

Grade: Kindergarten

Developing Oral Language (Speaking and Listening) Abilities

Features of Oral Language

• use meaningful syntax when speaking (e.g., include a subject and verb, and simple connecting words when needed)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• speak clearly enough to be understood by peers and adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• demonstrate auditory discrimination and orally manipulate sounds in words (i.e., use phonological awareness)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• use speaking and listening when engaging in exploratory and imaginative play to <ul style="list-style-type: none"> – express themselves – ask for assistance – exchange ideas – experiment with new ideas or materials 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• engage in speaking and listening activities to share ideas about pictures, stories, information text, and experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• demonstrate use of social language to interact co-operatively with others and to solve problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• demonstrate being a good listener for a sustained period of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• demonstrate being a good speaker (including sustaining conversation on a familiar topic)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• use oral language to explain, inquire, and compare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• experiment with language and demonstrate enhanced vocabulary usage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• connect what is already known with new experiences during speaking and listening activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• ask questions to construct and clarify meaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Developing Reading and Viewing Abilities

Features of Reading and Viewing

• demonstrate understanding of concepts about print and concepts about books (e.g., there is a directionality to print; books are for reading)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• identify most of the letters of the alphabet and their sounds, and a few high-frequency words, including their name and names of significant others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- demonstrate awareness of the connection between reading, writing, and oral language
- respond to literature through a variety of activities (e.g., role playing, art, music, choral reading, talking)
- engage in reading or reading-like behaviour
- in discussions, use strategies before reading and viewing to enhance comprehension, including
 - accessing prior knowledge
 - predicting
 - making connections
 - asking questions
- in discussions, use strategies during reading and viewing to monitor comprehension, including
 - predicting and confirming unknown words and events by using language patterns and pictures
 - making pictures in their heads (visualizing)
 - asking the question, “Does that make sense?”
- engage in discussions and create representations after reading and viewing to reflect on the **text** to confirm meaning

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Developing Writing and Representing Abilities
Features of Writing and Representing

- print most of the letters of the alphabet, own name, and a few simple words, and record a prominent sound in a word
- create simple messages using a combination of pictures, symbols, letters, and words to convey meaning
- recognize that writing can be “talk written down” and that print carries a constant message
- show an interest in, and a positive attitude toward, writing and representing
- engage in discussions before writing and representing to generate ideas when responding to text and classroom experiences (e.g., observing, listening, using the other senses, drawing, brainstorming, listing, webbing, partner-talk)
- express meaning during writing and representing by using invented spelling and copying existing words/representations
- engage in discussions after writing or representing about the experience of writing or representing and share work with others

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Grade: 1

Oral Language (Speaking and Listening) Features

<ul style="list-style-type: none"> • use the features of oral language to convey and derive meaning, including using most words correctly and expressing ideas clearly 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • demonstrate phonological awareness, by <ul style="list-style-type: none"> – identifying and creating rhyming words – identifying and creating alliteration – segmenting the flow of speech into separate words – using sound segmenting and sound blending of syllables and phonemes in words 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • use speaking and listening to interact with others for the purposes of <ul style="list-style-type: none"> – contributing to a class goal – exchanging ideas on a topic – making connections – completing tasks – engaging in play 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • use speaking to explore, express, and present ideas, information, and feelings, by <ul style="list-style-type: none"> – generally staying on topic – using descriptive words about people, places, things, and events – telling or retelling stories and experiences in a logical sequence – sharing connections made 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • listen for a variety of purposes and demonstrate comprehension, by <ul style="list-style-type: none"> – retelling or restating – following two-step instructions – asking questions for clarification and understanding – sharing connections made 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • use strategies when interacting with others, including <ul style="list-style-type: none"> – making and sharing connections – asking questions for clarification and understanding – taking turns as speaker and listener 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • use strategies when expressing and presenting ideas, information, and feelings, including <ul style="list-style-type: none"> – accessing prior knowledge – organizing thinking by following a simple framework – predicting some things the audience needs to know 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • use strategies when listening to make and clarify meaning, including <ul style="list-style-type: none"> – preparing for listening – focussing on the speaker – asking questions – recalling ideas 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- demonstrate enhanced vocabulary knowledge and usage
- engage in speaking and listening activities to develop a deeper understanding of texts (e.g., presenting a personal collection, listening to the telling of a story from an oral tradition)
- use speaking and listening in group activities (including creative exploration and play) to develop thinking by identifying relationships and acquiring new ideas
- reflect on their speaking and listening to identify their strengths and to discuss attributes of good speakers and listeners

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Reading and Viewing Features

- recognize and derive meaning from the structures and features of texts, including
 - concepts about print and concepts about books
 - elements of stories (e.g., beginning, middle, end; character, setting, events)
 - 'text features'
 - the vocabulary needed to talk about texts (e.g., book, author, title, illustrator, pictures)
- recognize and fluently identify all alphabetic letters and their associated sounds, and recognize word patterns and some high-frequency words
- read and demonstrate comprehension of grade-appropriate literary texts (e.g., stories, legends, poems)
- read and demonstrate comprehension of grade-appropriate information texts
- read and reread just-right texts independently for 10 to 15 minutes daily for enjoyment and to improve fluency and comprehension
- view and demonstrate understanding that visual texts are sources of information
- use strategies before reading and viewing, including
 - accessing prior knowledge to make connections
 - making predictions
 - asking questions
 - setting a purpose
- use some comprehension and word-decoding strategies during reading and viewing to construct, monitor, and confirm meaning, including
 - predicting and making connections
 - visualizing
 - figuring out unknown words
 - self-monitoring and self-correcting
 - retelling
- use strategies after reading and viewing to confirm and extend meaning, including
 - rereading or "re-viewing"
 - discussing with others
 - retelling
 - sketching
 - writing a response

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- respond to selections they read or view, by
 - expressing an opinion supported with a reason
 - making text-to-self, text-to-text, and text-to-world connections

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- read and view to expand knowledge, by
 - predicting and connecting
 - comparing and inferring
 - inquiring and explaining

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- reflect on their reading and viewing to identify their strengths and to discuss attributes of good readers and viewers

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Writing and Representing Features

- use some features and conventions of language to express meaning in their writing and representing, including
 - complete simple sentences
 - “s” to form plural of familiar words
 - capital letters at the beginning of people’s names and of sentences, and capitalize the pronoun “I”
 - a period to mark the end of a sentence
 - words from their oral language vocabulary as well as less familiar words from class-displayed lists
 - knowledge of consonant and short vowel sounds to spell phonically regular one-syllable words
 - spelling phonically irregular high-frequency words from memory
 - attempting to spell unknown words through phonic knowledge and skills and visual memory
 - legible printing from left to right of all uppercase and lowercase letters
 - appropriate spacing between letters and between words

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- create straightforward personal writing and representations that express simple ideas, feelings, likes, and dislikes, featuring
 - ideas represented through words, sentences, and images that connect to a topic
 - developing sentence fluency by using simple sentences that relate to each other
 - developing word choice by attempting to use descriptive words and interesting details
 - developing voice by showing some evidence of individuality
 - an organization that follows a form or text presented or modelled by the teacher, such as a list, card, or letter

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- create straightforward informational writing and representations, using prompts to elicit ideas and knowledge, featuring
 - ideas represented through words, sentences, and images that connect to a topic
 - developing sentence fluency by using simple sentences, patterns, labels, and captions
 - developing word choice by beginning to use content-specific vocabulary and some detail
 - developing voice by showing how they think and feel about a topic
 - an organization that follows a form modelled by the teacher, such as a list, web, chart, cluster, or other graphic organizer

