

Guiding Principles

The development of this curriculum has been guided by these principles of learning:

- Learning requires the active participation of the student
- People learn in a variety of ways and at different rates
- Learning is both an individual and a group process

Rationale

Language is fundamental to thinking, learning, and communicating in all cultures. The skilled use of language is associated with many opportunities in life, including further education, work, and social interaction. As students come to understand and use language more fully, they are able to enjoy the benefits and pleasures of language in all its forms – from reading and writing, to literature, theatre, public speaking, film, and other media.

The English Language Arts K to 8 curriculum provides students with the opportunity to study literary and informational (including technical) communications, and the mass media and thereby experience the power of language. Students are presented with a window into the past, a complex portrayal of the present, and questions about the future. They also come to understand language as a human system of communication—dynamic and evolving, but also systematic and governed by rules.

Considerations for English Language Arts Instruction

Students’ knowledge and use of language begins before formal schooling and is refined throughout their years of formal education and beyond. As students progress through the grades, they are expected to work more independently and to acquire more sophisticated and complex language. This prepares them for advanced learning and eventual entry into the workplace. Students’ range of language use develops cumulatively as they mature: they become more skilled in using language as they learn how it works and its many purposes.

The pace of development depends upon students’ experiences, abilities, strengths, and needs; background knowledge and skills; social, cultural, and geographical environments; and language opportunities. Students constantly shape and reshape language based on self-assessment and the responses they receive from others—at home, at school, in the community, and in the workplace.

A student’s language learning is influenced by a number of factors, including the complexity of the task, the support she or he receives, and cultural norms. Students should have opportunities to express their views, make real decisions, feel that their ideas are valued, and assume increasing responsibility for learning.

An English Language Arts program should encourage students to:

- Communicate effectively in written, spoken, and visual forms
- Develop positive attitudes toward language learning
- Make connections to other areas of study and to life outside the classroom
- Think critically, creatively, and reflectively
- Appreciate their own culture and the culture of others
- Use technology

Developing Positive Attitudes

Students with positive attitudes toward language learning are more likely to become good speakers, listeners, readers, and writers. The learning environment should stimulate students' imaginations and foster enjoyment of language in all its aspects. Language experiences should encourage students to understand and respect cultural, racial, and linguistic diversity. Language activities should also help students link classroom learning with the languages and cultures in their homes. These activities should also incorporate the full range of students' experiences in their families, schools, local communities, and the wider world.

Making Connections

Integration in the English language arts curriculum occurs on three main levels: among the curriculum strands, across the curriculum, and in life outside the school.

The various uses of language—speaking and listening, writing and representing, reading, and viewing—are connected; they are integrated, interdependent processes. Skills in one mode are often correlated with skills in another. For example, good listeners and speakers usually become good readers. Students should therefore have the opportunity to build their skills in all language processes.

Because of its universality, language allows students to make connections across many areas of study. Integration can occur between English language arts and other curriculum areas (e.g. applying reading comprehension strategies to learning in social studies; debating ethical issues in the context of science education.)

Language learning should be taught in an authentic context so that students can perceive the relevance of tasks and make connections between familiar experiences and new knowledge and understanding by connecting the new with the familiar. Some associations are immediate and spontaneous; others develop as students try to make sense of ideas by collaborating, interacting with others, presenting, reviewing, and setting new goals.

Thinking Critically, Creatively, and Reflectively

Students' abilities to think critically and creatively depend on their language skills. By reflecting on their ideas and using language to express them, students become more adept at expressive, artistic, and logical thought and broaden their foundation of written, oral, and representative language use. These use essential skills for independent and lifelong learning that develop as students use language to analyse their ideas and to move them from the personal to the public realm.

As well, feedback from others and from personal reflection helps students assess their own language development. This awareness motivates students to consider cause and effect in their communications and to improve their abilities to manipulate language for comprehension and expression.

Appreciating Culture

Students increase their understanding of and respect for their own and other cultures through literature and other forms of communication. Students should encounter a planned program of literature that connects them to the past, present, and future. Students should also have frequent opportunities to talk and write about what they have learned about themselves and others from a variety of stories, poems, essays, documents, and other media.

Using Technology

Information technology is an important new area of language activity as well as a powerful tool for gathering, manipulating, organizing, and communicating information. In order to explore the uses of information technology in language, students need opportunities to learn how to use technology for research, writing, communicating, information management, and presentation.

Creating, Understanding, And Responding to Communications

The English Language Arts K to 8 curriculum provides opportunities for students to learn to use and appreciate language through a variety of communication forms in a variety of contexts.

Communication, as it is used here, refers to any written, spoken, or visual representation involving language (e.g. web chart or symbol). People create communications for personal use and to convey their ideas to others. People also read, view, and listen to the communications of others. Although there is considerable overlap, it is useful to consider communications in terms of three categories: *literary communications*, *informational communications*, and *mass media*.

Literary Communications

Includes: narrative and non-narrative styles; classic, contemporary, and popular works; print and non-print materials.

The study of literature gives students greater self-awareness and a deeper appreciation of the richness and complexity of human experience. Literature has the power to help students:

- Cultivate their personal and aesthetic awareness
- Gain insight into the human condition
- Broaden their experiences through creative and critical thinking
- Transcend the barriers of time and place as they explore imaginary worlds
- Recognize the timelessness of literary traditions and their relevance to contemporary life
- Increase their awareness of the importance of literary forms and the power of language
- Expand vocabulary, gain familiarity with correct language usage, and develop a sense of precision and artistry in style and expression

Informational Communications

Includes: the everyday written and oral language of home, school, community, and work (e.g. letters, forms, directions, summaries, debates, interviews, labels, diaries, notices, telephone conversations) as well as more specialized technical information such as reports, manuals, and procedures.

The exchange of information takes place continually in everyday life. Having the ability to convey and respond to information is essential to students' success in school and the workplace, and prepares them for the responsibilities of citizenship. Using language for a variety of informational purposes and audiences helps students:

- Communicate effectively and clearly using various technologies
- Read and interpret technical directions and instructions
- Gather, exchange, and manage information
- Solve problems independently and in collaboration with others
- Expand their knowledge base
- Cultivate analytical and critical thinking

Mass Media

Includes: print, film, and electronic communications directed to a mass audience.

The English Language Arts K to 8 curriculum focuses on using mass media as well as analysing its impact on society. As students use electronic communications and examine the nature of information conveyed to the public in newspapers, magazines, radio, television programs, and other media, they learn to:

- Examine and evaluate content and audience
- Analyse cultural, racial, and gender roles and stereotyping
- Communicate effectively using media
- Select information and expand their knowledge base
- Think critically about the messages surrounding them
- Comprehend the role of mass media in society and their personal lives

English Language Arts K to 8 Curriculum

The English Language Arts K to 8 curriculum provides a framework for students to experience language in its full range of contexts and purposes:

- People use language to comprehend a wide range of literary and informational communications and to respond knowledgeably and critically to what they read, view, and hear. Students' abilities to understand and draw conclusions rationally is a major goal of education and the particular focus of the English Language Arts K to 8 curriculum.
- People use language to communicate their ideas through a variety of print and non-print media. In both academic and business contexts, students need to be able to communicate with precision, clarity, and artistry; apply the conventions of language; gather and organize information and ideas; and use communication forms and styles that suit their abilities, specific purposes, and the needs of the audience.
- People use language as a fundamental part of their personal, work, and social lives—to establish and maintain relationships, for enjoyment and diversion, and to learn. Learning to interact successfully with others is essential for students' success in school, lifelong learning, and productive satisfying lives.

Society expects graduates to think critically, solve problems, communicate clearly, and be able to learn and work both independently and with others. The English Language Arts K to 8 curriculum contributes to this outcome by providing a framework to help students:

- Present and respond to ideas, feelings, and knowledge sensitively and creatively
- Explore world literature as a way of knowing, developing personal values, understanding multicultural values, and broadening experience
- Use language confidently to understand and respond thoughtfully and critically to factual and imaginative communications in speech, print, and the media
- Develop the reading and writing skills required of informed citizens prepared to face the challenges of further education and a changing workplace
- Express themselves powerfully, convincingly, and gracefully for a variety of personal, social, and work-related purposes
- Use language appropriate to the situation, audience, and purpose and become comfortable with a range of language styles, from public to personal, and from literary to standard business English
- Realize their individual potential as communicators

Learning Components

The English Language Arts learning components are founded on the following three strands:

- Speaking and Listening
- Reading and Viewing
- Writing

All of the strands are inter-related to varying degrees and generally more than one strand is involved at any given time. Learning contexts are multi-faceted and include situations that are formal and informal, planned and spontaneous.

