

***British Columbia  
K-7 Language Arts (2006)  
Learning Outcomes***

***Multigrade Format***

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***On behalf of the BC Rural & Small Schools Teachers' Association***

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The purpose of this document is to provide multigrade teachers in BC with a more manageable format of Learning Outcomes across the elementary school grades. This format provides a teacher of any constellation of grades, quick access to all grade-level expectations for each learning outcome. Such a format illustrates the expected growth in learning from Kindergarten to Grade 7, and can be used as an informal diagnostic tool to determine skill levels that have been mastered, and those that require further instruction and practice (despite the child's assigned grade level).

This document is, in no way, meant to replace the Ministry's IRP, which contains a great deal of helpful, important information regarding delivery of the curriculum. In my attempt to align similar Learning Outcomes from across the grades, I have sometimes simplified the wording or combined very similar Learning Outcomes where I felt that doing so did not alter the intended outcome. For these reasons I suggest you use the Ministry's wording for those Learning Outcomes that are used in report cards or other official records.

There are a total of 35 different Learning Outcomes in the Language Arts Curriculum for Kindergarten to Grade Seven. For the most part, only a small increase in skill, along with a slight shift in the application or purpose of each skill, is expected at each grade level. Because all children will benefit from instruction and practice in the same skills, whole-class instruction followed by open-ended (easily adapted) assignments and activities are an effective and efficient way to address the major part of this curriculum in a multigrade classroom.

Your feedback is welcome! Please send your comments to the author at [hjj@recn.ca](mailto:hjj@recn.ca)

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## ***Prescribed Learning Outcomes: Language Arts (2006)***

(For the purpose of multigrade instruction, the Learning Outcomes have been given titles to indicate the skill being addressed. ***Kindergarten Learning Outcomes do not necessarily align with the alphanumerical designations assigned to Grades 1-7, and are listed in the table on the following page.***

### **ORAL LANGUAGE**

- A1: Use oral language for the purpose of positive interactions
- A2: Use oral language for the purpose of effective communication
- A3: Use oral language for the purpose of aiding comprehension
  
- A4: Use oral language strategies for positive interactions
- A5: Use oral language strategies for effective communication
- A6: Use oral language strategies for aiding comprehension
  
- A7: Use enhanced vocabulary in oral language
- A8: Use oral language to increase understanding of text
- A9: Use oral language to develop higher thinking skills
- A10: Use oral language to reflect on and assess their speaking & listening
  
- A-11: Use features of oral language to express oneself clearly
- A-12: Recognize structures & patterns of oral language

### **READING & VIEWING**

- B1: Read literary texts for the purpose of comprehension
- B2: Read information texts for the purpose of comprehension
- B3: Read & re-read texts to increase fluency & comprehension
- B4: Demonstrate understanding of visual aids & media
  
- B5: Use strategies before reading & viewing to develop comprehension
- B6: Use strategies during reading & viewing to monitor comprehension
- B7: Use strategies after reading & viewing to extend comprehension
  
- B8: Respond to material that has been read or viewed
- B9: Read and view to expand knowledge
- B10: Reflect on the attributes of good readers & viewers
  
- B11: Recognize structures and features of texts, and their purposes
- B12: Use phonics and sight word recognition to decode text

### **WRITING & PRESENTING**

- C1: Create a variety of personal writings
- C2: Create a variety of informational writings
- C3: Create a variety of imaginative writings
- C4: Create a variety of visual representations
  
- C5: Use strategies before writing to prepare for the task
- C6: Use strategies during writing to express thoughts
- C7: Use strategies after writing to improve written work
  
- C8: Use writing to respond to experiences and texts
- C9: Use writing to extend thinking
- C10: Reflect on, and assess one's own writing
  
- C11: Use features and conventions of language

## **Corresponding Kindergarten Learning Outcomes**

	L.O.	Learning Outcome Title (Grades 1-7)	Corresponding Kindergarten L.O.	
<b>Speaking &amp; Listening</b>	A1	Use oral language for the purpose of positive interactions	A1	
	A2	Use oral language for the purpose of effective communication	A2	
	A3	Use oral language for the purpose of aiding comprehension	A6	
	A4	Use oral language strategies for positive interactions	A3	
	A5	Use oral language strategies for effective communication	A4, A5	
	A6	Use oral language strategies for aiding comprehension	A8, A9	
	A7	Use enhanced vocabulary in oral language	A7	
	A8	Use oral language to increase understanding of text	A2	
	A9	Use oral language to develop higher thinking skills	A8, A9	
	A10	Use oral language to reflect on & assess their speaking & listening	A4, A5	
	A11	Use features of oral language to express oneself clearly	A10, A11	
	A12	Recognize structures and patterns of oral language	A12	
<b>Reading &amp; Viewing</b>	B1	Read & demonstrate comprehension of literary texts	B3	
	B2	Read & demonstrate comprehension of information texts	B3	
	B3	Read and re-read texts to increase fluency & comprehension	B3	
	B4	Demonstrate understanding of visual aids & media		
	B5	Use strategies before reading & viewing to develop comprehension	B4	
	B6	Use strategies during reading & viewing to monitor comprehension	B5	
	B7	Use strategies after reading & viewing to extend comprehension	B6	
	B8	Respond to material that has been read or viewed	B2	
	B9	Read and view to expand knowledge	B4, B5, B6	
	B10	Reflect on the attributes of good readers & viewers	B3	
	B11	Recognize structures and features of texts, and their purposes	B1, B7	
	B12	Use phonics and sight word recognition to decode text	B8	
<b>Writing &amp; Representing</b>	C1	Create a variety of personal writings	C1, C2, C3	
	C2	Create a variety of informational writings	C1, C2, C3	
	C3	Create a variety of imaginative writings	C1, C2, C3	
	C4	Create a variety of visual representations (Grades 4-7 only)		
	C5	Use strategies before writing to prepare for the task 1-3	C4 for Gr.	C4
	C6	Use strategies during writing to express thoughts 1-3	C5 for Gr.	C5
	C7	Use strategies after writing to improve written work 1-3	C6 for Gr.	C6
	C8	Use writing to respond to experiences and texts 1-3	C7 for Gr.	C1, C4
	C9	Use writing to extend thinking 1-3	C8 for Gr.	C1
	C10	Reflect on, and assess one's own writing 1-3	C9 for Gr.	C6
	C11	Use features and conventions of language 1-3	C10 for Gr.	C7

## ***A1: Use oral Language for the purpose of positive interactions***

It is expected that students will...

(Kindergarten) **(A1)** use speaking and listening when engaging in exploratory and imaginative play to express themselves, ask for assistance, exchange ideas, experiment with new ideas or materials.

(Grades 1-7) use speaking and listening to interact with others for the purposes of...

(Grades 1-5) contributing to a class goal (Grades 6-7) contributing to group success
(Grades 1-2) exchanging ideas on a topic (Grades 3-4) sharing ideas and opinions (Grade 5) sharing & explaining ideas, viewpoints, and opinions (e.g., debating) (Grade 6) discussing & comparing ideas & opinions (e.g., debating) (Grade 7) discussing & analyzing ideas & opinions (e.g., debating)
(Grades 1-3) making connections (Grades 4-7) improving & deepening comprehension
(Grades 1-5) completing tasks (Grades 6-7) completing a variety of tasks
(Grades 1-2) engaging in play
(Grades 3-5) solving problems (Grades 6-7) discussing concerns & resolving problems
(Grade 7) negotiating consensus or agreeing to differ

## ***A2: Use oral language for the purpose of effective communication***

It is expected that students will...