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- create imaginative writing and representations, often modelled on those they have read, heard, or viewed, featuring
 - ideas represented through sentences and images that generally connect to a topic
 - developing sentence fluency by using simple sentences, dialogue, phrases, and poetic language
 - developing word choice by attempting to use new and descriptive words
 - developing voice by showing some evidence of individuality
 - an organization that generally follows a form presented or modelled by the teacher; stories include a beginning, middle, and end

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- use strategies before writing and representing, including
 - setting a purpose
 - identifying an audience
 - participating in developing class-generated criteria
 - generating, selecting, and organizing ideas from home and/or school experiences
- use strategies during writing and representing to express thoughts in written and visual form (e.g., looking at picture books and student writing samples as models)
- use a **strategy** after writing and representing to improve their work (e.g., sharing their written work and representations, checking for completeness, adding details)
- use writing and representing to express personal responses and likes or dislikes about experiences or texts
- use writing and representing to extend their thinking
- reflect on their writing and representing to identify their strengths and to discuss attributes of good writers and representers

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Grade: 2

Oral Language (Speaking and Listening) Features

<ul style="list-style-type: none"> • use the features of oral language to convey and derive meaning, including <ul style="list-style-type: none"> – text structure – grammar and usage – enunciation – receptive listening posture 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • recognize the structures and patterns of language in oral texts, including <ul style="list-style-type: none"> – word families – root words – rhyme – structural sequencing cues 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • use speaking and listening to interact with others for the purposes of <ul style="list-style-type: none"> – contributing to a class goal – exchanging ideas on a topic – making connections – completing tasks – engaging in play 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • use speaking to explore, express, and present ideas, information, and feelings, by <ul style="list-style-type: none"> – staying on topic in a focussed discussion – recounting experiences in a logical sequence – retelling stories, including characters, setting, and plot – reporting on a topic with a few supporting facts and details – sharing connections made 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • listen attentively for a variety of purposes and demonstrate comprehension, by <ul style="list-style-type: none"> – retelling or paraphrasing information shared orally – following three- and four-step instructions – asking for clarification and explanation – sharing connections made 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • use strategies when interacting with others, including <ul style="list-style-type: none"> – accessing prior knowledge – making and sharing connections – asking questions for clarification and understanding – taking turns as speaker and listener 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • use strategies when expressing and presenting ideas, information, and feelings, including <ul style="list-style-type: none"> – accessing prior knowledge – organizing thinking by following a framework or rehearsing – clarifying and confirming meaning – predicting what the audience needs to know for understanding – adjusting volume and tone to the needs of the audience 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • use strategies when listening to make and clarify meaning, including <ul style="list-style-type: none"> – making a prediction – focussing on the speaker – asking questions – recalling main ideas 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- *demonstrate enhanced vocabulary knowledge and usage*
- *engage in speaking and listening activities to develop a deeper understanding of texts (e.g., listening to the telling of a story from an oral tradition, listening to information text from science or social studies)*
- *use speaking and listening to develop thinking, by*
 - *acquiring new ideas*
 - *making connections*
 - *inquiring*
 - *comparing and contrasting*
 - *summarizing*
- *reflect on and assess their speaking and listening, by*
 - *referring to class-generated criteria*
 - *setting a goal for improvement*
 - *making a simple plan to work on their goal*

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Reading and Viewing

Features

- *recognize and derive meaning from the structures and features of texts, including*
 - *concepts about print and concepts about books*
 - *elements of stories (e.g., character, setting, problem, solution)*
 - *'text features'*
 - *the vocabulary associated with texts (e.g., pictures, headings, table of contents, key facts)*
- *use knowledge of word patterns, word families, and letter-sound relationships to decode unknown words and recognize an increasing number of high-frequency words*
- *read fluently and demonstrate comprehension of grade-appropriate literary texts (e.g., stories, legends, poems)*
- *read fluently and demonstrate comprehension of grade-appropriate information texts*
- *read and reread just-right texts independently for 15 to 20 minutes daily for enjoyment and to increase fluency and comprehension*
- *view and demonstrate comprehension of visual texts (e.g., signs, illustrations, diagrams)*

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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- use strategies before reading and viewing, including
 - accessing prior knowledge to make connections
 - making predictions
 - asking questions
 - setting a purpose

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- use strategies during reading and viewing to construct, monitor, and confirm meaning, including
 - predicting and making connections
 - visualizing
 - figuring out unknown words
 - self-monitoring and self-correcting
 - retelling and beginning to summarize

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- use strategies after reading and viewing to confirm and extend meaning, including
 - rereading or “re-viewing”
 - discussing with others
 - retelling and beginning to summarize
 - sketching
 - writing a response

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- respond to selections they read or view, by
 - expressing an opinion supported with reasons
 - making text-to-self, text-to-text, and text-to-world connections

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- read and view to expand knowledge, by
 - predicting and connecting
 - comparing and inferring
 - inquiring and generalizing

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- reflect on and assess their reading and viewing, by
 - referring to class-generated criteria
 - setting a goal for improvement
 - making a simple plan to work on their goal

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Writing and Representing Features

- use some features and conventions of language to express meaning in their writing and representing, including
 - complete simple sentences, and begin to use compound sentences
 - some paragraph divisions
 - generally correct noun-pronoun and subject-verb agreement
 - past and present tenses
 - capital letters at the beginning of proper nouns and sentences
 - periods, question marks, or exclamation marks at the end of sentences
 - commas to separate items in a series
 - words from their oral vocabulary, personal word list, and class lists
 - spelling words of more than one syllable, high-frequency irregular words, and regular plurals by applying phonic knowledge and skills and visual memory
 - attempting to spell unfamiliar words by applying phonic knowledge and skills and visual memory
 - conventional Canadian spelling of common words
 - letters printed legibly, consistent in shape and size, with appropriate spacing between letters and words

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- create personal writing and representations that express connections to personal experiences, ideas, likes, and dislikes, featuring
 - ideas developed through the use of relevant details that connect to a topic
 - sentence fluency using some variety in sentence length and pattern
 - developing word choice by using some varied and descriptive language
 - developing voice by showing some evidence of individuality
 - a logical organization

- create informational writing and representations about non-complex topics and procedures, featuring
 - ideas beginning to be developed through the use of relevant details
 - sentence fluency using some variety of sentence length and an emerging variety in pattern
 - developing word choice by using some content-specific vocabulary and details
 - developing voice by showing how they think and feel about a topic
 - an organization that includes a beginning that signals a topic and ideas that are generally logically sequenced

- create imaginative writing and representations, sometimes based on models they have read, heard, or viewed, featuring
 - ideas developed through the use of details that enhance the topic or mood
 - sentence fluency using sentence variety, dialogue, phrases, and poetic language
 - developing word choice by using some varied descriptive and sensory language
 - developing voice by showing some evidence of individuality
 - an organization that includes a well-developed beginning and logically ordered, imaginative ideas or details

- use strategies before writing and representing, including
 - setting a purpose
 - identifying an audience
 - participating in developing class-generated criteria
 - generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics

- use strategies during writing and representing to express thoughts, including
 - referring to class-generated criteria
 - referring to word banks
 - examining models of literature/visuals
 - revising and editing

- use strategies after writing and representing to improve their work, including
 - checking their work against established criteria
 - revising to enhance a writing trait (e.g., ideas, sentence fluency, word choice, voice, organization)
 - editing for conventions (e.g., capitals, punctuation, spelling)

English Language Arts K to 7

Introduced Met Completed

<ul style="list-style-type: none">• use writing and representing to express personal responses and opinions about experiences or texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none">• use writing and representing to extend thinking by presenting new understandings in a variety of forms (e.g., comic strip, poem, skit, graphic organizer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none">• reflect on and assess their writing and representing, by<ul style="list-style-type: none">– referring to class-generated criteria– setting a goal for improvement– making a simple plan to work on their goal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Grade: 3

