lynch Smith and Howarth provide an insight into these questions by providing a text that focuses on classroom teaching diagnostic and design strategies Their intent in writing such a book is to enable the classroom teacher to develop teach and assess a classroom curriculum where learning success for all students is the central goal This text is compulsive reading for the teacher who wants to make a difference in their classrooms

Activities of the ILO 1996-97 International Labour Office,1998 *International Labour Documentation* International Labour Office. Central Library and Documentation Branch,2001 *The I.L.O. Year-book* International Labour Office,1939

The I.L.O. Yearbook International Labour Organization,1937 *Documents* United Nations Development Programme,1983 *The I.L.O. Year Book* ,1935 **The Social Charter of the 21st Century** Council of Europe. Secretariat,1997-01-01 Birk Maria Josefina Leitao Record ,1927 **Belize Government Gazette** Belize,1995

Industry and Labour ,1950 **Official Bulletin** International Labour Office,1975 *The Role of the I.L.O. in the Promotion of Economic Expansion and Social Progress in Developing Countries* International Labour Office,1961 *ILO Asian Regional Seminar on Trade Unions, Industrial Relations and Productivity, Tokyo, Japan, 13-22 October 1982* ,1982

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