(Kindergarten) **(A2)** engage in speaking and listening activities to share ideas about pictures, stories, information text, and experiences.

(Grades 1-2) use speaking and listening to explore, express, and present ideas, information and feelings by....

(Grades 3) use speaking and listening to explore, express, and present ideas, information and feelings for different purposes by...

(Grades 4-7) use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by...

(Grade 1)	generally staying on topic
(Grades 2-7)	staying on topic in a focused discussion
(Grade 1)	using descriptive words about people, places, things and events
(Grade 3)	using descriptive and specific vocabulary
(Grade 2)	reporting on a topic with a few supporting facts & details
(Grade 3)	presenting a central idea with supporting details
(Grade 4)	using details or examples to enhance meaning
(Grade 5)	using effective details, evidence, or examples to enhance meaning
(Grades 4-5)	explaining and supporting a viewpoint
(Grade 6)	explaining and effectively supporting a viewpoint
(Grade 7)	explaining and effectively supporting viewpoints
(Grade 1)	telling or retelling stories and experiences in a logical sequence
(Grades 2-5)	recounting experiences in a logical sequence
(Grades 6-7)	presenting in a clear, focused, organized, and effective manner
(Grades 1-3)	sharing connections made
(Grades 4-5)	using an effective introduction and conclusion
(Grades 6-7)	using prior knowledge and/or other sources of evidence

### **A3: Use oral language for the purpose of aiding comprehension**

It is expected that students will...

(Kindergarten) **(A6)** use oral language to explain, inquire, and compare.

(Grade 1) listen for a variety of purposes and demonstrate comprehension, by...

(Grade 2) listen attentively for a variety of purposes and demonstrate comprehension, by...

(Grade 3) listen purposefully to understand main ideas and information, by...

(Grades 4-5) listen purposefully to understand ideas and information, by...

(Grade 6) listen purposefully to understand and analyse ideas and information, by...

(Grade 7) listen critically to understand and analyse ideas and information, by...

(Grade 1)	retelling or restating
(Grade 2)	retelling or paraphrasing information shared orally
(Grade 1)	following two-step instructions
(Grade 2)	following three and four-step instructions
(Grade 1)	asking questions for clarification & understanding
(Grade 2)	asking for clarification & explanation
(Grades 3-7)	generating questions
(Grades 1-2)	sharing connections made
(Grades 3-7)	visualizing and sharing
(Grade 3)	identifying the main ideas and supporting details
(Grade 4)	summarizing main ideas and supporting details
(Grade 5)	summarizing & synthesizing main ideas and supporting details
(Grades 6-7)	summarizing & synthesizing
(Grade 4)	identifying opinions and viewpoints
(Grades 4-7)	ignoring distractions
(Grades 5-7)	making inferences and drawing conclusions

**A3 is continued on next**

**page**

**A3, continued**

(Grade 5)	interpreting the speaker's verbal and nonverbal messages
(Grades 6-7)	interpreting the speaker's verbal and nonverbal messages, purposes, and perspectives
(Grade 6)	analyzing
(Grade 7)	analyzing and evaluating

**A4: Use oral language strategies for positive interactions**

It is expected that students will...

(Kindergarten) **(A3)** demonstrate use of social language to interact co-operatively with others and to solve problems.

(Grades 1-2) use strategies when interacting with others, including...

(Grade 3) use a variety of strategies when interacting with others, including...

(Grades 4-6) select & use strategies when interacting with others, including...

(Grade 7) select & use various strategies when interacting with others, including...

(Grades 1-7)	making and sharing connections
(Grades 1-7)	asking questions for clarification and understanding
(Grades 1-7)	taking turns as speaker and listener
(Grades 2-7)	accessing prior knowledge
(Grades 4-7)	paraphrasing to clarify meaning

## **A5: Use oral language strategies for effective communication**

It is expected that students will...

(Kindergarten) **(A4)** demonstrate being a good listener for a sustained period of time.

**(A5)** demonstrate being a good speaker (including sustaining conversation on a familiar topic).

(Grades 1-2) use strategies when expressing and presenting ideas, information, and feelings, including...

(Grade 3) use a variety of strategies when expressing and presenting ideas, information, and feelings, including...

(Grades 4-6) select & use strategies when expressing and presenting ideas, information, and feelings, including...

(Grade 7) select & use various strategies when expressing and presenting ideas, information, and feelings, including...

(Grades 1-7)	accessing prior knowledge
(Grade 1)	organizing thinking by following a simple framework
(Grade 2)	organizing thinking by following a framework or rehearsing
(Grades 3-7)	organizing information / practicing delivery
(Grade 1)	predicting some things the audience needs to know
(Grade 2)	predicting what the audience needs to know for understanding
(Grade 2)	clarifying and confirming meaning
(Grades 3-7)	asking questions to clarify and confirm meaning
(Grade 2)	adjusting volume and tone to the needs of the audience
(Grades 3-7)	setting a purpose
(Grades 3-7)	generating ideas
(Grades 3-7)	making & sharing connections
(Grades 3-7)	self-monitoring and self-correcting in response to feedback

## **A6: Use oral language strategies to aid comprehension**

It is expected that students will...

(Kindergarten) **(A8)** connect what is already known with new experiences during speaking and listening activities.

**(A9)** ask questions to construct and clarify meaning.

(Grades 1-2) use strategies when listening to make and clarify meaning, including...

(Grade 3) use a variety of strategies when listening to make and clarify meaning, including...

(Grades 4-6) select & use strategies when listening to make and clarify meaning, including...

(Grade 7) select & use various strategies when listening to make and clarify meaning, including...

(Grade 1) preparing for listening
(Grades 1-7) focusing on the speaker
(Grades 1-3) asking questions (Grades 4-7) generating questions
(Grade 1) recalling ideas (Grade 2) recalling main ideas (Grade 3) recalling & summarizing (Grades 4-7) recalling, summarizing, & synthesizing
(Grade 2) making a prediction (Grades 3-7) making predictions about content before listening
(Grades 3-7) accessing prior knowledge
(Grades 3-7) listening for specifics
(Grades 3-7) visualizing
(Grades 3-7) monitoring comprehension
(Grades 5-7) drawing inferences and conclusions
(Grades 5-7) distinguishing between fact & opinion

## ***A7: Use enhanced vocabulary in oral language***

It is expected that students will...

(Kindergarten) (A7) experiment with language and demonstrate enhanced vocabulary usage.

(Grades 1-7) demonstrate enhanced vocabulary knowledge and usage

## ***A8: Use oral language to increase understanding of text***

It is expected that students will...

(Kindergarten) (A2) engage in speaking and listening activities to share ideas about pictures, stories, information text, and experiences.

(Grades 1-3) engage in speaking and listening activities to develop a deeper understanding of texts

(Grades 4-7) use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts

(Grade 1) (e.g., presenting a personal collection, listening to the telling of a story from an oral tradition)

(Grade 2) (e.g., listening to the telling of a story from an oral tradition, listening to information text from science or social studies)

(Grade 3) (e.g., creative responses to texts)

## **A9: Use oral language to develop higher thinking skills**

It is expected that students will...

(Kindergarten) **(A8)** connect what is already known with new experiences during speaking and listening activities.