Oral Language (Speaking and Listening) Features

<ul style="list-style-type: none"> • use the features of oral language to convey and derive meaning, including <ul style="list-style-type: none"> – text structure – sentence lengths and types – transitions – syntax (i.e., grammar and usage) – enunciation – receptive listening posture 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • recognize the structures and patterns of language in oral texts, including <ul style="list-style-type: none"> – word families – root words – sound devices, such as rhyme, repetition, and alliteration – structural sequencing cues – idiomatic expressions 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • use speaking and listening to interact with others for the purposes of <ul style="list-style-type: none"> – contributing to a class goal – sharing ideas and opinions – making connections – solving problems – completing tasks 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • use speaking to explore, express, and present ideas, information, and feelings for different purposes, by <ul style="list-style-type: none"> – staying on topic in a focussed discussion – recounting experiences in a logical sequence – presenting a central idea with supporting details – using specific and descriptive vocabulary – sharing connections made 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • listen purposefully to understand ideas and information, by <ul style="list-style-type: none"> – identifying the main ideas and supporting details – generating questions – visualizing and sharing 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- use a variety of **strategies** when interacting with others, including
 - accessing prior knowledge
 - making and sharing connections
 - asking questions for clarification and understanding
 - taking turns as speaker and listener

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- use a variety of **strategies** when expressing and presenting ideas, information, and feelings, including
 - setting a purpose
 - accessing prior knowledge
 - generating ideas
 - making and sharing connections
 - asking questions to clarify and confirm meaning
 - organizing information
 - practising delivery
 - self-monitoring and self-correcting in response to feedback

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- use a variety of **strategies** when listening to make and clarify meaning, including
 - accessing prior knowledge
 - making predictions about content before listening
 - focussing on speaker
 - listening for specifics
 - asking questions
 - recalling and summarizing
 - visualizing
 - monitoring comprehension

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- demonstrate enhanced vocabulary knowledge and usage

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- engage in speaking and listening activities to develop a deeper understanding of texts (e.g., creative responses to **text**)

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- use speaking and listening to extend thinking, by
 - acquiring new ideas
 - making connections
 - inquiring
 - comparing and contrasting
 - summarizing

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- reflect on and assess their speaking and listening, by
 - referring to class-generated criteria
 - reflecting on and discussing peer and adult feedback
 - setting goals and creating a plan for improvement
 - taking steps toward achieving goals

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Reading and Viewing Features

<ul style="list-style-type: none"> recognize and derive meaning from the structures and features of texts, including <ul style="list-style-type: none"> form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive) literary elements (e.g., plot, conflict, theme, character, setting) literary devices (e.g., imagery, simile, rhyme, rhythm, alliteration) 'text features' (e.g., headings, diagrams, columns, sidebars) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> read fluently and demonstrate comprehension of a range of grade-appropriate literary texts, such as <ul style="list-style-type: none"> stories from various Aboriginal and other cultures stories from a variety of genres (e.g., folktales, legends, adventure, humour, biographies, mysteries) series and chapter books picture books poems 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> read fluently and demonstrate comprehension of grade-appropriate information texts, such as <ul style="list-style-type: none"> non-fiction books textbooks and other instructional materials materials that contain simple diagrams, charts, or maps reports and articles from children's magazines reference materials web sites designed for children instructions and procedures 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> read and reread just-right texts independently for 20 minutes daily for enjoyment and to increase fluency and comprehension 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> view and demonstrate comprehension of visual texts (e.g., cartoons, illustrations, diagrams, posters) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> use a variety of strategies before reading and viewing, including <ul style="list-style-type: none"> accessing prior knowledge to make connections setting a purpose making predictions asking questions previewing texts 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> use a variety of strategies during reading and viewing to construct, monitor, and confirm meaning, including <ul style="list-style-type: none"> predicting making connections visualizing asking and answering questions using 'text features' self-monitoring and self-correcting figuring out unknown words reading selectively summarizing 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> use a variety of strategies after reading and viewing to confirm and extend meaning, including <ul style="list-style-type: none"> self-monitoring and self-correcting generating and responding to questions generating a response visualizing retelling and summarizing using 'text features' to locate information using graphic organizers to record information 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- respond to selections they read or view, by
 - expressing an opinion with some supporting evidence
 - making text-to-self, text-to-text, and text-to-world connections
 - giving reasons for choosing to read or view particular texts
- read and view to extend thinking, by
 - predicting
 - developing connections and explanations
 - distinguishing between fact and fiction
 - drawing conclusions
- reflect on and assess their reading and viewing, by
 - referring to class-generated criteria
 - setting goals and creating a plan for improvement
 - taking steps toward achieving goals

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Writing and Representing Features

- use the features and conventions of language to express meaning in their writing and representing, including
 - complete simple and compound sentences
 - various sentence types (e.g., declarative, interrogative, imperative, exclamatory)
 - paragraphs, with some accuracy
 - correct subject-verb agreement
 - past and present tenses
 - noun and pronoun agreement
 - capitalization in titles of books and stories
 - punctuation at the end of sentences
 - apostrophes to form common contractions and to show possession
 - commas in a series, dates, addresses, and locations
 - new words from their oral language and reading experiences
 - spelling phonically regular, three-syllable words, by applying phonic knowledge and skills and visual memory
 - conventional Canadian spelling of familiar words, and spelling of unfamiliar words by applying generalizations to assist
 - strategies for correctly spelling frequently misspelled words
 - legible print, and begin to show proper alignment, shape, and slant of cursive writing
 - spacing words and sentences consistently on a line and page

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- *create a variety of clear personal writing and representations that express connections to personal experiences, ideas, and opinions, featuring*
 - *ideas supported by related details*
 - *sentence fluency using a variety of sentence lengths and patterns*
 - *experimentation with word choice by using new and different words*
 - *an emerging voice demonstrating a developing writing style*
 - *an organization that is meaningful and logical*

- *create a variety of clear, easy-to-follow informational writing and representations, featuring*
 - *ideas that are adequately developed through relevant details and explanations*
 - *sentence fluency through a variety of correctly constructed sentences*
 - *word choice by using some new and precise words including content-specific vocabulary*
 - *a voice that demonstrates interest in and knowledge of the topic*
 - *an organization that includes an introduction, and logically connected and sequenced details*

- *create a variety of imaginative writing and representations following patterns modelled from literature, featuring*
 - *ideas developed through interesting sensory detail*
 - *sentence fluency developed through experimenting with some smooth patterns, and phrasing that is beginning to sound natural*
 - *experimentation with word choice by using new, unusual words and varied descriptive and sensory language*
 - *an emerging voice demonstrating a developing writing style*
 - *an organization that develops logically from an engaging opening through to a satisfying ending*

- *use a variety of strategies before writing and representing, including*
 - *setting a purpose*
 - *identifying an audience*
 - *participating in developing class-generated criteria*
 - *generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics*

- *use a variety of strategies during writing and representing to express thoughts, including*
 - *referring to class-generated criteria*
 - *referring to word banks*
 - *examining models of literature/visuals*
 - *using information from multiple sources*
 - *consulting reference materials*
 - *revising and editing*

- *use a variety of strategies after writing and representing to improve their work, including*
 - *checking their work against established criteria*
 - *revising to enhance writing traits (e.g., ideas, sentence fluency, word choice, voice, organization)*
 - *editing for conventions (e.g., capitals, punctuation, spelling)*