Objectives

Encourage students to read, write, listen and speak for:

a. **Information and understanding**

As listeners and readers, students will:

- Collect data, facts and ideas
- Discover relationships, concepts, and generalizations
- Use knowledge generated from oral, written, and electronically produced texts

As speakers and writers students will:

- Use oral and written language to acquire, interpret, apply, and transmit information

b. **Literacy response and expression**

As listeners and readers, students will:

- Relate texts and performances to their own lives
- Develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent

As speakers and writers, students will:

- Use oral and written language for self-expression and artistic creation

c. **Critical analysis and evaluation**

As listeners and readers, students will:

- Critically analyse and evaluate issues presented by others using a variety of established criteria

As speakers and writes, students will:

- Use a variety of perspectives to present their opinions and judgements on experiences, ideas, information and issues

d. **Social interaction**

As listeners and readers, students will:

- Use social communication with others to enrich their understanding of people and their views

As speakers and writers students will:

- Use oral and written language for effective social communication with a wide variety of people

Strand Objectives

Reading and Viewing

Students will read thoughtfully and effectively.

As readers, students will:

- Develop repertoires of skills and strategies to use as they anticipate, predict, and confirm meaning while reading, viewing, and listening
- Demonstrate their understanding of written, oral, and visual communications
- Identify connections between their own ideas, experiences, and knowledge, and a variety of literacy and media works
- Draw reasoned and critical conclusions from a variety of written, spoken, or visual texts and multimedia, and defend their conclusions rationally
- Identify the organization of ideas within a variety of materials (different print, media and technological materials)
- Build vocabulary, preview, predict, decode, question, summarize, clarify
- Read classic and contemporary literature representing the experiences and traditions of diverse cultural groups and gain insight about universal themes
- Interact with other readers to question, share, extend, apply, strengthen or change interpretations of text
- Apply the research process from selecting a topic, accessing pertinent information to creating a product
- Evaluate the usefulness and authenticity of information
- Read with increasing fluency
- Listen to oral reading of literature, including classic and contemporary selections
- Read independently each day

Writing

Students will thoughtfully and effectively write for a variety of audiences and purpose using appropriate language, information, organization, and writing conventions.

As writers students will:

- Use thinking as a tool for writing, and writing as a tool for learning
- Engage in the writing process by planning, drafting, revising, editing, and publishing
- Recognize, develop and apply criteria for effective writing
- Write in a variety of forms (e.g. essays, technical reports, drama, fiction, poetry)
- Write responsibly by carefully selecting information, crediting sources, and accurately relating experiences
- Apply writing conventions (e.g. grammar, spelling, mechanics, usage)
- Generate final products using varied media
- Use written language to acquire, interpret, apply, and transmit information
- Use written language for self-expression and artistic creation
- Use word processing as a writing tool

Speaking and Listening

Students will communicate with an audience, listen critically, and respond appropriately in a variety of situations.

As speakers and listeners, students will:

- Apply critical thinking skills to evaluate their speaking, listening, and viewing
- Make presentations for a variety of purposes and audiences
- Enhance their listening skills
- Use speaking and listening to participate actively in groups
- Develop a practical understanding of group dynamics
- Make use of verbal and nonverbal skills that enhance communication
- Evaluate their own oral communication skills and those of others
- Use oral language to acquire, interpret, apply and transmit information
- Use oral language for self expression and artistic creation
- Interact confidently in a variety of situations to develop and present familiar ideas, events and information.

Kindergarten Curriculum

Reading and Viewing

It is expected that students will:

- Demonstrate reading-like behaviour:
 - Hold book correctly
 - Turn single pages in order
 - Track from left to right, top to bottom and front to back
- Make predictions based on pictures and prior knowledge
- Organize pictures in a logical sequence (beginning, middle, end)
- Explore listening activities (e.g. rhyme, word length, and segmenting sounds)
- Begin to recognize common words (e.g. names, colours, sight and environmental words)
- Demonstrate letter recognition, sound correspondence for consonants
- Know the difference between a letter, a word and a sentence
- Know that there is a one-to-one match in reading between the written word and spoken word
- Name all upper and lower case letters
- Begin to read simple texts
- Respond to a range of printed texts such as big books, picture books, maps and charts
- Begin to indicate the main idea of a picture, story or video
- Select and re-read favorite texts
- Respond to literature through drama, art, writing, retelling, relating to personal experiences
- Begin to recognize story parts (beginning, middle, end)
- Recognize that books have a title, author and illustrator
- State important facts from non-fiction selections read aloud
- Find books and check them out from the library
- Demonstrate basic organizational skills (e.g. having necessary materials ready and finding appropriate work space)

Writing

It is expected that students will:

- Dictate ideas for others to write down
- Write first name using appropriate letter case
- Begin to use sound/symbol relationships
- Demonstrate the awareness of sound in words (e.g. rhythm, and rhymes)
- Explore the concept of spaces between words
- Practice left to right sequence in writing
- Use simple words to label pictures or ideas
- Write about a single, simple topic related to a picture
- Use logically sequenced words
- Initiate own writing activities and practice using charts and other classroom resources as models for own writing efforts
- Mix invented and conventional spelling to construct a message
- Begin to demonstrate fine motor control

- Know the concept of a letter, a word, and a sentence
- Start to learn the correct use of capital letters
- Present letters in legible form
- Perform tasks that require eye-hand coordination
- Have established hand dominance

Speaking and Listening

It is expected that students will:

- Share ideas, retell stories
- Focus attention and demonstrate readiness for listening
- Know when to listen and when to speak (taking turns)
- Communicate independently to meet needs
- Participate in informal presentations to the class (e.g. show and tell, author's chair, reciting poems or nursery rhymes)
- Follow one-step directions
- Tell stories from pictures
- Vary voice levels depending on purpose (e.g. speaking to the group, working with partner)
- Listen to others read aloud
- Use appropriate greetings, introductions
- Use words and phrases in response to simple questions
- Interpret facial expressions, gestures, volume, pitch and intonation
- Listen to a variety of literature (e.g. poems, rhymes, stories, songs, charts, nonfiction) some or which reflect a variety of cultures

Grade One Curriculum

Reading and Viewing

It is expected that students will:

- Use a growing variety of decoding strategies including self-correcting errors
- Read basic sight words
- Demonstrate knowledge of elements of phonics (e.g. beginning, medial and ending sounds, blends and digraphs, long and short vowels, word families)
- Introduce the concept of word parts, contractions, plurals, compound words, antonyms, and common word endings such as –ing and –ed
- Recognize the purpose of capitalization and punctuation in print (e.g. beginning of sentences, proper nouns, ending punctuation, contractions)
- Make predictions based on pictures, prior knowledge, and text
- Use context clues, picture clues, sentence meaning, story pattern, and structure to understand what is read
- Demonstrate knowledge of beginning, middle, and end by retelling stories
- Select appropriate books based on reading ability
- Listen to oral reading of literature, including classic and contemporary selections
- Read independently each day
- Recognize and explore:
 - Poetry
 - Fiction/non-fiction
 - Rhyme/rhythm
 - Story patterns such as predictable pattern, circle story, and cumulative pattern
 - Literature from a variety of cultures
- Be introduced to locate chapters in stories using a table of contents
- Alphabetize words to the first letter
- Develop responsibility in use and care of resource materials
- Develop the ability to distinguish between fact and fiction
- Make lists, sort information, sequence information with teacher direction
- Participate in whole group generation of factual information
- Use tracking to assist in accuracy
- Demonstrate an understanding of text through writing, re-telling with increasing accuracy, drawing relevant illustrations and role playing
- Increase sight vocabulary of frequently occurring words
- Read short texts with predictable structures, large print and frequent illustrations

Writing

It is expected that students will:

- Write using simple sentences in logical sequence
- Begin to write with a clear meaning & connected ideas
- Begin to use story elements
- Experiment with capital letters (at beginning of sentences and for proper nouns), and punctuation (period and question mark)
- Choose words to enhance as well as name
- Have noun and verb agreement some of the time

- Use logical sound-symbol relationships in spelling
- Spell frequently used sight words
- Reread own scribed text with accuracy
- Represent all substantive sounds in a word e.g. ktn (kitten)
- Participate in a variety of writing experiences (e.g. personal writing, simple lists, stories)
- Use writing in self-directed activities
- Generate possible writing topics
- Form upper and lower case letters correctly
- Use left-to-right sequence in writing and spaces between words

Speaking and Listening

It is expected that students will:

- Follow and give verbal directions to others
- Participate in content area discussions
- Participate in brainstorming exercises
- Distinguish questions from statements
- Read with partners or groups
- Retell stories presented through multi-media (e.g. filmstrips, videos, and listening centres)
- Role play and dramatize
- Ask questions to obtain directions, information, or permission
- Speak in complete sentences
- Demonstrate ability to follow 2 to 3 step verbal directions
- Speak audibly
- Self-correct when appropriate
- Grasp most grammatical rules but may still over generalize
 - Tenses e.g. – ‘swimmed’ for swam, ‘kept’ for kept
 - Plurals e.g. – ‘mices’ for mice
- Appropriately ask and answer questions for information and clarification
- Speak and listen appropriately in formal and informal situations

Grade Two Curriculum

Reading and Viewing

It is expected that students will:

- Predict, sequence, retell stories in sequences
- Connect events in stories to experiences in their own lives
- Differentiate between real and imaginary (fiction and nonfiction)
- Follow simple written directions
- Self-correct errors based on meaning
- Be introduced to word parts, root words, prefixes, suffixes, contractions, plurals, possessives, compound words, antonyms, synonyms and homonyms
- Usually interpret punctuations, e.g. periods, capitals and question mark
- Begin to read with expression and awareness of punctuation
- Respond to literature by demonstrating an understanding of basic story elements (e.g. characters, setting and sequence of events) through: writing, drawing, drama, oral response, creative writing, comparison of stories
- Self-select appropriate books based on reading ability and purpose
- Use the dictionary, a table of contents, and alphabetizing to the third letter
- Be efficient in using basic word identification strategies: phonics, words patterns, syntaxes and semantics
- Develop and express personal opinions about a story
- Identify main characters, setting, problem and resolution

Writing

It is expected that students will:

- Use simple story elements
- Use organizational skills showing simple beginning, middle and ending
- Use complete sentences with nouns, verbs and adjectives
- Use description and details at a beginning level
- Use correct grade-appropriate grammar, punctuation, capitalization and spelling
- Use the writing process to plan, draft, revise, and edit simple pieces
- Present writing to an audience to elicit feedback
- Explore the use of punctuation for contractions, possessives, and quotations
- Write legibly for others to read
- Correctly capitalize sentence beginnings and proper nouns
- Use a variety of resources
- Use logical sound-symbol relationships in spelling
- Write fiction and non-fiction such as stories, journal entries, learning logs, reports, poems, charts and lists, ongoing topic lists and book reviews
- Use the writing process to plan and draft simple pieces
- Develop topics and ideas using a variety of strategies (e.g. webbing, brainstorming, mind mapping...)

Speaking and Listening

It is expected that students will:

- Listen purposefully and speak with clarity (e.g. sharing, drama, authors' chair, interpreting sequencing, linking ideas)
- Practice communication and active listening skills such as:
 - Avoiding interruptions
 - Listening courteously
 - Looking at the speaker
 - Taking turns
- Actively participate in group interactions and activities
- Explore a variety of roles in a cooperative group such as recorder, reporter, leader
- Use a variety of media (e.g. videos, listening centres) to enhance group discussions of specific subject areas
- Use scale, vocal volume and inflection appropriate to a situation
- Judge whether a sentence is grammatically correct and adapt accordingly
- Begin to take into account audience and purpose when speaking

Grade Three Curriculum

Reading and Viewing

It is expected that students will:

- Understand and follow written directions
- Explore reading strategies in content areas
- Find the main idea of a story, selection, or specific paragraph
- Recognize word parts (e.g. homonyms, synonyms, antonyms, compound words, root words, prefixes, plurals, and contractions)
- Respond to literature through discussions, dramatizations, retelling, or writing for increased comprehension, understanding and appreciation
- Respond to a variety of reading genres which include: folk tales, legends or myths, poetry, fiction and nonfiction
- Use story elements to identify problems and solutions in literature
- Explore the similarities and differences among stories and the ways in which those stories reflect the ethnic background of the author and the culture in which they were written
- Use new vocabulary from literature in other contexts
- Frame appropriate questions related to a topic and sort questions by subtopics
- Highlight main ideas in nonfiction texts
- Organize information through the use of webs, clusters, KWL (know, want to know, learned), etc.
- Begin to locate pertinent sources of information
- Use indices, and locate entries in encyclopaedias and dictionaries
- Use an extended automatic sight vocabulary of commonly used word and phrases
- Interpret periods, question marks and capitals and usually interpret commas, exclamation marks and quotation marks
- Use a variety of strategies to locate information such as pictures, headings, labels, diagrams and guide words to access information
- Make personal responses to literature (e.g. express opinions and draw conclusions)

Writing

It is expected that students will:

- Have a clear topic that is generally maintained throughout a written piece
- Use complete sentences that show relationships with some transition between ideas
- Use descriptive language using adjectives and adverbs
- Use grade-appropriate grammar, mechanics and spelling most of the time
- Use organization that shows a clear beginning (including character and setting), middle, and end
- Begin to use writing that has topic sentences, transitions, a few examples and conclusions that relate to the topic
- Experiment with a variety of genres such as poetry, narrative, research...
- Use the steps of the writing process including working independently as well as collaboration with others
- Use periods, capital letters, question marks, exclamation marks, commas in a series and common abbreviations as used in the student's home country

- Explore story structure (e.g. problem, solution, sequence of events)
- Choose vocabulary that communicates a message clearly
- Become confident in cursive or linked writing
- Explain new concepts in their own words
- Begin to use some basic editing symbols such as underlining
- Use creativity, imagination and care in written work

Speaking and Listening

It is expected that students will:

- Speak to a variety of audiences such as peers and teachers
- Use communication and active listening skills as an audience member, such as:
 - Avoiding interruptions
 - Listening courteously
 - Formulating questions about what they hear and view
 - Providing appropriate feedback and support
- Choose vocabulary that clearly and precisely communicates a message and new concepts
- Give, repeat, and clarify directions
- Introduce a speaker
- Identify elements of story structure such a problem, solutions, sequence of events
- Retell a variety of stories in an organized way
- Practice basic presentation skills such as eye contact, vocal variety, good posture
- Contribute ideas during group planning for projects

Grade Four Curriculum

Reading and Viewing

It is expected that students will:

- Summarize main ideas and recall significant details
- Classify information into categories (e.g. facts and opinions, essential and nonessential information)
- Examine character development in a variety of written materials (e.g. fiction, poetry, or plays)
- Compare and contrast their experiences with those of literary characters
- Explore cultural similarities and differences among literary characters
- Explore point of view
- Enhance critical interaction between reader and text through the use of a variety of responses
- Locate information sources for chosen topics and use glossaries and captions
- Give credit for borrowed information by listing sources in a rudimentary bibliography
- Continue to practice highlighting main ideas in content
- Begin to paraphrase and summarize information
- Record and organize information in note form by subtopic or purpose
- Predict words and meanings from context
- Interpret exclamation marks, quotation marks and commas
- Use an expressive voice in oral reading and realize the need to practice before presenting orally
- Recognize how words and word combinations such as word play, repetition and rhyme infer or convey meaning
- Recognize and speculate on an author's intentions
- Select reading materials using titles, authors and book cover information
- Follow multi-step written instructions
- Find and discuss information from a range of reference sources (e.g. newspapers, dictionaries, thesauruses, encyclopaedias, atlases, directories, catalogues, charts and databases)

Writing

It is expected that students will:

- Use a logical plot, characters and setting
- Learn to avoid mechanical errors in writing
- Use supporting details and demonstrate use of descriptive language
- Use complete sentences and include sentences of varied length and structure
- Write a clearly conveyed message
- Correctly use capitalization of sentence beginnings, proper nouns and punctuation of sentence endings
- Use correct spelling for grade appropriate words
- Begin to use paragraphs as an organizational tool in writing
- Explore personal, narrative and expository writing, such as letters, stories, essays, poetry, skits, summaries, reports, and descriptions
- Extend the correct use of capitalization and punctuation to include quotation marks

- Begin to use consistent verb tense in writing
- Continue to use word processing
- Begin to summarize and synthesize key points
- Prepare work for publication recognizing the importance of presentation and layout
- Identify and correct most common misspellings independently with appropriate use of dictionary, thesauruses, glossaries, spellchecker and other classroom resources
- Use a number of strategies for spelling; drawing upon knowledge of sound patterns, visual patterns, word derivations, silent letters and typical letter groupings with less reliance on phonetic strategies
- Begin to develop a fluent handwriting style using linked or cursive script

Speaking and listening

It is expected that students will:

- Use communication and active listening skills as an audience member such as:
 - Avoiding interruptions
 - Listening courteously
 - Formulating questions about what they hear and view
 - Providing appropriate feedback
 - Sharing ideas, offering advice, opinions and information
- Develop an organized presentation which includes an introduction and conclusion
- Use audience response as an evaluation tool
- Correct grammatically incorrect sentences
- Begin to use tone, volume, pace, intonation, eye contact and gesture to enhance meaning
- Explain how language and visuals work together to communicate meaning
- Tailor topics appropriately for particular audiences
- Use pre-established criteria to provide support and feedback to peers on their work
- Ask questions, paraphrase and discuss to explore ideas and understand new concepts

Grade Five Curriculum

Reading and viewing

It is expected that students will:

- Adjust reading rate and strategies to purpose, materials, and difficulty of text
- Selectively use prior knowledge to understand textual and contextual clues
- Reread and self-correct
- Use appropriate resources when encountering new vocabulary
- Read and interpret various types of visual materials
- Draw conclusions from information read
- Utilize critical reading strategies such as:
 - Distinguishing between fact and opinion
 - Identifying cause and effect
 - Identifying point of view
 - Determining author's purpose
 - Evaluating ideas
- Use new vocabulary from literature in other contexts
- Complete activities highlighting the main ideas in fiction and non-fiction texts
- Identify and use literary elements (e.g. climax and conflict)
- Complete activities supporting or challenging the main ideas of the author
- Use organizational features of printed texts (e.g. prefaces, indices, glossaries, and appendices to access information)
- Document sources accurately (e.g. simple bibliography)
- Outline or organize information by subtopic
- Integrate information from different sources into a written report
- Read/view material from a variety of genres including, but not restricted to, historical fiction, myths, biographies, poetry, news reports, fiction novels and non-fiction texts
- Compare characters and situations portrayed in print to those encountered in the classroom and community
- Begin to understand figurative language such as simile, metaphor and personification
- Transfer information between text forms (e.g. from narrative to report)

Writing

It is expected that students will:

- Begin to use paragraphs that include relevant details
- Use vivid descriptors and imaginative language to enhance clarity
- Write with infrequent grammatical errors
- Use correctly punctuated direct quotations and dialogue
- Use correct spelling of grade appropriate words
- Begin to have clear and logical sequence of ideas and completely developed topics
- Use clear and well developed ideas
- Use a narrow selected topic to match purpose and focus
- Use a purposeful introduction, body of text, and conclusion
- Summarize factual information

- Explore personal, narrative and expository writing with greater details and/or supporting material to include personal reflections, stories, editorials, technical writing, reports, essays, business correspondence, and notes
- Analyse and evaluate student writing
- Give and receive feedback while focusing on improving the quality and clarity of writing
- Make changes to their written work based on feedback and self-evaluation
- Practice consistent use of tenses
- Write cursive or linked legibly
- Use the terms sentence, chapter, heading, sub-heading, introduction and conclusion
- Draw on understandings of word usage, derivations meaning, syllabication, prefixes, suffixes and compound words when attempting to spell new words
- Begin to writing in the first, second and third person, as well as in the past, future and present tenses

Speaking and Listening

It is expected that students will:

- Interact confidently in a variety of situations to develop and present familiar ideas, events and information
- Present points of view in a group, offer some considered reasons or arguments (e.g. Conversation, debating)
- Prepare a short set of questions for an interview seeking information about an issue or topic
- Competently use spoken language for interpreting meaning, developing and presenting ideas and information
- Begin to use pace, volume, pronunciation, enunciation and stress to enhance meaning
- Consider aspects of context, audience and purpose when speaking and listening in a variety of situations formal and informal
- Use prior knowledge and experience to make sense of new ideas and information and communicate this understanding
- Tailor information or tone of voice to a listener's response
- Listen and respond constructively to alternative ideas or view points, and express ideas or opinions without dominating discussions
- Identify the main idea and supporting details of a spoken report and summarize for others

Grade Six Curriculum

Reading and Viewing

It is expected that students will:

- Show understanding of the following reading strategies: predicting, context clues, skimming, and scanning
- Understand purpose for reading a variety of materials
- Compare and contrast ideas within and between various texts
- Distinguish the elements that define a literary 'classic':
 - Use of vocabulary
 - Character development
 - Plot development
 - Description of setting
 - Realism of dialogue
- Read literature to investigate issues and interests common to all people
- Use and apply literary terms such as:
 - Characterization
 - Setting
 - Plot
 - Theme
 - Style
 - Mood
- Use bibliography to access other sources
- Identify the main argument, provide supporting points, and a conclusion in a persuasive text
- Make a general statement and provide specific details in information reports
- Describe acts and scenes in plays, with the view of illuminating the nuances of the story line
- Discuss the importance of organizational elements of different type of texts
- Explain possible reasons for people's varying interpretations of texts, including biases
- Discuss the roles of figurative language and jargon, and how they impact on readers

Writing

It is expected that students will:

- Be able to write well developed paragraphs
- Use consistent tense and voice
- Create a bibliography
- Improve use of dialogue with emphasis on creative expressions and standard quotation form
- Write based on personal experience (e.g. short story, journal, letter)
- Explore five sentence paragraph writing
- Introduce singular, plural, possessives
- Write in range of genres appropriate to different audiences and purposes
- Begin to argue in writing a position or point of view, and raise a few related points in support of the thesis as well as writing some pros and cons of a topical issue, and attempt to relate these to one another

- Write a short play for a performance by peers
- Create poetry in various forms
- Construct an information report elaborating on and classifying details on a number of aspects of the topic and introduce each with a general introductory statement
- Experiment with humorous adaptations of standard text types to amuse or entertain readers
- Learn about and use metaphors, alliteration, personification, patterns, imagery and hyperbole to create mood and mental images in writing
- Learn to write in first, second and third person, as well as in future, past and present tense; and learning to edit for correct verb tense and appropriate pronoun references
- Use more words with uncommon spelling patterns
- Learn about the meanings of: nouns, verbs, adjectives, adverbs, conjunctions, prepositions, pronouns, articles
- Further develop quick, legible personal handwriting style adapt style to suit purpose of writing (e.g. note-taking and presentation)
- Learn how to use the following forms of punctuation correctly in writing: periods, question marks, exclamation marks, commas, inverted commas for direct speech, hyphens, parentheses, apostrophes, semi-colons and colons
- Expand use of word processing to include text features such as maps, diagrams, special fonts, graphics, charts, graphs and dictionaries

Speaking and Listening

It is expected that students will:

- Introduce persuasive techniques
- Identify and practice various group roles (e.g. recorder, facilitator, timekeeper)
- Rehearse and tell a story to peers or younger children, use approaches that attempt to engage listeners
- Prepare and present to the class a detailed account of a researched topic, show attention to quality of content, organization and methods of presentation
- Consider the needs of an audience when preparing a spoken presentation and predict likely questions and prepare answers
- Identify key issues in a group discussion
- Paraphrase and summarize another person's ideas and opinions
- Participate in group discussions without dominating the activity
- Reflect and build upon others' ideas
- Use correct grammar in discussions
- Critique a presentation through active viewing and listening