**(A9)** ask questions to construct and clarify meaning.

(Grade 1) Use speaking and listening...

(Grade 2) Use speaking and listening to develop thinking, by...

(Grade 3) Use speaking and listening to extend thinking, by...

(Grades 4-7) Use speaking and listening to improve and extend thinking, by...

(Grade 1) in group activities (including creative exploration and play) to develop thinking by identifying relationships and acquiring new ideas
(Grades 2-7) acquiring new ideas
(Grades 2-3) making connections (Grade 4) making connections and asking questions
(Grades 2-3) comparing & contrasting (Grade 4) comparing & analyzing ideas
(Grades 2-3) summarizing (Grades 6-7) summarizing & synthesizing
(Grade 3) inquiring (Grades 5-7) questioning & speculating
(Grades 4-7) developing explanations
(Grades 4-7) considering alternative viewpoints
(Grade 4) investigating problems and creating solutions (Grades 5-7) problem solving
(Grades 5-6) analyzing & evaluating ideas

**A10: Use oral language to reflect on and assess their speaking and listening**

It is expected that students will...

(Kindergarten) (A4) demonstrate being a good listener for a sustained period of time.

(A5) demonstrate being a good speaker (including sustaining a conversation on a familiar topic.)

(Grade 1) reflect on their speaking and listening to identify their strengths and to discuss attributes of good speakers and listeners

(Grades 2-7) reflect on and assess their speaking and listening, by...

(Grades 2-7) referring to class-generated criteria
(Grade 2) setting a goal for improvement/ making a simple plan to work on their goal (Grades 3-7) setting goals and creating a plan for improvement
(Grades 3-7) taking steps toward achieving goals
(Grades 3-4) reflecting on and discussing peer and adult feedback (Grades 5-7) considering & incorporating peer and adult feedback

## **A11: Use features of oral language to express oneself clearly**

It is expected that students will...

(Kindergarten) **(A10)** use meaningful syntax when speaking (e.g., include a subject and verb, and simple connecting words when needed.

**(A11)** speak clearly enough to be understood by peers and adults.

(Grades 1-5) use the features of oral language to convey and derive meaning, including...

(Grades 6-7) recognize and apply the features of oral language to convey and derive meaning, including...

(Grade 1) using most words correctly and expressing ideas clearly
(Grades 2-7) text structure
(Grade 2) grammar and usage (Grades 3-7) syntax (i.e., grammar and usage)
(Grades 2-4) enunciation
(Grades 2-7) receptive listening posture
(Grade 3) sentence lengths and types (Grades 4-7) a variety of sentence lengths, structures, and types
(Grade 3) transitions (Grade 4) smooth transitions (Grades 5-7) smooth transition and connecting words
(Grades 4-7) nonverbal communication
(Grades 5-7) diction
(Grades 6-7) context (e.g., audience, purpose, situation)

## **A12: Recognize structures and patterns of oral language**

It is expected that students will...

(Kindergarten) **(A12)** demonstrate auditory discrimination and orally manipulate sounds in words (i.e., use phonological awareness).

(Grade 1) demonstrate phonological awareness, by...

(Grades 2-7) recognize the structures and patterns of language in oral texts, including...

(Grade 1) identifying and creating rhyming words
(Grade 2) rhyme
(Grade 1) identifying and creating alliteration
(Grades 3-7) sound devices, such as rhyme, repetition, and alliteration
(Grade 1) segmenting the flow of speech into separate words
(Grade 1) using sound segmenting and sound blending of syllables and phonemes in words
(Grades 2-4) word families
(Grades 2-4) root words
(Grades 2-7) structural sequencing cues
(Grades 3-7) idiomatic expressions
(Grades 5-7) literary devices

## **B1: Read literary texts**

It is expected that students will...

(Kindergarten) **(B3)** engage in reading or reading-like behavior.

(Grade 1) read & demonstrate comprehension of grade-appropriate literary texts.

(Grades 2-4) read fluently and demonstrate comprehension of grade-appropriate literary texts...

(Grade 5) read fluently and demonstrate comprehension of a range of grade-appropriate literary texts.

(Grade 6) read fluently and demonstrate comprehension and interpretation of a range of grade-appropriate literary texts, featuring variety in theme and writing techniques.

(Grade 7) read fluently and demonstrate comprehension and interpretation of a range of grade-appropriate literary texts, featuring some complexity in theme and writing techniques.

	<b>READING MATERIALS</b>
<b>Genre</b>	<p>(Grades 1-2) e.g., stories, legends, poems</p> <p>(Grade 3) such as picture books</p> <p>(Grade 3) such as stories from a variety of genres (e.g., folktales, legends, adventure, humour, biographies, mysteries)</p> <p>(Grade 4) including stories from a variety of genres (e.g., folktales, legends, autobiography, historical fiction)</p> <p>(Grade 5) including stories from a variety of genres (e.g., myths, fantasy)</p> <p>(Grades 6-7) including short stories and novels exposing students to unfamiliar contexts</p> <p>(Grades 6-7) including short plays that are straightforward in form and content</p>
<b>Poetry</b>	<p>(Grade 3) such as poems</p> <p>(Grade 4) including poems that make use of obvious literary devices</p> <p>(Grade 5) including poems that make use of literary devices</p> <p>(Grades 6-7) including poetry in a variety of forms</p>

***B1 continues on next page***

***B1, continued***

Cultural Contexts	<p>(Grades 3) such as stories from various Aboriginal and other cultures</p> <p>(Grades 4-7) including stories from various Aboriginal and other cultures</p> <p>(Grades 5-6) including literature from Canada and other countries</p> <p>(Grade 7) including literature reflecting a variety of ancient and modern cultures</p>
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## **B2: Read information texts**

It is expected that students will...

(Kindergarten) **(B3)** engage in reading or reading-like behavior.

(Grade 1) read and demonstrate comprehension of grade-appropriate information texts.

(Grade 2) read fluently and demonstrate comprehension of grade-appropriate information texts.

(Grades 3-5) read fluently and demonstrate comprehension of grade-appropriate information texts...

(Grade 6) read fluently and demonstrate comprehension of grade-appropriate information texts with some specialized language...

(Grade 7) read fluently and demonstrate comprehension of grade-appropriate information texts with some specialized language and some complex ideas...

	<b>READING MATERIALS</b>
<b>GENRE</b>	(Grades 3-4) such as non-fiction books (Grades 5-7) including non-fiction books (Grades 3-4) such as textbooks and other instructional materials (Grades 5-7) including textbooks and other instructional materials (Grades 3-4) such as reference materials (Grades 5-7) including reference materials
<b>VISUAL INFO.</b>	(Grade 3) such as materials that contain simple diagrams, charts, or maps (Grade 4) such as materials that contain diagrams, charts, illustrations, or graphs (Grades 5-7) including visual or graphic materials
<b>REPORTS &amp; ARTICLES</b>	(Grade 3) such as reports and articles from children's magazines (Grade 4) such as reports and articles from newspapers and children's magazines (Grade 5) including reports and articles from magazines/newspapers (Grade 6) including reports and articles from magazines and journals (Grade 7) including reports and articles

***B2 continues on next page***

**B2, continued**

WEB SITES	(Grades 3-4) such as web sites designed for children (Grade 5-7) including appropriate web sites
TECHNICAL	(Grades 3-4) such as instructions and procedures (Grades 5-7) including instructions and procedures
ADS	(Grades 6-7) including advertising and promotional materials

**B3: Read & re-read texts to increase fluency**

It is expected that students will...