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

English Language Arts K to 7

Introduced Met Completed

- *use writing and representing to express personal responses and opinions about experiences and texts*
- *use writing and representing to extend thinking, by*
 - *developing explanations*
 - *expressing an alternative viewpoint*
 - *demonstrating new understandings*
- *reflect on and assess their writing and representing, by*
 - *referring to class-generated criteria*
 - *setting goals and creating a plan for improvement*
 - *taking steps toward achieving goals*

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Grade: 4

Oral Language (Speaking and Listening) Features

<ul style="list-style-type: none"> • use the features of oral language to convey and derive meaning, including <ul style="list-style-type: none"> – text structure – a variety of sentence lengths, structures, and types – smooth transitions – syntax (i.e., grammar and usage) – enunciation – nonverbal communication – receptive listening posture 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • recognize the structures and patterns of language in oral texts, including <ul style="list-style-type: none"> – sound devices – root words – word families – structural sequencing cues – idiomatic expressions 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • use speaking and listening to interact with others for the purposes of <ul style="list-style-type: none"> – contributing to a class goal – sharing ideas and opinions – improving and deepening comprehension – solving problems – completing tasks 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by <ul style="list-style-type: none"> – staying on topic in a focussed discussion – recounting experiences in a logical order – using an effective introduction and conclusion – using details or examples to enhance meaning – explaining and supporting a viewpoint 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • listen purposefully to understand ideas and information, by <ul style="list-style-type: none"> – summarizing main ideas and supporting details – generating questions – visualizing and sharing – identifying opinions or viewpoints – ignoring distractions 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- *select and use strategies when interacting with others, including*
 - *accessing prior knowledge*
 - *making and sharing connections*
 - *asking questions for clarification and understanding*
 - *taking turns as speaker and listener*
 - *paraphrasing to clarify meaning*

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- *select and use strategies when expressing and presenting ideas, information, and feelings, including*
 - *setting a purpose*
 - *accessing prior knowledge*
 - *generating ideas*
 - *making and sharing connections*
 - *asking questions to clarify and confirm meaning*
 - *organizing information*
 - *practising delivery*
 - *self-monitoring and self-correcting in response to feedback*

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- *select and use strategies when listening to make and clarify meaning, including*
 - *accessing prior knowledge*
 - *making predictions about content before listening*
 - *focussing on the speaker*
 - *listening for specifics*
 - *generating questions*
 - *recalling, summarizing, and synthesizing*
 - *visualizing*
 - *monitoring comprehension*

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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- *demonstrate enhanced vocabulary knowledge and usage*

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- *use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts*

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- *use speaking and listening to improve and extend thinking, by*
 - *acquiring new ideas*
 - *making connections and asking questions*
 - *comparing and analysing ideas*
 - *developing explanations*
 - *considering alternative viewpoints*
 - *investigating problems and creating solutions*

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- *reflect on and assess their speaking and listening, by*
 - *referring to class-generated criteria*
 - *reflecting on and discussing peer and adult feedback*
 - *setting goals and creating a plan for improvement*
 - *taking steps toward achieving goals*

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Reading and Viewing Features

- explain how structures and features of text work to develop meaning, including
 - form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive)
 - ‘text features’ (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars)
 - literary elements (e.g., character, setting, problem, plot, climax, conflict, theme, conclusion)
 - non-fiction elements (e.g., topic sentence, development of ideas with supporting details, central idea)
 - literary devices (e.g., imagery, sensory detail, simile, metaphor)
 - idiomatic expressions

- read fluently and demonstrate comprehension of a range of grade-appropriate literary texts, including
 - stories from various Aboriginal and other cultures
 - stories from a variety of genres (e.g., folktales, legends, autobiography, historical fiction)
 - poems that make obvious use of literary devices

- read fluently and demonstrate comprehension of grade-appropriate information texts, such as
 - non-fiction books
 - textbooks and other instructional materials
 - materials that contain diagrams, charts, illustrations, or graphs
 - reports and articles from newspapers and children’s magazines
 - reference material
 - web sites designed for children
 - instructions and procedures

- read and reread just-right texts independently for 30 minutes daily for enjoyment and to increase fluency and comprehension

- view and demonstrate comprehension of visual texts (e.g., cartoons, illustrations, diagrams, posters, photographs, advertising)

- select and use strategies before reading and viewing to develop understanding of text, including
 - setting a purpose and constructing personal goals
 - accessing prior knowledge to make connections
 - making predictions
 - asking questions
 - previewing texts

- select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including
 - predicting
 - making connections
 - visualizing
 - asking and answering questions
 - making inferences and drawing conclusions
 - using ‘text features’
 - self-monitoring and self-correcting
 - figuring out unknown words
 - reading selectively
 - determining the importance of ideas/events
 - visually representing texts
 - summarizing and synthesizing

- select and use strategies after reading and viewing to confirm and extend meaning, including
 - self-monitoring and self-correcting
 - generating and responding to questions
 - making inferences and drawing conclusions
 - reflecting and responding
 - visualizing
 - using ‘text features’ to locate information
 - using graphic organizers to record information
 - summarizing and synthesizing

- respond to selections they read or view, by
 - expressing an opinion with supporting evidence
 - explaining connections (text-to-self, text-to-text, text-to-world)
 - discussing and giving reasons for their choice of favourite texts

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- read and view to improve and extend thinking, by
 - predicting and explaining
 - visualizing
 - distinguishing between fact and opinion
 - analysing texts to consider alternatives
 - drawing conclusions
 - recognizing alternative viewpoints
 - summarizing and synthesizing

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- reflect on and assess their reading and viewing, by
 - referring to class-generated criteria
 - setting goals and creating a plan for improvement
 - taking steps toward achieving goals

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Writing and Representing Features

- use the features and conventions of language to express meaning in their writing and representing, including
 - complete simple and compound sentences
 - paragraphs to show the beginning of new ideas
 - correct noun-pronoun agreement
 - past, present, and future tenses
 - capitalization to designate organizations and to indicate beginning of quotations
 - commas after introductory words in sentences and when citing addresses
 - capitalization and punctuation (e.g., commas, apostrophes, begin to use quotation marks and commas in dialogue)
 - spelling multi-syllable words by applying phonic knowledge and skills and visual memory
 - conventional Canadian spelling for familiar and frequently used words
 - spelling unfamiliar words by applying strategies (e.g., phonic knowledge, use of common spelling patterns, dictionaries, word walls, thesaurus)
 - legible writing that demonstrates awareness of alignment, shape, and slant
 - spacing words and sentences consistently on a line and page

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- write clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring
 - clearly developed ideas using effective supporting details and explanations
 - sentence fluency through a variety of sentence lengths and patterns, with some emerging fluidity
 - experimentation with word choice by using new, different, more precise and powerful words
 - an authentic voice demonstrating a developing writing style
 - an organization that is meaningful, logical, and effective, and showcases a central idea or theme

- write a variety of clear informational writing for a range of purposes and audiences, featuring
 - clearly developed ideas by using clear, focussed, useful, and interesting details and explanations
 - sentence fluency through a variety of sentence lengths and patterns, with some emerging fluidity
 - word choice by using some new and precise words including content-specific vocabulary
 - a voice demonstrating an appreciation of, interest in, and knowledge of the topic
 - an organization that includes an introduction that states the purpose, with easy to follow and logically sequenced details, and an ending that makes sense

- write a variety of imaginative writing modelled from literature, featuring
 - well-developed ideas through the use of supporting details, especially interesting sensory detail
 - sentence fluency through a variety of sentence lengths and patterns, with some emerging fluidity
 - effective word choice by experimenting with new, more powerful and varied words, especially descriptive words
 - a voice demonstrating some sense of individuality
 - an organization that develops smoothly with a logical sequence, beginning with an engaging opening through to a satisfying ending