Grade Seven Curriculum

Reading and Viewing

It is expected that students will:

- Reinforce and build upon reading strategies previously learned such as: context clues, predicting, identifying background information, skimming and scanning, utilizing text structure
- Determine essential and nonessential information
- Make inferences
- Identify foreshadowing and flashback using literary works
- Create plot graphs
- Use outlining/note-taking skills
- Logically organize information from a variety of sources to create an end product
- Identify actions, feelings, and motives of characters and people in a variety of genres
- Identify features of texts, and how they are constructed for different audiences
- Discuss how particular types of narratives convey more than one level of meaning
- Recognize the beliefs behind common stereotypes in the mass media
- Show understanding that paragraphs are used as structural devices
- Identify some similarities and differences between texts produced by different people on similar themes
- Discuss the various techniques employed to make texts more effective or enjoyable
- Find suitable evidence to support a point of view about a character or situation
- Understand when people's sympathies are directed to particular characters and why
- Create an accurate bibliography

Writing

It is expected that students will:

- Write a concise, objective summary that includes facts and avoids plagiarism
- Respond to material with personal insight or opinion
- Continue to work with figurative language
- Write pieces related to but not limited to: a content area, literary analysis, and opinion papers
- Apply skills in analysis, synthesis, evaluation to their own writing and/or technical writing related to current events, news articles and poetry
- Explore paragraph patterns for different purposes
- Revise with an emphasis on continuity
- Use more complex sentence structure
- Use writing to monitor and reflect independently on own learning
- Plan writing tasks, including specifying purpose and audience
- Use paragraphs to indicate sequences of ideas in factual and narrative texts
- Develop written arguments about ideas and issues for a general audience, stating and justifying a personal point of view, using some relevant supporting details
- Demonstrate an ability to classify nouns, verbs, adjectives and adverbs into their correct word family category; recognize present, past tense participle verbs, differentiate the positive, comparative and superlative nature of adjectives, distinguish between the various adverbial applications

Speaking and Listening

It is expected that students will:

- Recognize and use various persuasive techniques
- Identify key characteristics of effective oral presentations
- Construct a speech to match its purpose and audience (e.g. to inform, persuade, entertain, etc.)
- Discuss ideas and topics, give considered reasons for own opinions and ideas as well as listen to those of others
- Listen actively to texts of varying lengths and complexity
- Recognize features of spoken language that indicate statements of attitude and opinion
- Observe and discuss the way that voice and body language can be used to enhance meaning and influence interpretation
- Vary tone, pitch, and pace for effect in oral presentations

Grade Eight Curriculum

Reading and Viewing

It is expected that students will:

- Identify text structure
- Identify the purpose, perspective, historical, and cultural influences in cross-curricular materials
- Discriminate between fact and opinion across the curriculum
- Make predictions, analyse and draw conclusions
- Build vocabulary across the curriculum
- Use literary terms such as: plot, theme, characterization, foreshadowing, flashback, metaphor and simile, symbolism, conflict and resolution
- Compare the diverse voices and points of view within literature that reflect our global history
- Identify the author's possible intent or purpose
- Find information from three or more sources
- Evaluate authenticity/validity of sources
- Organize and synthesize information utilizing note-taking outlining skills
- Discuss current issues in the mass media (magazines, papers, current affairs programs, etc.) and relate these critically to their own experience
- Read texts, including accessible adult texts, which raise more complex issues, and engage in guided discussions of the attitudes, concerns and themes underlying these texts
- Explore the purposes and effects of manipulating chronological order in narrative
- Identify the significance of word imagery, symbols and colloquial language in print that have special meaning in society
- Discuss the language of poetry and how it can be interpreted differently by people
- Evaluate information on the same theme or issue in different types of media (e.g. texts, films, magazines, etc.)
- Identify emotive language, bias or stereotypes in presenting an issue
- Discuss the techniques advertisements use to influence particular audiences
- Compare texts in different times and places and account for some of their similarities and differences

Writing

It is expected that students will:

- Use at least three or more visually defined, cohesive paragraphs with adequate transitions
- Use complete and varied sentence structures (simple, complex, and compound)
- Use specific examples and grade level vocabulary
- Write with minimal errors in grammatical structure and generally correct spelling, punctuation and capitalization
- Consistently use singular and plural possessives and irregular verbs correctly as well as subject/verb agreement
- Use figurative language (e.g. similes and metaphors) competently
- Form a thesis statement

- Edit their written work for spelling, effective language, consistent voice, tense, tone, and style
- Write in a variety of genres including narrative, plays, and poems to reflect on attitude, values and issues
- Examine how writers engage audiences, and experiment with these approaches
- Construct a logical, well supported written argument for a particular audience
- Choose appropriate evidence to support a point of view rather than appealing to emotion or personal bias
- Select and omit information to influence readers' responses to a text
- Check that all information in a piece of writing is relevant
- Add new ideas, improving sequence and clarifying ambiguities during revision
- Acknowledge sources of quotes and information
- Show awareness of common stereotypes and attempt to challenge the validity of these

Speaking and Listening

It is expected that students will:

- Analyze professionally-created presentations for their persuasive strategies and techniques
- Recognize widely-used persuasive strategies through viewing and listening to various media
- Notice the way speakers engage audiences and try similar techniques
- Identify various modes or methods persuasive presentations can take (e.g. advertisements, editorials, 'infomercials,' etc.)
- Identify and use language conventions expected in specific formal spoken texts
- Explore ideas in discussions by comparing them with those of peers and others, use these ideas to advance discussion through questioning
- Acknowledge different perspectives on an issue, problem or point of view, and attempt to present their own opinions with logic and clarity
- Perform texts such as recitations, role-play and drama in front of familiar groups as a way of assisting the exploration of issues in a class

Reading and Viewing		
Kindergarten	Grade 1	Grade 2
<p>It is expected that students will:</p> <ul style="list-style-type: none"> • Demonstrate reading-like behaviour: <ul style="list-style-type: none"> - Hold book correctly - Turn single pages in order - Track from left to right, top to bottom and front to back • Make predictions based on pictures and prior knowledge • Organize pictures in a logical sequence (beginning, middle, end) • Explore listening activities (e.g. rhyme, word length, and segmenting sounds) • Begin to recognize common words (e.g. names, colours, sight and environmental words) • Demonstrate letter recognition, sound correspondence for consonants • Know the difference between a letter, a word and a sentence • Know that there is a one-to-one match in reading between the written word and spoken word • Name all upper and lower case letters • Begin to read simple texts • Respond to a range of printed texts such as big books, picture books, maps and charts • Begin to indicate the main idea of a picture, story or video • Select and re-read favorite texts • Respond to literature through drama, art, writing, retelling, relating to personal experiences • Begin to recognize story parts (beginning, middle, end) • Recognize that books have a title, author and illustrator • State important facts from non-fiction selections read aloud • Find books and check them out from the library • Demonstrate basic organizational skills (e.g. having necessary materials ready and finding appropriate work space) 	<p>It is expected that students will:</p> <ul style="list-style-type: none"> • Use a growing variety of decoding strategies including self-correcting errors • Read basic sight words • Demonstrate knowledge of elements of phonics (e.g. beginning, medial and ending sounds, blends and digraphs, long and short vowels, word families) • Introduce the concept of word parts, contractions, plurals, compound words, antonyms, and common word endings such as -ing and -ed • Recognize the purpose of capitalization and punctuation in print (e.g. beginning of sentences, proper nouns, ending punctuation, contractions) • Make predictions based on pictures, prior knowledge, and text • Use context clues, picture clues, sentence meaning, story pattern, and structure to understand what is read • Demonstrate knowledge of beginning, middle, and end by retelling stories • Select appropriate books based on reading ability • Listen to oral reading of literature, including classic and contemporary selections • Read independently each day • Recognize and explore: <ul style="list-style-type: none"> - Poetry - Fiction/non-fiction - Rhyme/rhythm - Story patterns such as predictable pattern, circle story, and cumulative pattern - Literature from a variety of cultures • Be introduced to locate chapters in stories using a table of contents • Alphabetize words to the first letter • Develop responsibility in use and care of resource materials • Develop the ability to distinguish between fact and fiction • Make lists, sort information, sequence information with teacher direction • Participate in whole group generation of factual information • Use tracking to assist in accuracy • Demonstrate an understanding of text through writing, re-telling with increasing accuracy, drawing relevant illustrations and role playing • Increase sight vocabulary of frequently occurring words • Read short texts with predictable structures, large print and frequent illustrations 	<p>It is expected that students will:</p> <ul style="list-style-type: none"> • Predict, sequence, retell stories in sequences • Connect events in stories to experiences in their own lives • Differentiate between real and imaginary (fiction and nonfiction) • Follow simple written directions • Self-correct errors based on meaning • Be introduced to word parts, root words, prefixes, suffixes, contractions, plurals, possessives, compound words, antonyms, synonyms and homonyms • Usually interpret punctuations, e.g. periods, capitals and question mark • Begin to read with expression and awareness of punctuation • Respond to literature by demonstrating an understanding of basic story elements (e.g. characters, setting and sequence of events) through: writing, drawing, drama, oral response, creative writing, comparison of stories • Self-select appropriate books based on reading ability and purpose • Use the dictionary, a table of contents, and alphabetizing to the third letter • Be efficient in using basic word identification strategies: phonics, words patterns, syntaxes and semantics • Develop and express personal opinions about a story • Identify main characters, setting, problem and resolution