(Kindergarten) (B3) engage in reading or reading-like behavior.

(Grades 1-7) read and re-read just-right texts independently...

(Grade 1) for 10 to 15 minutes daily for enjoyment and to improve fluency and comprehension

(Grade 2) for 15 to 20 minutes daily for enjoyment and to increase fluency and comprehension

(Grade 3) for 20 minutes daily for enjoyment and to increase fluency and comprehension

(Grades 4-7) for 30 minutes daily for enjoyment and to increase fluency and comprehension

## **B4: Demonstrate understanding of visual aids**

It is expected that students will...

(Grade 1) view and demonstrate understanding that visual texts are sources of information

(Grades 2-5) view and demonstrate comprehension of visual texts

(Grades 6) demonstrate comprehension of visual texts with specialized features

(Grade 7) demonstrate comprehension of visual texts with specialized features and complex ideas

(Grade 2) e.g., signs, illustrations, diagrams

(Grade 3) e.g., cartoons, illustrations, diagrams, posters

(Grade 4) e.g., cartoons, illustrations, diagrams, posters, photographs, advertising

(Grade 5) e.g., signs, cartoons, illustrations, newspapers, diagrams, posters, videos, advertising

(Grade 6) e.g., visual components of media such as magazines, newspapers, web sites, comic books, broadcast media, videos, advertising, and promotional materials

(Grade 7) e.g., visual components of media such as magazines, newspapers, web sites, reference books, graphic novels, broadcast media, videos, advertising and promotional materials

## ***B5: Use strategies before reading & viewing***

It is expected that students will...

(Kindergarten) (**B4**) in discussions, use strategies before reading and viewing to enhance comprehension, including...

(Grades 1-3) use strategies before reading and viewing, including...

(Grades 4-7) select and use strategies before reading and viewing to develop understanding of text, including...

(Kindergarten – Grade 7) accessing prior knowledge to make connections
(Kindergarten – Grade 7) making predictions
(Kindergarten – Grade 7) asking questions
(Grades 1-3) setting a purpose
(Grade 4) setting a purpose and constructing personal goals
(Grades 5-7) setting a purpose and considering personal reading goals
(Grades 3-7) previewing texts

## **B6: Use strategies during reading & viewing**

It is expected that students will...

(Kindergarten) **(B5)** in discussions, use strategies during reading and viewing to monitor comprehension, including...

(Grade 1) use some comprehension and word-decoding strategies during reading and viewing to construct, monitor, and confirm meaning, including...

(Grade 2) use strategies during reading and viewing to construct, monitor, and confirm meaning, including...

(Grade 3-7) use a variety of strategies during reading and viewing to construct, monitor, and confirm meaning, including...

(Kindergarten) predicting and confirming unknown events by using language patterns and pictures  (Grades 1-7) predicting and making connections
(Kindergarten – Grade 3) visualizing  (Grades 4-7) visually representing texts
(Kindergarten) predicting and confirming unknown words by using language patterns and pictures  (Grades 1-7) figuring out unknown words
(Kindergarten) asking the question, “Does that make sense?”  (Grades 1-7) self-monitoring and self-correcting
(Grade 1) retelling  (Grade 2) retelling and beginning to summarize  (Grade 3) summarizing  (Grades 4-7) summarizing and synthesizing
(Grades 3-7) asking and answering questions
(Grades 3-7) using text features
(Grades 3-7) reading selectively
(Grades 4-7) making inferences and drawing conclusion
(Grades 4-7) determining the importance of ideas and events

## ***B7: Use strategies after reading & viewing***

It is expected that students will...

(Kindergarten) **(B6)** engage in discussions and create representations after reading and viewing to reflect on the text to confirm meaning.

(Grades 1-2) use strategies after reading and viewing to confirm and extend meaning, including...

(Grade 3) use a variety of strategies after reading and viewing to confirm and extend meaning, including...

(Grades 4-7) select and use strategies after reading and viewing to confirm and extend meaning, including...

(Grades 1-2) rereading or "re-viewing"
(Grades 1-2) discussing with others
(Grade 1) retelling (Grade 2) retelling and beginning to summarize (Grade 3) retelling and summarizing (Grades 4-7) summarizing and synthesizing
(Grades 1-2) sketching
(Grades 1-2) writing a response (Grade 3) generating a response (Grades 4-7) reflecting and responding
(Grades 3-7) self-monitoring and self-correcting
(Grades 3-7) generating and responding to questions
(Grades 3-7) visualizing
(Grades 3-7) using 'text features' to locate information
(Grades 3-7) using graphic organizers to record information
(Grades 4-7) making inferences and drawing conclusions

## ***B8: Respond to material that has been read or viewed***

It is expected that students will...

(Kindergarten) **(B2)** respond to literature through a variety of activities (e.g., role playing, art, music, choral reading, talking).

(Grades 1-7) respond to selections they read or view, by...

(Grade 1) expressing an opinion supported with a reason

(Grade 2) expressing an opinion supported with reasons

(Grade 3) expressing an opinion with some supporting evidence

(Grades 4-5) expressing an opinion with supporting evidence

(Grade 6) expressing opinions and making judgments supported by explanations and evidence

(Grade 7) expressing opinions and making judgments supported by reasons, explanations, and evidence

(Grades 1-3) making text-to-self, text-to-text, and text-to-world connections

(Grades 4-7) explaining connections (text-to-self, text-to-text, text-to-world)

(Grade 3) giving reasons for choosing to read or view particular texts

(Grade 4) discussing and giving reasons for their choice of favourite texts

(Grade 5-7) identifying personally meaningful selections, passages, and images

## ***B9: Read and view to expand knowledge***

It is expected that students will...

(Kindergarten) (**B4, B5, B6**) in discussions, use strategies before, during and after reading and viewing to enhance, monitor, and confirm comprehension.

(Grades 1-2) Read and view to expand knowledge, by ...

(Grade 3) Read and view to extend thinking by...

(Grades 4-7) Read and view to improve and extend thinking, by...

(Grades 1-2) predicting and connecting
(Grade 3) predicting/developing connections and explanations
(Grade 4) predicting and explaining
(Grade 5) developing explanations
(Grades 1-2) comparing and inferring
(Grade 1) inquiring and explaining
(Grade 2) inquiring and generalizing
(Grades 3-5) distinguishing between fact and fiction
(Grades 3-5) drawing conclusions
(Grade 4) visualizing
(Grades 4-5) analyzing texts to consider alternatives
(Grade 6) analyzing texts and developing explanations
(Grade 7) analyzing and evaluating ideas and information
(Grade 4) recognizing alternative viewpoints
(Grades 5-7) comparing various viewpoints
(Grades 4-5) summarizing and synthesizing
(Grades 6-7) summarizing and synthesizing to create new ideas

***B10: Reflect on the attributes of good readers and viewers***

It is expected that students will...

(Kindergarten) **(B3)** engage in reading or reading-like behavior

(Grade 1) reflect on their reading and viewing to identify their strengths and to discuss attributes of good readers and viewers.

(Grades 2-6) reflect on and assess their reading and viewing, by

(Grades 2-7) referring to class-generated criteria
(Grade 2) setting a goal for improvement/making a simple plan to work on their goal
(Grades 3-7) setting goals and creating a plan for improvement
(Grades 3-7) taking steps toward achieving goals

## ***B11: Recognize structures and features of texts, and their purposes***

It is expected that students will...