- create meaningful visual representations that communicate personal response, information, and ideas relevant to the topic, featuring
 - development of ideas through clear, focussed, and useful details
 - connections to personal feelings, experiences, opinions, and information
 - an expressive voice
 - an organization in which key ideas are evident

- select and use strategies before writing and representing, including
 - setting a purpose
 - identifying an audience
 - selecting a genre and form from samples provided
 - developing class-generated criteria based on analysis of the form of writing or representing
 - generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics

- select and use strategies during writing and representing to express and refine thoughts, including
 - referring to class-generated criteria
 - examining models of literature
 - combining multiple sources of information
 - consulting reference material
 - considering and applying feedback from conferences to revise ideas, organization, voice, word choice, and sentence fluency
 - ongoing revising and editing

- select and use strategies after writing and representing to improve their work, including
 - checking their work against established criteria
 - reading aloud and listening for fluency
 - revising to enhance writing traits (e.g., ideas, sentence fluency, word choice, voice, organization)
 - editing for conventions (e.g., grammar and usage, capitalization, punctuation, spelling)

English Language Arts K to 7

Introduced Met Completed

- *use writing and representing to express personal responses and relevant opinions in response to experiences and texts*

- *use writing and representing to extend thinking, by*
 - *developing explanations*
 - *expressing alternative viewpoints*
 - *creating new understandings*

- *reflect on and assess their writing and representing, by*
 - *referring to class-generated criteria*
 - *setting goals and creating a plan for improvement*
 - *taking steps toward achieving goals*

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Grade: 5

Oral Language (Speaking and Listening) Features

<ul style="list-style-type: none"> • use the features of oral language to convey and derive meaning, including <ul style="list-style-type: none"> – text structure – a variety of sentence lengths, structures, and types – smooth transitions and connecting words – syntax (i.e., grammar and usage) – diction – nonverbal communication – receptive listening posture 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • recognize the structures and patterns of language in oral texts, including <ul style="list-style-type: none"> – literary devices – sound devices – structural sequencing cues – idiomatic expressions 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • use speaking and listening to interact with others for the purposes of <ul style="list-style-type: none"> – contributing to a class goal – sharing and explaining ideas, viewpoints, and opinions (e.g., debating) – improving and deepening comprehension – solving problems – completing tasks 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by <ul style="list-style-type: none"> – staying on topic in a focussed discussion – recounting experiences in a logical order – using an effective introduction and conclusion – using effective details, evidence, or examples to enhance meaning – explaining and supporting a viewpoint 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • listen purposefully to understand ideas and information, by <ul style="list-style-type: none"> – summarizing and synthesizing main ideas and supporting details – generating questions – visualizing and sharing – making inferences and drawing conclusions – interpreting the speaker's verbal and nonverbal messages – ignoring distractions 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- *select and use strategies when interacting with others, including*
 - *accessing prior knowledge*
 - *making and sharing connections*
 - *asking questions for clarification and understanding*
 - *taking turns as speaker and listener*
 - *paraphrasing to clarify meaning*

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- *select and use strategies when expressing and presenting ideas, information, and feelings, including*
 - *setting a purpose*
 - *accessing prior knowledge*
 - *generating ideas*
 - *making and sharing connections*
 - *asking questions to clarify and confirm meaning*
 - *organizing information*
 - *practising delivery*
 - *self-monitoring and self-correcting in response to feedback*

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- *select and use strategies when listening to make and clarify meaning, including*
 - *accessing prior knowledge*
 - *making predictions about content before listening*
 - *focussing on the speaker*
 - *listening for specifics*
 - *generating questions*
 - *recalling, summarizing, and synthesizing*
 - *drawing inferences and conclusions*
 - *distinguishing between fact and opinion*
 - *visualizing*
 - *monitoring comprehension*

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- *demonstrate enhanced vocabulary knowledge and usage*

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- *use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts*

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- *use speaking and listening to improve and extend thinking, by*
 - *questioning and speculating*
 - *acquiring new ideas*
 - *analysing and evaluating ideas*
 - *developing explanations*
 - *considering alternative viewpoints*
 - *problem solving*

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- *reflect on and assess their speaking and listening, by*
 - *referring to class-generated criteria*
 - *considering and incorporating peer and adult feedback*
 - *setting goals and creating a plan for improvement*
 - *taking steps toward achieving goals*

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Reading and Viewing Features

- explain how structures and features of text work to develop meaning, including
 - form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive)
 - ‘text features’ (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars, pull-quotes)
 - literary elements (e.g., character, setting, problem, plot, climax, conflict, theme, conclusion, resolution)
 - non-fiction elements (e.g., topic sentence, development of ideas with supporting details, central idea)
 - literary devices (e.g., imagery, sensory detail, simile, metaphor)
 - idiomatic expressions

- read fluently and demonstrate comprehension of a range of grade-appropriate literary texts, including
 - stories from various Aboriginal and other cultures
 - literature from Canada and other countries
 - stories from a variety of genres (e.g., myths, fantasy)
 - poems that make use of literary devices

- read fluently and demonstrate comprehension of grade-appropriate information texts, including
 - non-fiction books
 - textbooks and other instructional materials
 - visual or graphic materials
 - reports and articles from magazines
 - newspapers
 - reference material
 - appropriate web sites
 - instructions and procedures

- read and reread just-right texts independently for 30 minutes daily for enjoyment and to increase fluency and comprehension

- view and demonstrate comprehension of visual texts (e.g., signs, cartoons, illustrations, newspapers, diagrams, posters, videos, advertising)

- select and use strategies before reading and viewing to develop understanding of text, including
 - setting a purpose and considering personal reading goals
 - accessing prior knowledge to make connections
 - making predictions
 - asking questions
 - previewing texts

- select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including
 - predicting
 - making connections
 - visualizing
 - asking and answering questions
 - making inferences and drawing conclusions
 - using ‘text features’
 - self-monitoring and self-correcting
 - figuring out unknown words
 - reading selectively
 - determining the importance of ideas/events
 - summarizing and synthesizing

- select and use strategies after reading and viewing to confirm and extend meaning, including
 - self-monitoring and self-correcting
 - generating and responding to questions
 - making inferences and drawing conclusions
 - reflecting and responding
 - visualizing
 - using ‘text features’ to locate information
 - using graphic organizers to record information
 - summarizing and synthesizing

- respond to selections they read or view, by
 - expressing an opinion with supporting evidence
 - explaining connections (text-to-self, text-to-text, and text-to-world)
 - identifying personally meaningful selections, passages, and images

- read and view to improve and extend thinking, by
 - developing explanations
 - distinguishing between fact and opinion
 - analysing texts to consider alternatives
 - drawing conclusions
 - comparing various viewpoints
 - summarizing and synthesizing

- reflect on and assess their reading and viewing, by
 - referring to class-generated criteria
 - setting goals and creating a plan for improvement
 - taking steps toward achieving goals

Writing and Representing

Features

- use the features and conventions of language to express meaning in their writing and representing, including
 - complete simple and compound sentences and begin to use complex sentences
 - effective paragraphing
 - past, present, and future tenses
 - capitalization in titles, headings, and subheadings
 - passages of dialogue indicated with quotation marks and paragraphs
 - appropriate uses of apostrophes
 - conventional Canadian spelling for familiar and frequently used words
 - spelling unfamiliar words by applying strategies (e.g., phonic knowledge, use of common spelling patterns, dictionaries, word walls, thesaurus)
 - legible writing with alignment, shape, and slant