Reading and Viewing		
Grade 3	Grade 4	Grade 5
<p>It is expected that students will:</p> <ul style="list-style-type: none"> • Understand and follow written directions • Explore reading strategies in content areas • Find the main idea of a story, selection, or specific paragraph • Recognize word parts (e.g. homonyms, synonyms, antonyms, compound words, root words, prefixes, plurals, and contractions) • Respond to literature through discussions, dramatizations, retelling, or writing for increased comprehension, understanding and appreciation • Respond to a variety of reading genres which include: folk tales, legends or myths, poetry, fiction and nonfiction • Use story elements to identify problems and solutions in literature • Explore the similarities and differences among stories and the ways in which those stories reflect the ethnic background of the author and the culture in which they were written • Use new vocabulary from literature in other contexts • Frame appropriate questions related to a topic and sort questions by subtopics • Highlight main ideas in nonfiction texts • Organize information through the use of webs, clusters, KWL (know, want to know, learned), etc. • Begin to locate pertinent sources of information • Use indices, and locate entries in encyclopaedias and dictionaries • Use an extended automatic sight vocabulary of commonly used word and phrases • Interpret periods, question marks and capitals and usually interpret commas, exclamation marks and quotation marks • Use a variety of strategies to locate information such as pictures, headings, labels, diagrams and guide words to access information • Make personal responses to literature (e.g. express opinions and draw conclusions) 	<p>It is expected that students will:</p> <ul style="list-style-type: none"> • Summarize main ideas and recall significant details • Classify information into categories (e.g. facts and opinions, essential and nonessential information) • Examine character development in a variety of written materials (e.g. fiction, poetry, or plays) • Compare and contrast their experiences with those of literary characters • Explore cultural similarities and differences among literary characters • Explore point of view • Enhance critical interaction between reader and text through the use of a variety of responses • Locate information sources for chosen topics and use glossaries and captions • Give credit for borrowed information by listing sources in a rudimentary bibliography • Continue to practice highlighting main ideas in content • Begin to paraphrase and summarize information • Record and organize information in note form by subtopic or purpose • Predict words and meanings from context • Interpret exclamation marks, quotation marks and commas • Use an expressive voice in oral reading and realize the need to practice before presenting orally • Recognize how words and word combinations such as word play, repetition and rhyme infer or convey meaning • Recognize and speculate on an author's intentions • Select reading materials using titles, authors and book cover information • Follow multi-step written instructions • Find and discuss information from a range of reference sources (e.g. newspapers, dictionaries, thesauruses, encyclopaedias, atlases, directories, catalogues, charts and databases) 	<p>It is expected that students will:</p> <ul style="list-style-type: none"> • Adjust reading rate and strategies to purpose, materials, and difficulty of text • Selectively use prior knowledge to understand textual and contextual clues • Reread and self-correct • Use appropriate resources when encountering new vocabulary • Read and interpret various types of visual materials • Draw conclusions from information read • Utilize critical reading strategies such as: <ul style="list-style-type: none"> - Distinguishing between fact and opinion - Identifying cause and effect - Identifying point of view - Determining author's purpose - Evaluating ideas • Use new vocabulary from literature in other contexts • Complete activities highlighting the main ideas in fiction and non-fiction texts • Identify and use literary elements (e.g. climax and conflict) • Complete activities supporting or challenging the main ideas of the author • Use organizational features of printed texts (e.g. prefaces, indices, glossaries, and appendices to access information) • Document sources accurately (e.g. simple bibliography) • Outline or organize information by subtopic • Integrate information from different sources into a written report • Read/view material from a variety of genres including, but not restricted to, historical fiction, myths, biographies, poetry, news reports, fiction novels and non-fiction texts • Compare characters and situations portrayed in print to those encountered in the classroom and community • Begin to understand figurative language such as simile, metaphor and personification • Transfer information between text forms (e.g. from narrative to report)

Reading and Viewing		
Grade 6	Grade 7	Grade 8
<p>It is expected that students will:</p> <ul style="list-style-type: none"> • Show understanding of the following reading strategies: predicting, context clues, skimming, and scanning • Understand purpose for reading a variety of materials • Compare and contrast ideas within and between various texts • Distinguish the elements that define a literary ‘classic’: <ul style="list-style-type: none"> - Use of vocabulary - Character development - Plot development - Description of setting - Realism of dialogue • Read literature to investigate issues and interests common to all people • Use and apply literary terms such as: <ul style="list-style-type: none"> - Characterization - Setting - Plot - Theme - Style - Mood • Use bibliography to access other sources • Identify the main argument, provide supporting points, and a conclusion in a persuasive text • Make a general statement and provide specific details in information reports • Describe acts and scenes in plays, with the view of illuminating the nuances of the story line • Discuss the importance of organizational elements of different type of texts • Explain possible reasons for people’s varying interpretations of texts, including biases • Discuss the roles of figurative language and jargon, and how they impact on readers 	<p>It is expected that students will:</p> <ul style="list-style-type: none"> • Reinforce and build upon reading strategies previously learned such as: context clues, predicting, identifying background information, skimming and scanning, utilizing text structure • Determine essential and nonessential information • Make inferences • Identify foreshadowing and flashback using literary works • Create plot graphs • Use outlining/note-taking skills • Logically organize information from a variety of sources to create an end product • Identify actions, feelings, and motives of characters and people in a variety of genres • Identify features of texts, and how they are constructed for different audiences • Discuss how particular types of narratives convey more than one level of meaning • Recognize the beliefs behind common stereotypes in the mass media • Show understanding that paragraphs are used as structural devices • Identify some similarities and differences between texts produced by different people on similar themes • Discuss the various techniques employed to make texts more effective or enjoyable • Find suitable evidence to support a point of view about a character or situation • Understand when people’s sympathies are directed to particular characters and why • Create an accurate bibliography 	<p>It is expected that students will:</p> <ul style="list-style-type: none"> • Identify text structure • Identify the purpose, perspective, historical, and cultural influences in cross-curricular materials • Discriminate between fact and opinion across the curriculum • Make predictions, analyse and draw conclusions • Build vocabulary across the curriculum • Use literary terms such as: plot, theme, characterization, foreshadowing, flashback, metaphor and simile, symbolism, conflict and resolution • Compare the diverse voices and points of view within literature that reflect our global history • Identify the author’s possible intent or purpose • Find information from three or more sources • Evaluate authenticity/validity of sources • Organize and synthesize information utilizing note-taking outlining skills • Discuss current issues in the mass media (magazines, papers, current affairs programs, etc.) and relate these critically to their own experience • Read texts, including accessible adult texts, which raise more complex issues, and engage in guided discussions of the attitudes, concerns and themes underlying these texts • Explore the purposes and effects of manipulating chronological order in narrative • Identify the significance of word imagery, symbols and colloquial language in print that have special meaning in society • Discuss the language of poetry and how it can be interpreted differently by people • Evaluate information on the same theme or issue in different types of media (e.g. texts, films, magazines, etc.) • Identify emotive language, bias or stereotypes in presenting an issue • Discuss the techniques advertisements use to influence particular audiences • Compare texts in different times and places and account for some of their similarities and differences

Writing		
Kindergarten	Grade 1	Grade 2
<p>It is expected that students will:</p> <ul style="list-style-type: none"> • Dictate ideas for others to write down • Write first name using appropriate letter case • Begin to use sound/symbol relationships • Demonstrate the awareness of sound in words (e.g. rhythm, and rhymes) • Explore the concept of spaces between words • Practice left to right sequence in writing • Use simple words to label pictures or ideas • Write about a single, simple topic related to a picture • Use logically sequenced words • Initiate own writing activities and practice using charts and other classroom resources as models for own writing efforts • Mix invented and conventional spelling to construct a message • Begin to demonstrate fine motor control • Know the concept of a letter, a word, and a sentence • Start to learn the correct use of capital letters • Present letters in legible form • Perform tasks that require eye-hand coordination • Have established hand dominance 	<p>It is expected that students will:</p> <ul style="list-style-type: none"> • Write using simple sentences in logical sequence • Begin to write with a clear meaning & connected ideas • Begin to use story elements • Experiment with capital letters (at beginning of sentences and for proper nouns), and punctuation (period and question mark) • Choose words to enhance as well as name • Have noun and verb agreement some of the time • Use logical sound-symbol relationships in spelling • Spell frequently used sight words • Reread own scribed text with accuracy • Represent all substantive sounds in a word e.g. ktn (kitten) • Participate in a variety of writing experiences (e.g. personal writing, simple lists, stories) • Use writing in self-directed activities • Generate possible writing topics • Form upper and lower case letters correctly • Use left-to-right sequence in writing and spaces between words 	<p>It is expected that students will:</p> <ul style="list-style-type: none"> • Use simple story elements • Use organizational skills showing simple beginning, middle and ending • Use complete sentences with nouns, verbs and adjectives • Use description and details at a beginning level • Use correct grade-appropriate grammar, punctuation, capitalization and spelling • Use the writing process to plan, draft, revise, and edit simple pieces • Present writing to an audience to elicit feedback • Explore the use of punctuation for contractions, possessives, and quotations • Write legibly for others to read • Correctly capitalize sentence beginnings and proper nouns • Use a variety of resources • Use logical sound-symbol relationships in spelling • Write fiction and non-fiction such as stories, journal entries, learning logs, reports, poems, charts and lists, ongoing topic lists and book reviews • Use the writing process to plan and draft simple pieces • Develop topics and ideas using a variety of strategies (e.g. webbing, brainstorming, mind mapping...)

Writing		
Grade 3	Grade 4	Grade 5
<p>It is expected that students will:</p> <ul style="list-style-type: none"> • Have a clear topic that is generally maintained throughout a written piece • Use complete sentences that show relationships with some transition between ideas • Use descriptive language using adjectives and adverbs • Use grade-appropriate grammar, mechanics and spelling most of the time • Use organization that shows a clear beginning (including character and setting), middle, and end • Begin to use writing that has topic sentences, transitions, a few examples and conclusions that relate to the topic • Experiment with a variety of genres such as poetry, narrative, research... • Use the steps of the writing process including working independently as well as collaboration with others • Use periods, capital letters, question marks, exclamation marks, commas in a series and common abbreviations as used in the student's home country • Explore story structure (e.g. problem, solution, sequence of events) • Choose vocabulary that communicates a message clearly • Become confident in cursive or linked writing • Explain new concepts in their own words • Begin to use some basic editing symbols such as underlining • Use creativity, imagination and care in written work 	<p>It is expected that students will:</p> <ul style="list-style-type: none"> • Use a logical plot, characters and setting • Learn to avoid mechanical errors in writing • Use supporting details and demonstrate use of descriptive language • Use complete sentences and include sentences of varied length and structure • Write a clearly conveyed message • Correctly use capitalization of sentence beginnings, proper nouns and punctuation of sentence endings • Use correct spelling for grade appropriate words • Begin to use paragraphs as an organizational tool in writing • Explore personal, narrative and expository writing, such as letters, stories, essays, poetry, skits, summaries, reports, and descriptions • Extend the correct use or capitalization and punctuation to include quotation marks • Begin to use consistent verb tense in writing • Continue to use word processing • Begin to summarize and synthesize key points • Prepare work for publication recognizing the importance of presentation and layout • Identify and correct most common misspellings independently with appropriate use of dictionary, thesauruses, glossaries, spellchecker and other classroom resources • Use a number of strategies for spelling; drawing upon knowledge of sound patterns, visual patterns, word derivations, silent letters and typical letter groupings with less reliance on phonetic strategies • Begin to develop a fluent handwriting style using linked or cursive script 	<p>It is expected that students will:</p> <ul style="list-style-type: none"> • Begin to use paragraphs that include relevant details • Use vivid descriptors and imaginative language to enhance clarity • Write with infrequent grammatical errors • Use correctly punctuated direct quotations and dialogue • Use correct spelling of grade appropriate words • Begin to have clear and logical sequence of ideas and completely developed topics • Use clear and well developed ideas • Use a narrow selected topic to match purpose and focus • Use a purposeful introduction, body of text, and conclusion • Summarize factual information • Explore personal, narrative and expository writing with greater details and/or supporting material to include personal reflections, stories, editorials, technical writing, reports, essays, business correspondence, and notes • Analyse and evaluate student writing <ul style="list-style-type: none"> • Give and receive feedback while focusing on improving the quality and clarity of writing • Make changes to their written work based on feedback and self-evaluation • Practice consistent use of tenses • Write cursive or linked legibly • Use the terms sentence, chapter, heading, sub-heading, introduction and conclusion • Draw on understandings of word usage, derivations meaning, syllabication, prefixes, suffixes and compound words when attempting to spell new words • Begin to writing in the first, second and third person, as well as in the past, future and present tenses

Writing		
Grade 6	Grade 7	Grade 8
<p>It is expected that students will:</p> <ul style="list-style-type: none"> • Be able to write well developed paragraphs • Use consistent tense and voice • Create a bibliography • Improve use of dialogue with emphasis on creative expressions and standard quotation form • Write based on personal experience (e.g. short story, journal, letter) • Explore five sentence paragraph writing • Introduce singular, plural, possessives • Write in range of genres appropriate to different audiences and purposes • Begin to argue in writing a position or point of view, and raise a few related points in support of the thesis as well as writing some pros and cons of a topical issue, and attempt to relate these to one another • Write a short play for a performance by peers • Create poetry in various forms • Construct an information report elaborating on and classifying details on a number of aspects of the topic and introduce each with a general introductory statement • Experiment with humorous adaptations of standard text types to amuse or entertain readers • Learn about and use metaphors, alliteration, personification, patterns, imagery and hyperbole to create mood and mental images in writing • Learn to write in first, second and third person, as well as in future, past and present tense; and learning to edit for correct verb tense and appropriate pronoun references • Use more words with uncommon spelling patterns • Learn about the meanings of: nouns, verbs, adjectives, adverbs, conjunctions, prepositions, pronouns, articles • Further develop quick, legible personal handwriting style adapt style to suit purpose of writing (e.g. note-taking and presentation) • Learn how to use the following forms of punctuation correctly in writing: periods, question marks, exclamation marks, commas, inverted commas for direct speech, hyphens, parentheses, apostrophes, semi-colons and colons • Expand use of word processing to include text features such as maps, diagrams, special fonts, graphics, charts, graphs and dictionaries 	<p>It is expected that students will:</p> <ul style="list-style-type: none"> • Write a concise, objective summary that includes facts and avoids plagiarism • Respond to material with personal insight or opinion • Continue to work with figurative language • Write pieces related to but not limited to: a content area, literary analysis, and opinion papers • Apply skills in analysis, synthesis, evaluation to their own writing and/or technical writing related to current events, news articles and poetry • Explore paragraph patterns for different purposes • Revise with an emphasis on continuity • Use more complex sentence structure • Use writing to monitor and reflect independently on own learning • Plan writing tasks, including specifying purpose and audience • Use paragraphs to indicate sequences of ideas in factual and narrative texts • Develop written arguments about ideas and issues for a general audience, stating and justifying a personal point of view, using some relevant supporting details • Demonstrate an ability to classify nouns, verbs, adjectives and adverbs into their correct word family category; recognize present, past tense participle verbs, differentiate the positive, comparative and superlative nature of adjectives, distinguish between the various adverbial applications 	<p>It is expected that students will:</p> <ul style="list-style-type: none"> • Use at least three or more visually defined, cohesive paragraphs with adequate transitions • Use complete and varied sentence structures (simple, complex, and compound) • Use specific examples and grade level vocabulary • Write with minimal errors in grammatical structure and generally correct spelling, punctuation and capitalization • Consistently use singular and plural possessives and irregular verbs correctly as well as subject/verb agreement • Use figurative language (e.g. similes and metaphors) competently • Form a thesis statement • Edit their written work for spelling, effective language, consistent voice, tense, tone, and style • Write in a variety of genres including narrative, plays, and poems to reflect on attitude, values and issues • Examine how writers engage audiences, and experiment with these approaches • Construct a logical, well supported written argument for a particular audience • Choose appropriate evidence to support a point of view rather than appealing to emotion or personal bias • Select and omit information to influence readers' responses to a text • Check that all information in a piece of writing is relevant • Add new ideas, improving sequence and clarifying ambiguities during revision • Acknowledge sources of quotes and information • Show awareness of common stereotypes and attempt to challenge the validity of these

Speaking and Listening		
Kindergarten	Grade 1	Grade 2
<p>It is expected that students will:</p> <ul style="list-style-type: none"> • Share ideas, retell stories • Focus attention and demonstrate readiness for listening • Know when to listen and when to speak (taking turns) • Communicate independently to meet needs • Participate in informal presentations to the class (e.g. show and tell, author's chair, reciting poems or nursery rhymes) • Follow one-step directions • Tell stories from pictures • Vary voice levels depending on purpose (e.g. speaking to the group, working with partner) • Listen to others read aloud • Use appropriate greetings, introductions • Use words and phrases in response to simple questions • Interpret facial expressions, gestures, volume, pitch and intonation • Listen to a variety of literature (e.g. poems, rhymes, stories, songs, charts, nonfiction) some or which reflect a variety of cultures 	<p>It is expected that students will:</p> <ul style="list-style-type: none"> • Follow and give verbal directions to others • Participate in content area discussions • Participate in brainstorming exercises • Distinguish questions from statements • Read with partners or groups • Retell stories presented through multi-media (e.g. filmstrips, videos, and listening centres) • Role play and dramatize • Ask questions to obtain directions, information, or permission • Speak in complete sentences • Demonstrate ability to follow 2 to 3 step verbal directions • Speak audibly • Self-correct when appropriate • Grasp most grammatical rules but may still over generalize <ul style="list-style-type: none"> - Tenses e.g. – 'swimmed' for swam, 'kept' for kept - Plurals e.g. – 'mices' for mice • Appropriately ask and answer questions for information and clarification • Speak and listen appropriately in formal and informal situations 	<p>It is expected that students will:</p> <ul style="list-style-type: none"> • Listen purposefully and speak with clarity (e.g. sharing, drama, authors' chair, interpreting sequencing, linking ideas) • Practice communication and active listening skills such as: <ul style="list-style-type: none"> - Avoiding interruptions - Listening courteously - Looking at the speaker - Taking turns • Actively participate in group interactions and activities • Explore a variety of roles in a cooperative group such as recorder, reporter, leader • Use a variety of media (e.g. videos, listening centres) to enhance group discussions of specific subject areas • Use scale, vocal volume and inflection appropriate to a situation • Judge whether a sentence is grammatically correct and adapt accordingly • Begin to take into account audience and purpose when speaking

Speaking and Listening		
Grade 3	Grade 4	Grade 5
<p>It is expected that students will:</p> <ul style="list-style-type: none"> • Speak to a variety of audiences such as peers and teachers • Use communication and active listening skills as an audience member, such as: <ul style="list-style-type: none"> - Avoiding interruptions - Listening courteously - Formulating questions about what they hear and view - Providing appropriate feedback and support • Choose vocabulary that clearly and precisely communicates a message and new concepts • Give, repeat, and clarify directions • Introduce a speaker • Identify elements of story structure such as a problem, solutions, sequence of events • Retell a variety of stories in an organized way • Practice basic presentation skills such as eye contact, vocal variety, good posture • Contribute ideas during group planning for projects 	<p>It is expected that students will:</p> <ul style="list-style-type: none"> • Use communication and active listening skills as an audience member such as: <ul style="list-style-type: none"> - Avoiding interruptions - Listening courteously - Formulating questions about what they hear and view - Providing appropriate feedback - Sharing ideas, offering advice, opinions and information • Develop an organized presentation which includes an introduction and conclusion • Use audience response as an evaluation tool • Correct grammatically incorrect sentences • Begin to use tone, volume, pace, intonation, eye contact and gesture to enhance meaning • Explain how language and visuals work together to communicate meaning • Tailor topics appropriately for particular audiences • Use pre-established criteria to provide support and feedback to peers on their work • Ask questions, paraphrase and discuss to explore ideas and understand new concepts 	<p>It is expected that students will:</p> <ul style="list-style-type: none"> • Interact confidently in a variety of situations to develop and present familiar ideas, events and information • Present points of view in a group, offer some considered reasons or arguments (e.g. Conversation, debating) • Prepare a short set of questions for an interview seeking information about an issue or topic • Competently use spoken language for interpreting meaning, developing and presenting ideas and information • Begin to use pace, volume, pronunciation, enunciation and stress to enhance meaning • Consider aspects of context, audience and purpose when speaking and listening in a variety of situations formal and informal • Use prior knowledge and experience to make sense of new ideas and information and communicate this understanding • Tailor information or tone of voice to a listener's response • Listen and respond constructively to alternative ideas or view points, and express ideas or opinions without dominating discussions • Identify the main idea and supporting details of a spoken report and summarize for others

Speaking and Listening		
Grade 6	Grade 7	Grade 8
<p>It is expected that students will:</p> <ul style="list-style-type: none"> • Introduce persuasive techniques • Identify and practice various group roles (e.g. recorder, facilitator, timekeeper) • Rehearse and tell a story to peers or younger children, use approaches that attempt to engage listeners • Prepare and present to the class a detailed account of a researched topic, show attention to quality of content, organization and methods of presentation • Consider the needs of an audience when preparing a spoken presentation and predict likely questions and prepare answers • Identify key issues in a group discussion • Paraphrase and summarize another person's ideas and opinions • Participate in group discussions without dominating the activity • Reflect and build upon others' ideas • Use correct grammar in discussions • Critique a presentation through active viewing and listening 	<p>It is expected that students will:</p> <ul style="list-style-type: none"> • Recognize and use various persuasive techniques • Identify key characteristics of effective oral presentations • Construct a speech to match its purpose and audience (e.g. to inform, persuade, entertain, etc.) • Discuss ideas and topics, give considered reasons for own opinions and ideas as well as listen to those of others • Listen actively to texts of varying lengths and complexity • Recognize features of spoken language that indicate statements of attitude and opinion • Observe and discuss the way that voice and body language can be used to enhance meaning and influence interpretation • Vary tone, pitch, and pace for effect in oral presentations 	<p>It is expected that students will:</p> <ul style="list-style-type: none"> • Analyze professionally-created presentations for their persuasive strategies and techniques • Recognize widely-used persuasive strategies through viewing and listening to various media • Notice the way speakers engage audiences and try similar techniques • Identify various modes or methods persuasive presentations can take (e.g. advertisements, editorials, 'infomercials,' etc.) • Identify and use language conventions expected in specific formal spoken texts • Explore ideas in discussions by comparing them with those of peers and others, use these ideas to advance discussion through questioning • Acknowledge different perspectives on an issue, problem or point of view, and attempt to present their own opinions with logic and clarity • Perform texts such as recitations, role-play and drama in front of familiar groups as a way of assisting the exploration of issues in a class