(Kindergarten) **(B1)** demonstrate awareness of the connection between reading, writing, and oral language

**(B7)** demonstrate understanding of concepts about print and concepts about books (e.g., there is directionality to print; books are for reading).

(Grades 1-2) recognize and derive meaning from the structures and features of texts, including....

(Grade 3) recognize and derive meaning from the structures and features of texts, including...

(Grades 4-7) explain how structures and features of text work to develop meaning, including....

(Grades 1-2) concepts about print and concepts about books
(Grade 1) elements of stories (e.g., beginning, middle, end; character, setting, events)
(Grade 2) elements of stories (e.g., character, setting, problem, solution)
(Grade 3) literary elements (e.g., plot, conflict, theme, character, setting)
(Grade 4) literary elements (e.g., character, setting, problem, plot, climax, conflict, theme, conclusion)
(Grade 5) literary elements (e.g., character, setting, problem, plot, climax, conflict, theme, conclusion, resolution)
(Grades 6-7) literary elements (e.g., characterization, mood, viewpoint, foreshadowing, conflict, protagonist, antagonist, theme)
(Grades 1-2) text features
(Grade 3) text features (e.g., headings, diagrams, columns, sidebars)
(Grade 4) text features (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars)
(Grade 5) text features (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars, pull-quotes)
(Grades 6-7) text features (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars, hyperlinks, pull-quotes)

***B11 continues on next page***

***B11, continued***

(Grade 1) the vocabulary needed to talk about texts (e.g., book, author, title, illustrator, pictures)

(Grade 2) the vocabulary associated with texts (e.g., pictures, headings, table of contents, key facts)

(Grades 3-7) form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive)

(Grade 3) literary devices (e.g., imagery, simile, rhyme, rhythm, alliteration)

(Grades 4-5) literary devices (e.g., imagery, sensory detail, simile, metaphor)

(Grade 6) literary devices (e.g., imagery, onomatopoeia, simile, metaphor)

(Grade 7) literary devices (e.g., imagery, onomatopoeia, simile, metaphor, symbolism, personification)

(Grades 4-7) non-fiction elements (e.g., topic sentence, development of ideas with supporting details, central idea)

(Grades 4-7) idiomatic expressions

***B12: Use phonics and sight word recognition to decode text***  
*(Kindergarten to Grade 2)*

It is expected that students will...

(Kindergarten) **(B8)** 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.

(Grade 1) recognize and fluently identify all alphabetic letters and their associated sounds, and recognize word patterns and some high-frequency words

(Grade 2) use knowledge of word patterns, word families, and letter-sound relationships to decode unknown words and recognize an increasing number of high frequency words

(There is no table for this Learning Outcome.)

## **C1: Create a variety of personal writings**

It is expected that students will...

(Kindergarten) **(C1)** create simple messages using a combination of pictures, symbols, letters, and words to convey meaning.

**(C2)** recognize that writing can be “talk written down” and that print carries a constant message.

**(C3)** show an interest in, and a positive attitude toward, writing and representing.

(Grade 1) create straightforward personal writing and representations that express simple ideas, feelings, likes and dislikes, featuring...

(Grade 2) create personal writing and representations that express connections to personal experiences, ideas, likes, and dislikes, featuring...

(Grade 3) create a variety of clear, personal writing and representations that express connections to personal experiences, ideas, and opinions, featuring...

(Grade 4) write clear, focused personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring...

(Grades 5-7) write a variety of clear, focused personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring...

TRAIT	INCREMENTS OF SKILL LEVEL
<b>IDEAS</b>	(Grade 1) ideas represented through words, sentences, and images that connect to a topic
	(Grade 2) ideas developed through the use of relevant details that connect to a topic
	(Grade 3) ideas supported by related details
	(Grade 4) clearly developed ideas by using effective supporting details and explanations
	(Grade 5) clearly developed ideas by using effective supporting details, explanations and comparisons
	(Grade 6) clearly developed ideas by using effective supporting details, explanations, comparisons and insights
	(Grade 7) clearly developed ideas by using effective supporting details, explanations, analysis, and insights

***C1 continues on next page***

**C1, continued**

<b>SENTENCE FLUENCY</b>	<p>(Grade 1) developing sentence fluency by using simple sentences that relate to each other</p> <p>(Grade 2) sentence fluency using some variety in sentence length and pattern</p> <p>(Grade 3) sentence fluency using a variety of sentence lengths and patterns</p> <p>(Grade 4) sentence fluency through a variety of sentence lengths and patterns, with some emerging fluidity</p> <p>(Grades 5-6) sentence fluency through sentence variety and lengths, with increasing rhythm and flow</p> <p>(Grade 7) sentence fluency through sentence variety and patterns with increasingly natural rhythm and flow</p>
<b>WORD CHOICE</b>	<p>(Grade 1) developing word choice by attempting to use descriptive words and interesting details</p> <p>(Grade 2) developing word choice by using some varied and descriptive language</p> <p>(Grade 3) experimentation with word choice by using new and different words</p> <p>(Grade 4) experimentation with word choice by using new, different, more precise and powerful words</p> <p>(Grade 5) effective word choice by using a greater number of new, powerful, and more precise words</p> <p>(Grade 6) effective word choice through the use of an increasing number of new, varied, and powerful words</p> <p>(Grade 7) effective word choice through the use of precise nouns, and powerful verbs and modifiers</p>
<b>VOICE</b>	<p>(Grades 1-2) developing voice by showing some evidence of individuality</p> <p>(Grade 3) an emerging voice demonstrating a developing writing style</p> <p>(Grade 4) an authentic voice demonstrating a developing writing style</p> <p>(Grade 5) an emerging and honest voice</p> <p>(Grade 6) an honest voice</p> <p>(Grade 7) an honest and engaging voice</p>
<b>ORGANIZATION</b>	<p>(Grade 1) an organization that follows a form or text presented or modeled by the teacher, such as a list, card, or letter</p> <p>(Grade 2) a logical organization</p> <p>(Grade 3) an organization that is meaningful and logical</p> <p>(Grades 4-7) an organization that is meaningful, logical, and effective, and showcases a central idea or theme</p>

## **C2: Create a variety of informational writings**

It is expected that students will...

(Kindergarten) **(C1)** create simple messages using a combination of pictures, symbols, letters, and words to convey meaning.

**(C2)** recognize that writing can be "talk written down" and that print carries a constant message.

**(C3)** show an interest in, and a positive attitude toward, writing and representing.

(Grade 1) create straightforward informational writing and representations, using prompts to elicit ideas and knowledge, featuring...

(Grade 2) create informational writing and representations about non-complex topics and procedures, featuring...

(Grade 3) create a variety of clear, easy-to-follow informational writing and representations, featuring...

(Grade 4) write a variety of clear informational writing for a range of purposes and audiences, featuring...

(Grade 5) write a variety of clear, focused informational writing for a range of purposes and audiences, featuring...

(Grades 6-7) write a variety of effective informational writing for a range of purposes and audiences that communicates ideas to inform or persuade, featuring...