- write a variety of clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring
 - clearly developed ideas by using effective supporting details, explanations, and comparisons
 - sentence fluency through sentence variety and lengths, with increasing rhythm and flow
 - effective word choice by using a greater number of new, powerful, and more precise words
 - an emerging and honest voice
 - an organization that is meaningful, logical, and effective, and showcases a central idea or theme

- write a variety of clear, focussed informational writing for a range of purposes and audiences, featuring
 - clearly developed ideas by using interesting supporting details and explanations
 - sentence fluency through clear, well-constructed sentences that demonstrate a variety of sentence lengths and patterns, with an increasingly fluid style
 - effective word choice through the use of new words, words selected for specificity, and powerful adverbs and verbs
 - a voice demonstrating an appreciation of, and interest in, the topic
 - an organization that includes a purposeful introduction, followed by a well-developed and logical sequence of details, with a conclusion that summarizes the details

- write a variety of imaginative writing for a range of purposes and audiences, including short stories, passages, and poems modelled from literature, featuring
 - well-developed ideas through the use of supporting details especially interesting sensory detail
 - sentence fluency through a variety of sentence lengths and patterns, with increasing fluidity
 - effective word choice by using engaging figurative and sensory language
 - a voice demonstrating an emerging sense of individuality
 - an organization that includes an engaging opening, followed by a sequence of effectively described ideas that leads to a satisfying conclusion

- create meaningful visual representations for a variety of purposes and audiences that communicate personal response, information, and ideas relevant to the topic, featuring
 - development of ideas by making connections to personal feelings, experiences, opinions, and information
 - an expressive voice
 - an organization in which key ideas are evident

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- select and use strategies before writing and representing, including
 - setting a purpose
 - identifying an audience, genre, and form
 - analysing examples of successful writing and representing in different forms and genres to identify key criteria
 - developing class-generated criteria based on analysis of the form of writing or representing
 - generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics

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- select and use strategies during writing and representing to express and refine thoughts, including
 - referring to class-generated criteria
 - analysing models of literature
 - accessing multiple sources of information
 - consulting reference materials
 - considering and applying feedback to revise ideas, organization, voice, word choice, and sentence fluency
 - ongoing revising and editing

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- select and use strategies after writing and representing to improve their work, including
 - checking their work against established criteria
 - revising to enhance writing traits (e.g., ideas, sentence fluency, word choice, voice, organization)
 - editing for conventions (e.g., grammar and usage, capitalization, punctuation, spelling)

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- use writing and representing to express personal responses and relevant opinions about experiences and texts

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- use writing and representing to extend thinking, by
 - developing explanations
 - expressing alternative opinions or perspectives
 - exploring new ideas (e.g., expressing an unfamiliar viewpoint)

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- reflect on and assess their writing and representing, by
 - referring to class-generated criteria
 - setting goals and creating a plan for improvement
 - taking steps toward achieving goals

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Grade: 6

Oral Language (Speaking and Listening) Features

- recognize and apply the features of oral language to convey and derive meaning, including
 - context (e.g., audience, purpose, situation)
 - text structure
 - a variety of sentence lengths, structures, and types
 - smooth transitions and connecting words
 - syntax (i.e., grammar and usage)
 - diction
 - nonverbal communication
 - receptive listening posture

- recognize the structures and patterns of language in oral texts, including
 - literary devices
 - sound devices
 - structural sequencing cues
 - idiomatic expressions

- use speaking and listening to interact with others for the purposes of
 - contributing to group success
 - discussing and comparing ideas and opinions (e.g., debating)
 - improving and deepening comprehension
 - discussing concerns and resolving problems
 - completing a variety of tasks

- use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by
 - using prior knowledge and/or other sources of evidence
 - staying on topic in focussed discussions
 - presenting in a clear, focussed, organized, and effective manner
 - explaining and effectively supporting a viewpoint

- listen purposefully to understand and analyse ideas and information, by
 - summarizing and synthesizing
 - generating questions
 - visualizing and sharing
 - making inferences and drawing conclusions
 - interpreting the speaker's verbal and nonverbal messages, purposes, and perspectives
 - analysing
 - ignoring distractions

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- *select and use strategies when interacting with others, including*
 - *accessing prior knowledge*
 - *making and sharing connections*
 - *asking questions for clarification and understanding*
 - *taking turns as speaker and listener*
 - *paraphrasing to clarify meaning*

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- *select and use strategies when expressing and presenting ideas, information, and feelings, including*
 - *setting a purpose*
 - *accessing prior knowledge*
 - *generating ideas*
 - *making and sharing connections*
 - *asking questions to clarify and confirm meaning*
 - *organizing information*
 - *practising delivery*
 - *self-monitoring and self-correcting in response to feedback*

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- *select and use strategies when listening to make and clarify meaning, including*
 - *accessing prior knowledge*
 - *making predictions about content before listening*
 - *focussing on the speaker*
 - *listening for specifics*
 - *generating questions*
 - *recalling, summarizing, and synthesizing*
 - *drawing inferences and conclusions*
 - *distinguishing between fact and opinion*
 - *visualizing*
 - *monitoring comprehension*

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- *demonstrate enhanced vocabulary knowledge and usage*

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- *use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts*

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- *use speaking and listening to improve and extend thinking, by*
 - *questioning and speculating*
 - *acquiring new ideas*
 - *analysing and evaluating ideas*
 - *developing explanations*
 - *considering alternative viewpoints*
 - *summarizing and synthesizing*
 - *problem solving*

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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- *reflect on and assess their speaking and listening, by*
 - *referring to class-generated criteria*
 - *considering and incorporating peer and adult feedback*
 - *setting goals and creating a plan for improvement*
 - *taking steps toward achieving goals*

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Reading and Viewing Features

<ul style="list-style-type: none"> • <i>explain how structures and features of text work to develop meaning, including</i> <ul style="list-style-type: none"> – <i>form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive)</i> – <i>‘text features’ (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars, hyperlinks, pull-quotes)</i> – <i>literary elements (e.g., characterization, mood, viewpoint, foreshadowing, conflict, protagonist, antagonist, theme)</i> – <i>non-fiction elements (e.g., topic sentence, development of ideas with supporting details, central idea)</i> – <i>literary devices (e.g., imagery, onomatopoeia, simile, metaphor)</i> – <i>idiomatic expressions</i> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • <i>read fluently and demonstrate comprehension and interpretation of a range of grade-appropriate literary texts, featuring variety in theme and writing techniques, including</i> <ul style="list-style-type: none"> – <i>stories from Aboriginal and other cultures</i> – <i>literature from Canada and other countries</i> – <i>short stories and novels exposing students to unfamiliar contexts</i> – <i>short plays that are straightforward in form and content</i> – <i>poetry in a variety of forms</i> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • <i>read fluently and demonstrate comprehension of grade-appropriate information texts with some specialized language, including</i> <ul style="list-style-type: none"> – <i>non-fiction books</i> – <i>textbooks and other instructional materials</i> – <i>visual or graphic materials</i> – <i>reports and articles from magazines and journals</i> – <i>reference materials</i> – <i>appropriate web sites</i> – <i>instructions and procedures</i> – <i>advertising and promotional materials</i> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • <i>read and reread just-right texts for at least 30 minutes daily for enjoyment and to increase fluency and comprehension</i> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • <i>demonstrate comprehension of visual texts with specialized features (e.g., visual components of media such as magazines, newspapers, web sites, comic books, broadcast media, videos, advertising, and promotional materials)</i> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • <i>select and use strategies before reading and viewing to develop understanding of text, including</i> <ul style="list-style-type: none"> – <i>setting a purpose and considering personal reading goals</i> – <i>accessing prior knowledge to make connections</i> – <i>making predictions</i> – <i>asking questions</i> – <i>previewing texts</i> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • <i>select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including</i> <ul style="list-style-type: none"> – <i>predicting</i> – <i>making connections</i> – <i>visualizing</i> – <i>asking and answering questions</i> – <i>making inferences and drawing conclusions</i> – <i>using ‘text features’</i> – <i>self-monitoring and self-correcting</i> – <i>figuring out unknown words</i> – <i>reading selectively</i> – <i>determining the importance of ideas/events</i> – <i>summarizing and synthesizing</i> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • <i>select and use strategies after reading and viewing to confirm and extend meaning, including</i> <ul style="list-style-type: none"> – <i>self-monitoring and self-correcting</i> – <i>generating and responding to questions</i> – <i>making inferences and drawing conclusions</i> – <i>reflecting and responding</i> – <i>visualizing</i> – <i>using ‘text features’ to locate information</i> – <i>using graphic organizers to record information</i> – <i>summarizing and synthesizing</i> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- respond to selections they read or view, by
 - expressing opinions and making judgments supported by explanations and evidence
 - explaining connections (text-to-self, text-to-text, and text-to-world)
 - identifying personally meaningful selections, passages, and images
- read and view to improve and extend thinking, by
 - analysing texts and developing explanations
 - comparing various viewpoints
 - summarizing and synthesizing to create new ideas
- reflect on and assess their reading and viewing, by
 - referring to class-generated criteria
 - setting goals and creating a plan for improvement
 - taking steps toward achieving goals

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Writing and Representing Features

- use the features and conventions of language to express meaning in their writing and representing, including
 - complete simple, compound, and complex sentences
 - subordinate (i.e., dependent) clauses
 - comparative and superlative forms of adjectives
 - past, present, and future tenses
 - effective paragraphing
 - effective use of punctuation and quotation marks
 - conventional Canadian spelling for familiar and frequently used words
 - spelling unfamiliar words by applying strategies (e.g., phonic knowledge, use of common spelling patterns, dictionaries, thesaurus)
 - legible writing appropriate to context and purpose
- write a variety of clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring
 - clearly developed ideas by using effective supporting details, explanations, comparisons, and insights
 - sentence fluency through sentence variety and lengths with increasing rhythm and flow
 - effective word choice through the use of an increasing number of new, varied, and powerful words
 - an honest voice
 - an organization that is meaningful, logical, and effective, and showcases a central idea or theme
- write a variety of effective informational writing for a range of purposes and audiences that communicates ideas to inform or persuade, featuring
 - clearly developed ideas by using focussed and useful supporting details, analysis, and explanations
 - sentence fluency through clear, well-constructed sentences that demonstrate a variety of lengths and patterns, with an increasingly fluid style
 - effective word choice through the use of new vocabulary, words selected for their specificity, and powerful adverbs and verbs
 - a voice demonstrating an appreciation and interest in the topic
 - an organization with an inviting lead that clearly indicates the purpose, and flows smoothly with logically sequenced paragraphs or sections to a satisfying conclusion that summarizes the details
- write a variety of imaginative writing for a range of purposes and audiences, including short stories, passages, and poems modelled from literature, featuring
 - well-developed ideas through the use of interesting sensory detail
 - sentence fluency through a variety of sentence lengths and patterns, with increasing fluidity
 - effective word choice by using engaging figurative and sensory language
 - an authentic voice
 - an organization that includes an enticing opening, followed by a sequence of effective detail which elaborates events, ideas, and images, that lead to an imaginative or interesting conclusion

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<ul style="list-style-type: none"> • create meaningful visual representations for a variety of purposes and audiences that communicate personal response, information, and ideas relevant to the topic, featuring <ul style="list-style-type: none"> – development of ideas using clear, focussed, and useful details, and by making connections to personal feelings, experiences, opinions, and information – an expressive voice – an organization in which key ideas are evident 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • select and use strategies before writing and representing, including <ul style="list-style-type: none"> – setting a purpose – identifying an audience, genre, and form – analysing examples of successful writing and representing in different forms and genres to identify key criteria – developing class-generated criteria – generating, selecting, developing, and organizing ideas from personal interest, prompts, texts, and/or research 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • select and use strategies during writing and representing to express and refine thoughts, including <ul style="list-style-type: none"> – referring to class-generated criteria – analysing models of literature – accessing multiple sources of information – consulting reference materials – considering and applying feedback from conferences to revise ideas, organization, voice, word choice, and sentence fluency – ongoing revising and editing 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • select and use strategies after writing and representing to improve their work, including <ul style="list-style-type: none"> – checking their work against established criteria – reading aloud and listening for fluency – revising to enhance writing traits (e.g., ideas, sentence fluency, word choice, voice, organization) – editing for conventions (e.g., grammar and usage, capitalization, punctuation, spelling) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • use writing and representing to express personal responses and relevant opinions about experiences and texts 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • use writing and representing to extend thinking, by <ul style="list-style-type: none"> – developing explanations – analysing the relationships in ideas and information – exploring new ideas (e.g., examining alternative viewpoints, transposing writing from one form to another) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • reflect on and assess their writing and representing, by <ul style="list-style-type: none"> – referring to class-generated criteria – setting goals and creating a plan for improvement – taking steps toward achieving goals 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Grade: 7

Oral Language (Speaking and Listening) Features

<ul style="list-style-type: none"> • recognize and apply the features of oral language to convey and derive meaning, including <ul style="list-style-type: none"> – context (e.g., audience, purpose, situation) – text structure – a variety of sentence lengths, structures, and types – smooth transitions and connecting words – syntax (i.e., grammar and usage) – diction – nonverbal communication – receptive listening posture 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • recognize the structures and patterns of language in oral texts, including <ul style="list-style-type: none"> – literary devices – sound devices – structural sequencing cues – idiomatic expressions 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • use speaking and listening to interact with others for the purposes of <ul style="list-style-type: none"> – contributing to group success – discussing and analysing ideas and opinions (e.g., debating) – improving and deepening comprehension – discussing concerns and resolving problems – negotiating consensus or agreeing to differ – completing a variety of tasks 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by <ul style="list-style-type: none"> – using prior knowledge and/or other sources of evidence – staying on topic in focussed discussions – presenting in a clear, focussed, organized, and effective manner – explaining and effectively supporting viewpoints 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • listen critically to understand and analyse ideas and information, by <ul style="list-style-type: none"> – summarizing and synthesizing – generating questions – visualizing and sharing – making inferences and drawing conclusions – interpreting the speaker's verbal and nonverbal messages, purposes, and perspectives – analysing and evaluating – ignoring distractions 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<ul style="list-style-type: none"> • <i>select and use various strategies when interacting with others, including</i> <ul style="list-style-type: none"> – <i>accessing prior knowledge</i> – <i>making and sharing connections</i> – <i>asking questions for clarification and understanding</i> – <i>taking turns as speaker and listener</i> – <i>paraphrasing to clarify meaning</i> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • <i>select and use various strategies when expressing and presenting ideas, information, and feelings, including</i> <ul style="list-style-type: none"> – <i>setting a purpose</i> – <i>accessing prior knowledge</i> – <i>generating ideas</i> – <i>making and sharing connections</i> – <i>asking questions to clarify and confirm meaning</i> – <i>organizing information</i> – <i>practising delivery</i> – <i>self-monitoring and self-correcting in response to feedback</i> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • <i>select and use various strategies when listening to make and clarify meaning, including</i> <ul style="list-style-type: none"> – <i>accessing prior knowledge</i> – <i>making predictions about content before listening</i> – <i>focussing on the speaker</i> – <i>listening for specifics</i> – <i>generating questions</i> – <i>recalling, summarizing, and synthesizing</i> – <i>drawing inferences and conclusions</i> – <i>distinguishing between fact and opinion</i> – <i>visualizing</i> – <i>monitoring comprehension</i> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • <i>demonstrate enhanced vocabulary knowledge and usage</i> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • <i>use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts</i> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • <i>use speaking and listening to improve and extend thinking, by</i> <ul style="list-style-type: none"> – <i>questioning and speculating</i> – <i>acquiring new ideas</i> – <i>analysing and evaluating ideas</i> – <i>developing explanations</i> – <i>considering alternative viewpoints</i> – <i>summarizing and synthesizing</i> – <i>problem solving</i> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • <i>reflect on and assess their speaking and listening, by</i> <ul style="list-style-type: none"> – <i>referring to class-generated criteria</i> – <i>considering and incorporating peer and adult feedback</i> – <i>setting goals and creating a plan for improvement</i> – <i>taking steps toward achieving goals</i> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reading and Viewing Features

- explain how structures and features of text work to develop meaning, including
 - form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive)
 - ‘text features’ (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars, hyperlink, pull-quotes)
 - literary elements (e.g., characterization, mood, viewpoint, foreshadowing, conflict, protagonist, antagonist, theme)
 - non-fiction elements (e.g., topic sentence, development of ideas with supporting details, central idea)
 - literary devices (e.g., imagery, onomatopoeia, simile, metaphor, symbolism, personification)
 - idiomatic expressions

- read fluently and demonstrate comprehension and interpretation of a range of grade-appropriate literary texts, featuring some complexity in theme and writing techniques, including
 - stories from Aboriginal and other cultures
 - literature reflecting a variety of ancient and modern cultures
 - short stories and novels exposing students to unfamiliar contexts
 - short plays that are straightforward in form and content
 - poetry in a variety of forms

- read fluently and demonstrate comprehension of grade-appropriate information texts with some specialized language and some complex ideas, including
 - non-fiction books
 - textbooks and other instructional materials
 - visual or graphic materials
 - reports and articles
 - reference materials
 - appropriate web sites
 - instructions and procedures
 - advertising and promotional materials

- read and reread just-right texts for at least 30 minutes daily for enjoyment and to increase fluency and comprehension

- demonstrate comprehension of visual texts with specialized features and complex ideas (e.g., visual components of media such as magazines, newspapers, web sites, reference books, graphic novels, broadcast media, videos, advertising and promotional materials)

- select and use various strategies before reading and viewing to develop understanding of text, including
 - setting a purpose and considering personal reading goals
 - accessing prior knowledge to make and share connections
 - making predictions
 - asking questions
 - previewing texts

- select and use various strategies during reading and viewing to construct, monitor, and confirm meaning, including
 - predicting
 - making connections
 - visualizing
 - asking and answering questions
 - making inferences and drawing conclusions
 - using ‘text features’
 - self-monitoring and self-correcting
 - figuring out unknown words
 - reading selectively
 - determining the importance of ideas/events
 - summarizing and synthesizing

- *select and use various strategies after reading and viewing to confirm and extend meaning, including*
 - *self-monitoring and self-correcting*
 - *generating and responding to questions*
 - *making inferences and drawing conclusions*
 - *reflecting and responding*
 - *visualizing*
 - *using ‘text features’ to locate information*
 - *using graphic organizers to record information*
 - *summarizing and synthesizing*

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- *respond to selections they read or view, by*
 - *expressing opinions and making judgments supported by reasons, explanations, and evidence*
 - *explaining connections (text-to-self, text-to-text, and text-to-world)*
 - *identifying personally meaningful selections, passages, and images*

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- *read and view to improve and extend thinking, by*
 - *analysing and evaluating ideas and information*
 - *comparing various viewpoints*
 - *summarizing and synthesizing to create new ideas*

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- *reflect on and assess their reading and viewing, by*
 - *referring to class-generated criteria*
 - *setting goals and creating a plan for improvement*
 - *taking steps toward achieving goals*

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Writing and Representing Features

- *use the features and conventions of language to express meaning in their writing and representing, including*
 - *complete simple, compound, and complex sentences*
 - *subordinate and independent clauses*
 - *correct subject-verb and pronoun agreement in sentences with compound subjects*
 - *correct and effective use of punctuation*
 - *conventional Canadian spelling for familiar and frequently used words*
 - *spelling unfamiliar words by applying strategies (e.g., phonic knowledge, use of common spelling patterns, dictionaries, thesaurus)*
 - *information taken from secondary sources with source citation*
 - *legible writing appropriate to context and purpose*

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- write a variety of clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring
 - clearly developed ideas by using effective supporting details, explanations, analysis, and insights
 - sentence fluency through sentence variety and patterns with increasingly natural rhythm and flow
 - effective word choice through the use of precise nouns, and powerful verbs and modifiers
 - an honest and engaging voice
 - an organization that is meaningful, logical, and effective, and showcases a central idea or theme

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- write a variety of effective informational writing for a range of purposes and audiences that communicates ideas to inform or persuade, featuring
 - clearly developed ideas by using focussed and useful supporting details, analysis, and explanations
 - sentence fluency through strong, well-constructed sentences that demonstrate a variety of lengths and patterns, with an increasingly fluid style
 - effective word choice by using content words, precise nouns, and powerful verbs and modifiers
 - a voice demonstrating an appreciation and interest in the topic
 - an organization that includes an inviting lead that clearly indicates the purpose, followed by a well-developed and clear sequence of paragraphs or sections that lead to a strong conclusion

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- write a variety of imaginative writing for a range of purposes and audiences, including short stories, passages, and poems modelled from literature, featuring
 - strategically developed ideas by using interesting sensory detail
 - sentence fluency by using a variety of sentence lengths and patterns, with increasing fluidity
 - effective word choice by using purposeful figurative and sensory language with some sophistication and risk-taking
 - an engaging and authentic voice
 - an organization that includes an enticing opening, followed by a purposeful sequence of well-developed ideas that lead to an imaginative or interesting conclusion

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- create meaningful visual representations for a variety of purposes and audiences that communicate a personal response, information, and ideas relevant to the topic, featuring
 - development of ideas by making connections to personal feelings, experiences, opinions, and information
 - an expressive and individualistic voice
 - an organization in which key ideas are evident

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- *select and use various strategies before writing and representing, including*
 - *setting a purpose*
 - *identifying an audience, genre, and form*
 - *analysing examples of successful writing and representing in different forms and genres to identify key criteria*
 - *developing class-generated criteria*
 - *generating, selecting, developing, and organizing ideas from personal interest, prompts, texts, and/or research*

- *select and use various strategies during writing and representing to express and refine thoughts, including*
 - *referring to class-generated criteria*
 - *analysing models of literature*
 - *accessing multiple sources of information*
 - *consulting reference materials*
 - *considering and applying feedback from conferences to revise ideas, organization, voice, word choice, and sentence fluency*
 - *ongoing revising and editing*

- *select and use various strategies after writing and representing to improve their work, including*
 - *checking their work against established criteria*
 - *reading aloud and listening for fluency*
 - *revising to enhance writing traits (e.g., ideas, sentence fluency, word choice, voice, organization)*
 - *editing for conventions (e.g., grammar and usage, capitalization, punctuation, spelling)*

- *use writing and representing to critique, express personal responses and relevant opinions, and respond to experiences and texts*

- *use writing and representing to extend thinking, by*
 - *developing explanations*
 - *analysing the relationships in ideas and information*
 - *exploring new ideas (e.g., making generalizations, speculating about alternative viewpoints)*

- *reflect on and assess their writing and representing, by*
 - *relating their work to criteria*
 - *setting goals and creating a plan for improvement*
 - *taking steps toward achieving goals*

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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