TRAIT	INCREMENTS OF SKILL LEVEL
<b>IDEAS</b>	<p>(Grade 1) ideas represented through words, sentences, and images that connect to a topic</p> <p>(Grade 2) ideas beginning to be developed through the use of relevant details</p> <p>(Grade 3) ideas that are adequately developed through relevant details and explanations</p> <p>(Grade 4) clearly developed ideas by using clear, focused, useful, and interesting details and explanations</p> <p>(Grade 5) clearly developed ideas by using interesting supporting details and explanations</p> <p>(Grades 6-7) clearly developed ideas by using focused and useful supporting details, analysis, and explanations</p>

***C2 continues on next page***

**C2, continued**

<b>SENTENCE FLUENCY</b>	<p>(Grade 1) developing sentence fluency by using simple sentences, patterns, labels, and captions</p> <p>(Grade 2) sentence fluency using some variety of sentence length and an emerging variety in pattern</p> <p>(Grade 3) sentence fluency through a variety of correctly constructed sentences</p> <p>(Grade 4) sentence fluency through a variety of sentence lengths and patterns, with some emerging fluidity</p> <p>(Grades 5-6) sentence fluency through clear, well-constructed sentences that demonstrate a variety of sentence lengths and patterns, with an increasingly fluid style</p> <p>(Grade 7) sentence fluency through strong, well-constructed sentences that demonstrate a variety of lengths and patterns, with an increasingly fluid style</p>
<b>WORD CHOICE</b>	<p>(Grade 1) developing word choice by beginning to use content-specific vocabulary and some detail</p> <p>(Grade 2) developing word choice by using some content-specific vocabulary and details</p> <p>(Grades 3-4) word choice by using some new and precise words including content-specific vocabulary</p> <p>(Grade 5) effective word choice through the use of new words, words selected for specificity, and powerful adverbs and verbs</p> <p>(Grade 6) effective word choice through the use of new vocabulary, words selected for their specificity, and powerful adverbs and verbs</p> <p>(Grade 7) effective word choice by using content words, precise nouns, and powerful verbs and modifiers</p>
<b>VOICE</b>	<p>(Grades 1-2) developing voice by showing how they think and feel about a topic</p> <p>(Grade 3) a voice that demonstrates interest in and knowledge of the topic</p> <p>(Grade 4) a voice demonstrating an appreciation of, interest in, and knowledge of the topic</p> <p>(Grades 5-7) a voice demonstrating an appreciation and interest in the topic</p>

***C2 continues on next page***

**C2, continued**

<b>ORGANIZATION</b>	<p>(Grade 1) an organization that follows a form modeled by the teacher, such as a list, web, chart, cluster, or other graphic organizer</p> <p>(Grade 2) an organization that includes a beginning that signals a topic and ideas that are generally logically sequenced</p> <p>(Grade 3) an organization that includes an introduction, and logically connected and sequenced details</p> <p>(Grade 4) an organization that includes an introduction that states the purpose, with easy to follow and logically sequenced details, and an ending that makes sense</p> <p>(Grade 5) an organization that includes a purposeful introduction, followed by a well-developed and logical sequence of details, with a conclusion that summarizes the details</p> <p>(Grade 6) 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</p> <p>(Grade 7) 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</p>
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### **C3: Create a variety of imaginative writings**

It is expected that students will...

(Kindergarten) **(C1)** create simple messages using a combination of pictures, symbols, letters, and words to convey meaning.

**(C2)** recognize that writing can be “talk written down” and that print carries a constant message.

**(C3)** show an interest in, and a positive attitude toward, writing and representing.

(Grade 1) create imaginative writing and representations, often modeled on those they have read, heard, or viewed, featuring...

(Grade 2) create imaginative writing and representations, sometimes based on models they have read, heard, or viewed, featuring...

(Grade 3) create a variety of imaginative writing and representations following patterns modeled from literature, featuring...

(Grade 4) write a variety of imaginative writing modeled from literature, featuring...

(Grades 5-7) write a variety of imaginative writing for a range of purposes and audiences, including short stories, passages, and poems modeled from literature, featuring...

TRAIT	INCREMENTS OF SKILL LEVEL
<b>IDEAS</b>	<p>(Grade 1) ideas represented through sentences and images that generally connect to a topic</p> <p>(Grade 2) ideas developed through the use of details that enhance the topic or mood</p> <p>(Grade 3) ideas developed through interesting sensory detail</p> <p>(Grades 4-5) well-developed ideas through the use of supporting details, especially interesting sensory detail</p> <p>(Grade 6) well developed ideas through the use of interesting sensory detail</p> <p>(Grade 7) strategically developed ideas by using interesting sensory detail</p>

***C3 continues on next page***

**C3, continued**

<b>SENTENCE FLUENCY</b>	<p>(Grade 1) developing sentence fluency by using simple sentences, dialogue, phrases, and poetic language</p> <p>(Grade 2) sentence fluency using sentence variety, dialogue, phrases, and poetic language</p> <p>(Grade 3) sentence fluency developed through experimenting with some smooth patterns, and phrasing that is beginning to sound natural</p> <p>(Grade 4) sentence fluency through a variety of sentence lengths and patterns, with some emerging fluidity</p> <p>(Grades 5-7) sentence fluency through a variety of sentence lengths and patterns, with increasing fluidity</p>
<b>WORD CHOICE</b>	<p>(Grade 1) developing word choice by attempting to use new and descriptive words</p> <p>(Grade 2) developing word choice by using some varied descriptive and sensory language</p> <p>(Grade 3) experimentation with word choice by using new, unusual words and varied descriptive and sensory language</p> <p>(Grade 4) effective word choice by experimenting with new, more powerful and varied words, especially descriptive words</p> <p>(Grades 5-6) effective word choice by using engaging figurative and sensory language</p> <p>(Grade 7) effective word choice by using purposeful figurative and sensory language with some sophistication and risk-taking</p>
<b>VOICE</b>	<p>(Grades 1-2) developing voice by showing some evidence of individuality</p> <p>(Grade 3) an emerging voice demonstrating a developing writing style</p> <p>(Grade 4) a voice demonstrating some sense of individuality</p> <p>(Grade 5) a voice demonstrating an emerging sense of individuality</p> <p>(Grade 6) an authentic voice</p> <p>(Grade 7) an engaging and authentic voice</p>

**C3 continues on next page**

**C3, continued**

<b>ORGANIZATION</b>	<p>(Grade 1) an organization that generally follows a form presented or modeled by the teacher; stories include a beginning, middle, and end</p> <p>(Grade 2) an organization that includes a well-developed beginning and logically ordered, imaginative ideas or details</p> <p>(Grade 3) an organization that develops logically from an engaging opening through to a satisfying ending</p> <p>(Grade 4) an organization that develops smoothly, with a logical sequence, beginning with an engaging opening through to a satisfying ending</p> <p>(Grade 5) an organization that includes an engaging opening, followed by a sequence of effectively described ideas that leads to a satisfying conclusion</p> <p>(Grade 6) an organization 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</p> <p>(Grade 7) an organization that includes an enticing opening, followed by a purposeful sequence of well-developed ideas that lead to an imaginative or interesting conclusion</p>
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**C4: Create a variety of visual representations** (Grades 4-7 only)

It is expected that students will...

(Grade 4) create meaningful visual representations that communicate personal response, information, and ideas relevant to the topic.

(Grades 5-7) create meaningful visual representations for a variety of purposes and audiences that communicate a personal response, information, and ideas relevant to the topic.

TRAIT	INCREMENTS OF SKILL LEVEL
IDEAS	(Grade 4) ideas developed through clear, focused, and useful details (Grade 4) connections made to personal feelings, experiences, opinions, and information  (Grade 5) development of ideas by making connections to personal feelings, experiences, opinions, and information  (Grade 6) development of ideas using clear, focused and useful details, and by making connections to personal feelings, experiences, opinions, and information  (Grade 7) development of ideas by making connections to personal feelings, experiences, opinions, and information
VOICE	(Grades 4-6) an expressive voice  (Grade 7) an expressive and individualistic voice
ORGANIZATION	(Grades 4-7) an organization in which key ideas are evident

## ***C5: Use strategies before writing to prepare for the task***

It is expected that students will...

(Kindergarten) **(C4)** engage in discussion 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).

(Grades 1-2) **(C4)** use strategies before writing and representing, including...

(Grade 3) **(C4)** use a variety of strategies before writing and representing, including...

(Grades 4-7) select and use strategies before writing and representing, including...

<b>Identify the task</b>	<p>(Grades 1-7) setting a purpose</p> <p>(Grades 1-7) identifying an audience</p> <p>(Grade 4) selecting a genre and form from samples provided</p> <p>(Grades 5-7) identifying a genre and form</p>
<b>Acknowledge Criteria...</b>	<p>(Grades 1-3) participating in developing class-generated criteria</p> <p>(Grade 4) developing class-generated criteria based on analysis of the form of writing or representing</p> <p>(Grades 5-7) analyzing examples of successful writing and representing in different forms and genres to identify key features</p> <p>(Grade 5) developing class-generated criteria based on analysis of the form of writing or representing</p> <p>(Grades 6-7) developing class-generated criteria</p> <p>(Grade 7) identifying key criteria</p>
<b>Explore Ideas...</b>	<p>(Grade 1) generating, selecting, and organizing ideas from home and/or school experiences</p> <p>(Grades 2-5) generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics</p> <p>(Grade 6) generating, developing, and organizing ideas from personal interest, prompts, texts, and/or research</p> <p>(Grade 7) generating, selecting, developing, and organizing ideas from personal interest, prompts, texts, and/or research</p>

## **C6: Use strategies during writing to express thoughts**

It is expected that students will...

(Kindergarten) (C5) express meaning during writing and representing by using invented spelling and copying existing words/representations.

(Grade 1) (C5) 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)

(Grade 2) (C5) use strategies during writing and representing to express thoughts, including...

(Grade 3) (C5) use a variety of strategies during writing and representing to express thoughts, including...

(Grades 4-7) select and use strategies during writing and representing to express and refine thoughts, including...

<b>Refer to Criteria</b>	(Grades 2-7) referring to class-generated criteria
<b>Use resources</b>	(Grades 2-3) referring to word banks (Grades 3-7) consulting reference materials (Grade 3) using information from multiple sources (Grade 4) combining multiple sources of information (Grades 5-7) accessing multiple sources of information
<b>Consider models</b>	(Grades 2-3) examining models of literature/visuals (Grade 4) examining models of literature (Grades 5-7) analyzing models of literature
<b>Consider &amp; Apply Feedback</b>	(Grades 4-7) considering and applying feedback from conferences to revise ideas, organization, voice, word choice, and sentence fluency
<b>Revise &amp; Edit</b>	(Grades 2-3) revising and editing (Grades 4-7) ongoing revision and editing

## **C7: Use strategies after writing to improve written work**

It is expected that students will...

(Kindergarten) **(C6)** engage in discussions after writing or representing about the experience of writing or representing and share work with others.

(Grade 1) **(C6)** use a strategy after writing and representing to improve their work (e.g., sharing their written work and representations, checking for completeness, adding details).

(Grade 2) **(C6)** use strategies after writing and representing to improve their work, including...

(Grade 3) **(C6)** use a variety of strategies after writing and representing to improve their work, including...

(Grades 4-7) select and use strategies after writing and representing to improve their work, including...

<b>Referring to Criteria</b>	(Grades 2-7) checking their work against established criteria
<b>Revising...</b>	(Grade 2) revising to enhance a writing trait (e.g., ideas, sentence fluency, word choice, voice, organization)  (Grades 3-7) revising to enhance writing traits (e.g., ideas, sentence fluency, word choice, voice, organization)
<b>Editing...</b>	(Grades 2-3) editing for conventions (e.g., capitals, punctuation, spelling)  (Grades 4-7) editing for conventions (e.g., grammar and usage, capitalization, punctuation, spelling)
<b>Listening for Fluency</b>	(Grades 4-7) reading aloud and listening for fluency

## ***C8: Use writing to respond to experiences & texts***

It is expected that students will...

(Kindergarten) **(C4)** engage in discussions before writing and representing to generate ideas when responding to text or classroom experiences.

**(C1)** create simple messages using a combination of pictures, symbols, letters, and words to convey meaning.

(Grade 1) **(C7)** use writing and representing to express personal responses and likes or dislikes about experiences or texts

(Grade 2) **(C7)** use writing and representing to express personal responses and opinions about experiences or texts

(Grade 3) **(C7)** use writing and representing to express personal responses and opinions about experiences and texts

(Grade 4) use writing and representing to express personal responses and relevant opinions in responses to experiences and texts

(Grades 5-6) use writing and representing to express personal responses and relevant opinions about experiences and texts

(Grade 7) use writing and representing to critique, express personal responses and relevant opinions, and respond to experiences and texts

***(There is no chart for this Learning Outcome)***

## **C9: Use writing to extend thinking**

It is expected that students will...

(Kindergarten) **(C1)** create simple messages using a combination of pictures, symbols, letters, and words to convey meaning.

(Grades 1-2)**(C8)** use writing and representing to extend their thinking.

(Grade 3) **(C8)** use writing and representing to extend their thinking, by...

(Grades 4-7) use writing and representing to extend their thinking, by...

Use a variety of forms	(Grade 2) presenting new understandings in a variety of forms (e.g., comic strip, poem, skit, graphic organizer)
Develop Explanations	(Grades 3-7) developing explanations
Express Viewpoints	(Grade 3) expressing an alternative viewpoint (Grade 4) expressing alternative viewpoints (Grade 5) expressing alternative opinions or perspectives
Explore New Ideas	(Grade 3) demonstrating new understandings (Grade 4) creating new understandings (Grade 5) exploring new ideas (e.g., expressing an unfamiliar viewpoint) (Grade 6) exploring new ideas (e.g., examining alternative viewpoints, transposing writing from one form to another) (Grade 7) exploring new ideas (e.g., making generalizations, speculating about alternative viewpoints) (Grades 6-7) analyzing the relationships in ideas and information

### **C10: Reflect on, and assess one's own writing**

It is expected that students will...

(Kindergarten) (C6) engage in discussions after writing or representing about the experience of writing or representing and share work with others.

(Grade 1) (C9) reflect on their writing and representing to identify their strengths and to discuss attributes of good writers and representers

(Grades 2-3) (C9) reflect on and assess their writing and representing, by...

(Grades 4-7) reflect on and assess their writing and representing, by...

Refer to Criteria	(Grades 2-6) referring to class-generated criteria (Grade 7) relating their work to criteria
Set Goals	(Grades 2) setting a goal for improvement/ making a simple plan to work on their goal (Grades 3-7) setting goals and create a plan for improvement
Take Steps...	(Grades 3-7) taking steps toward achieving goals

## **C11: Use features and conventions of language**

It is expected that students will...

(Kindergarten) **(C7)** print most of the letters of the alphabet, own name, and a few simple words, and record a prominent sound in a word.

(Grades 1-2) **(C10)** use some features and conventions of language to express meaning in their writing and representing, including...

(Grade 3) **(C10)** use the features and conventions of language to express meaning in their writing and representing, including...

(Grades 4-7) use the features and conventions of language to express meaning in their writing and representing, including...

<b>Sentence Structure</b>	<p>(Grade 1) complete simple sentences</p> <p>(Grade 2) complete simple sentences, and begin to use compound sentences</p> <p>(Grade 3) various sentence types (e.g., declarative, interrogative, imperative, exclamatory)</p> <p>(Grades 3-4) complete simple and compound sentences</p> <p>(Grade 5) complete simple and compound sentences and begin to use complex sentences</p> <p>(Grades 6-7) complete simple, compound, and complex sentences</p>
<b>Capitalization</b>	<p>(Grade 1) capital letters at the beginning of people's names and of sentences, and capitalize the pronoun "I"</p> <p>(Grade 2) capital letters at the beginning of proper nouns and sentences</p> <p>(Grade 3) capitalization in titles of books and stories</p> <p>(Grade 4) capitalization to designate organizations and to indicate beginning of quotations</p> <p>(Grade 5) capitalization in titles, headings, and subheadings</p>
<b>Citations</b>	<p>(Grade 7) information taken from secondary sources with source citation</p>

***C11 continues on next page***

**C11, continued**

<p><b>Punctuation</b></p>	<p><u>End punctuation</u>            (Grade 1) a period to mark the end of a sentence</p> <p>(Grade 2) periods, questions marks, or exclamation marks at the end of sentences</p> <p>(Grade 3) punctuation at the end of sentences</p> <p><u>Commas</u>            (Grade 2) commas to separate items in a series</p> <p>(Grade 3) commas in a series, dates, addresses, and locations</p> <p>(Grade 4) commas after introductory words in sentences and when citing addresses</p> <p><u>Apostrophes</u>            (Grade 3) apostrophes to form common contractions and to show possession</p> <p>(Grades 4-5) appropriate uses of apostrophes</p> <p><u>Dialogue</u>            (Grade 4) beginning to use quotations marks and commas in dialogue</p> <p>(Grade 5) indicating passages of dialogue with quotation marks and paragraphs</p> <p>(Grade 6) effective use quotation marks</p> <p><u>Overall</u>            (Grade 6) effective use of punctuation</p> <p>(Grade 7) correct and effective use of punctuation</p>
<p><b>Vocabulary</b></p>	<p>(Grade 1) using words from their oral language vocabulary as well as less familiar words from class-displayed lists</p> <p>(Grade 2) using words from their oral language vocabulary, personal words list, and class lists</p> <p>(Grade 3) using new words from their oral language and reading experiences</p>

**C11 continues on next page**

**C11, continued**

<b>Spelling</b>	<p><u>Grade 1</u></p> <ul style="list-style-type: none"><li>• using knowledge of consonant and short vowel sounds to spell phonically regular one-syllable words</li><li>• using “s” to form plural of familiar words</li><li>• spelling phonically irregular high-frequency words from memory</li><li>• attempting to spell unknown words through phonic knowledge and skills and visual memory</li></ul> <p><u>Grade 2</u></p> <ul style="list-style-type: none"><li>• spelling words of more than one syllable, high-frequency irregular words, and regular plurals by applying phonic knowledge and skills and visual memory</li><li>• attempting to spell unfamiliar words by applying phonic knowledge and skills and visual memory</li><li>• conventional Canadian spelling of common words</li></ul> <p><u>Grade 3</u></p> <ul style="list-style-type: none"><li>• spelling phonically regular, three-syllable words, by applying phonic knowledge and skills and visual memory</li><li>• spelling unfamiliar words by applying generalizations to assist</li><li>• conventional Canadian spelling of familiar words</li><li>• using strategies for correctly spelling frequently misspelled words</li></ul> <p><u>Grade 4</u></p> <ul style="list-style-type: none"><li>• spelling multi-syllable words by applying phonic knowledge and skills and visual memory</li><li>• spelling unfamiliar words by applying strategies (e.g., phonic knowledge, use of common spelling patterns, dictionaries, words walls, thesaurus)</li><li>• conventional Canadian spelling for familiar words and frequently used words</li></ul> <p><u>Grade 5</u></p> <ul style="list-style-type: none"><li>• spelling unfamiliar words by applying strategies (e.g., phonic knowledge, use of common spelling patterns, dictionaries, words walls, thesaurus)</li><li>• conventional Canadian spelling for familiar words and frequently used words</li></ul> <p><u>Grade 6</u></p> <ul style="list-style-type: none"><li>• spelling unfamiliar words by applying strategies (e.g. phonic knowledge, use of common spelling patterns, dictionaries, thesaurus)</li><li>• conventional Canadian spelling for familiar words and frequently used words</li></ul> <p><u>Grade 7</u></p> <ul style="list-style-type: none"><li>• spelling unfamiliar words by applying strategies (e.g., phonic knowledge, use of common spelling patterns, dictionaries, thesaurus)</li><li>• conventional Canadian spelling for familiar words and frequently used words</li></ul>
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**C11 continues on next page**

**C11, continued**

<p style="text-align: center;"><b>Penmanship</b></p>	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> <li>legible printing from left to right of all uppercase and lowercase letters</li> <li>appropriate spacing between letters and between words</li> </ul> <p><u>Grade 2</u></p> <ul style="list-style-type: none"> <li>letters printed legibly, consistent in shape and size</li> <li>appropriate spacing between letters and words</li> </ul> <p><u>Grade 3</u></p> <ul style="list-style-type: none"> <li>legible print, beginning to show proper alignment, shape, and slant of cursive writing</li> <li>spacing words and sentences consistently on a line and page</li> </ul> <p><u>Grade 4</u></p> <ul style="list-style-type: none"> <li>legible writing that demonstrates awareness of alignment, shape, and slant</li> <li>spacing words and sentences consistently on a line and page</li> </ul> <p><u>Grade 5</u></p> <ul style="list-style-type: none"> <li>legible writing with alignment, shape, and slant</li> </ul> <p><u>Grades 6-7</u></p> <ul style="list-style-type: none"> <li>legible writing appropriate to context and purpose</li> </ul>
<p style="text-align: center;"><b>Paragraphing</b></p>	<p>(Grade 2) some paragraph divisions</p> <p>(Grade 3) paragraphs, with some accuracy</p> <p>(Grade 4) paragraphs to show the beginning of new ideas</p> <p>(Grades 5-6) effective paragraphing</p> <p>(Grade 5) passages of dialogue indicated with quotation marks and paragraphs</p>
<p style="text-align: center;"><b>Grammar</b></p>	<p>(Grade 2) generally correct noun-pronoun and subject-verb agreement</p> <p>(Grade 3) correct subject-verb agreement/noun and pronoun agreement</p> <p>(Grade 4) correct noun-pronoun agreement</p> <p>(Grade 7) correct subject-verb and pronoun agreement in sentences with compound subjects</p> <p>(Grades 2-3) past and present tenses</p> <p>(Grades 4-6) past, present, and future tenses</p> <p>(Grade 6) subordinate (i.e., dependent) clauses</p> <p>(Grade 7) subordinate and independent clauses</p> <p>(Grade 6) comparative and superlative forms of adjectives</p>

Notes: