Primary

Students will be expected to:

1.1 express feelings and give simple descriptions of past experiences
1.4 listen to the ideas and opinions of others
2.1 participate in conversation and in small- and whole-group discussion
2.2 begin to use gestures and tone to convey meaning
3.1 demonstrate that they are becoming aware of social conventions in group work and co-operative play
3.2 develop the concepts/vocabulary of feelings and an awareness that some vocabulary choices can hurt people
4.1 regard reading/viewing as sources of interest, enjoyment, and information
4.2 understand basic concepts of print including directionality, word, space, letter, and sound
5.1 with assistance, interact with a variety of simple texts (e.g., pictures, computer software, video recordings, non-fiction) as well as human and community resources
6.1 respond personally to texts in a variety of ways
7.3 begin to ask questions of text
7.4 begin to develop an understanding and respect for diversity
8.1 understand that print carries a message
8.2 use writing and other forms of representing to convey meaning (communicating messages, recounting experiences, expressing feelings and imaginative ideas, exploring learning)
9.1 create written and media texts using some familiar forms (e.g., lists, letters, personal narratives, retellings, messages, finger plays, drawings, puppetry
10.2 use some conventions of written language
   - use drawings, letters, and approximations to record meaning
   - develop the concept of directionality (left to right; top to bottom)
   - establish one-to-one correspondence between spoken and written words
   - begin to use spacing between words
     - use drawings, letters, and approximations to record meaning
     - develop the concept of directionality (left to right; top to bottom)
     - establish one-to-one correspondence between spoken and written words
     - begin to use spacing between words
     - write complete sentences (although they are not always punctuated correctly with periods)
     - experiment with punctuation (sometimes overgeneralize use of periods—e.g., periods after every word)
– understand that letters can be written in upper and lower case forms (but often tend to use them indiscriminately)
– use letters to represent the predominate sounds in words (e.g., beginning sound; beginning and final sound; beginning, middle, and ending sound)
– begin to spell some words conventionally

**Grade 1**

Students will be expected to

1.1 express thoughts and feelings and describe experiences
1.2 ask and respond to questions to clarify information or gather further information
1.3 express opinions and give simple explanations for some of their opinions (I like ... because)
1.4 listen to others’ ideas and opinions
2.1 sustain one-to-one conversations and contribute to small- and large-group interactions
2.2 use intonation, facial expressions, and gestures to communicate ideas and feelings
2.4 engage in informal oral presentations and respond to a variety of oral presentations and other texts
3.1 demonstrate a growing awareness of social conventions such as turn-taking and politeness in conversation and co-operative play
3.2 recognize some examples of unfair and hurtful vocabulary, and begin to make vocabulary choices that affirm rather than hurt people
4.1 regard reading/viewing as sources of interest, enjoyment, and information
4.2 expand their understanding of concepts of print
   – punctuation in text serves a purpose
   – upper- and lower-case letters have specific forms and functions (first word in sentences and proper names)
4.5 use a combination of cues (semantic, syntactic, graphophonic, and pragmatic) to sample, predict, and monitor/self-correct
   – predict on the basis of what makes sense, what sounds right, and what the print suggests
   – make meaningful substitutions
   – attempt to self-correct predictions that interfere with meaning
4.6 use a variety of strategies to create meaning
   – identify main idea
   – predict content using text information along with personal knowledge and experiences
   – make inferences by drawing on their own experiences and clues in the text
   – identify character traits from contextual clues
   – make connections between texts, noticing similarities in characters, events, illustrations, and language
   – follow written directions
5.1 engage in research process with assistance
   – generate questions to guide research
   – locate appropriate information with assistance (classroom, library, home, community)
   – interact with the information
6.1 make personal connections to text and share their responses in a variety of ways
6.2 express and begin to support opinions about texts and the work of authors and illustrators
7.2 respond critically to texts
   – formulate questions as well as understandings
   – develop an understanding and respect for diversity

8.1 use writing and other forms of representing for a variety of functions
   – to ask questions
   – to generate and organize ideas
   – to express feelings, opinions, and imaginative ideas
   – to inform/communicate information
   – to record experiences
   – to explore learning
8.2 begin to develop, with assistance, some ways to make their own notes (e.g., webs, story maps, point-form notes)

8.3 begin to experiment with language choices in imaginative writing and other ways of representing

9.1 use a variety of familiar text forms and other media (messages, letters, lists, recounts, stories, poems, records of observations, role-plays, Readers Theatre)

10.1 develop strategies for prewriting, drafting, revising, editing/proofreading, and presenting/publishing
   – use prewriting strategies, such as drawing, talking, and reflecting
   – use appropriate drafting strategies for getting ideas on paper (taking risks by using temporary spelling or by exploring various forms, writing freely with a focus on getting ideas on paper, composing simple text using a word processor)
   – use simple revision strategies to create a meaningful message (e.g., adding on, crossing out, starting to insert information)
   – use simple editing strategies (e.g., making some simple corrections in spelling and punctuation—capitals, periods; circling and correcting a few misspelled words; using beginning dictionaries or class-made word lists as resources for spelling)
   – use a variety of techniques for publishing/presenting sharing writing/representing with the class or another class, publishing on-line, submitting work to school/district anthology or magazine)

10.2 use some conventions of written language
   – use conventional spacing between words
   – use an increasing number of letters to represent sounds (most vowel and consonant sounds represented)
   – use an increasing number of words spelled conventionally
   – use simple sentence structures
   – attempt to use punctuation (periods, question marks, exclamation marks)
   – use capital letters for proper names, pronoun “I,” and sentence beginnings

10.3 demonstrate engagement with the creation of pieces of writing and other representations
   – engage in writing and representing activities every day
   – sustain engagement in writing and other forms of representation (drawing, role-play, plasticine art, collage, etc.)
   – share writing and other representations with others and seek response

10.4 with assistance, experiment with technology in writing and other forms of representing
– create illustrations/drawings with a computer graphics/drawing program
– compose simple text (and begin to revise and edit) with a word processing program
– share writing/representations on-line

Grade 2

Students will be expected to

1.1 describe, share, and discuss thoughts, feelings, and experiences and consider others’ ideas
1.2 ask and respond to questions to clarify information and to explore possibilities or solutions to problems
1.3 express and explain opinions and respond to the questions and reactions of others
1.4 listen critically to others’ ideas and opinions

2.1 participate in conversation, small-group and whole-group discussion, understanding when to speak and when to listen
2.2 adapt volume, projection, facial expression, gestures, and tone of voice to the speaking occasion
2.3 give and follow instructions and respond to questions and directions
2.4 engage in and respond to a variety of oral presentations and other texts

3.1 use basic courtesies and conventions of conversation in group work and co-operative play
3.2 identify some forms of oral language that are unfair to particular individuals and cultures and use vocabulary that shows respect for all people
3.3 demonstrate a growing awareness that different kinds of language are appropriate to different situations

4.1 select, independently and with teacher assistance, texts appropriate to their interests and learning needs
4.2 read widely and experience a variety of children’s literature
4.3 use pictorial, typographical, and organizational features of written text to determine content, locate topics, and obtain information
4.4 use and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic, and graphophonics) and a range of strategies to construct meaning
   – predict on the basis of what would make sense, what would sound right, and what the print suggests (semantics, syntax, graphophonics)
   – monitor reading by cross-checking the various cues (Did that make sense? Did it sound right? If that were “fire” would it have a “t” at the end?)
   – use a variety of self-correcting strategies (e.g., rereading, reading on and trying to think about what would make sense, trying to find a little word in the big word)
   – read silently, vocalizing only when a major problem with word recognition or meaning occurs
   – visually survey the text when reading and abandon finger pointing unless a problem occurs
   – word solve by using analogy with known words; knowledge of affixes, roots, or compounds; and syllabication
   – use blending as one strategy for decoding words
   – recognize a wide variety of sight words
- use a dictionary
- identify main idea and supporting details of a text
- identify principles of order in text (time, cause and effect, space)
- interpret figurative language
- use clues from the text and personal experiences to gain an understanding of character
- recognize different emotions and empathize with literary characters
- recognize the elements of a story or plot
- use prereading/previewing strategies, such as
  > predicting what the text will be about based on its title and pictures, as well as their personal experiences with the topic
  > making connections between what they read and their own experiences and knowledge
  > setting their own purposes for reading/viewing
  > asking themselves questions about what they want to find out
- use during reading/viewing strategies, such as
  > verifying and adjusting predictions/making further predictions
  > making connections between what they read and their own experiences and knowledge
  > visualizing characters, settings, and situations (making pictures in their minds)
- use after-reading/viewing strategies such as
  > reflecting about the text
  > responding to the text (through talking, writing, or some other means of representation)
  > asking questions about the text

5.1 answer, with assistance, their own questions and those of others by seeking information from a variety of texts
- identify their own personal and learning needs for information
- generate their own questions as a guide for research
- use a range of print and non-print materials to meet their needs
- use basic reference materials and a database or electronic search
- reflect on their own research process

6.1 make personal connections to texts and describe, share, and discuss their reactions and emotions
6.2 express and explain opinions about texts and types of texts, and the work of authors and illustrators, demonstrating an increasing awareness of the reasons for their opinions

7.1 question information presented in print and visual texts
- use a personal knowledge base as a frame of reference
7.2 identify some different types of print and media texts
- recognize some of their language conventions and text characteristics
- recognize that these conventions and characteristics help them understand what they read and view

7.3 respond critically to texts
- formulate questions as well as understandings
- identify the point of view in a text and demonstrate an awareness of whose voices/positions are and are not being expressed
- discuss the text from the perspective of their own realities and experiences
- identify instances of prejudice, bias, and stereotyping

8.1 use writing and other forms of representation to
- formulate questions
- generate and organize language and ideas
discover and express personal attitudes and opinions
express feelings and imaginative ideas
record experiences
explore how and what they learn

8.2 explore, with assistance, ways for making their own notes
8.3 experiment with language choices in imaginative writing and other ways of representing

9.1 create written and media texts using a variety of forms
   - experiment with a combination of writing with other media to increase the impact of their presentations
9.2 demonstrate some awareness of purpose and audience
   - make choices about form for a specific purpose/audience
   - realize that work to be shared with an audience needs editing
9.3 consider their readers’/listeners’/viewers’ questions, comments, and other responses in assessing their work and extending their learning

10.1 experiment with a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies
   - use a variety of prewriting strategies for generating and organizing ideas for writing (e.g., brainstorming, webbing, story mapping, reading, researching, interviewing, reflecting)
   - use appropriate drafting techniques (focusing on getting ideas on paper, taking risks with temporary spelling when necessary, experimenting with new forms/techniques, keeping audience in mind, using a word processor to compose)
   - use revision techniques to ensure writing makes sense and is clear for the audience (e.g., reading/rereading, adding ideas, crossing out repetition or unnecessary information, sequencing ideas/information, rearranging, using feedback from conferences to help revise)
   - use editing strategies (e.g., checking punctuation and language usage; checking spelling by circling words that don’t look right, trying them another way, and checking with a resource such as dictionary; using an editing checklist)
   - use appropriate techniques for publishing/presenting (e.g., a word processor to publish; illustrations, charts, and diagrams to enhance writing where appropriate; sharing writing/representing orally; publishing on-line; submitting work to school/district newsletter)

10.2 use some conventions of written language
   - punctuation and capitalization
     > use capitals for proper names, titles, places, days, months, holidays, beginning of sentences
     > use periods at the ends of sentences and for abbreviations
     > use commas in a series and in dates
     > use apostrophes for possessives and contractions
     > use question marks, exclamation marks, and quotation marks
   - language structure
     > make subjects and verbs agree
     > begin to use simple paragraphing
     > use a variety of simple and more complex sentence structures
     > use pronouns appropriately
   - spelling
     > use meaning and syntax patterns as well as sound cues
     > use a range of spelling strategies
     > spell many words conventionally
use a variety of strategies to edit for spelling (identifying misspelled words, trying them another way, and using another resource to check them out)

10.3 demonstrate engagement with the creation of pieces of writing and other representation
   – engage in writing/representing activities for sustained periods of time
   – work willingly on revising and editing for an audience
   – demonstrate pride and sense of ownership in writing/representing efforts

10.4 experiment with technology in writing and other forms of representing
   – use an audio recorder to record dramatic presentations, readings of published work, and retellings
   – use a simple word processing program to draft, revise, edit, and publish
   – use a drawing program (computer software)
   – with assistance, use a database, CD-ROM, and the Internet as resources for finding information (prewriting strategy)
   – with assistance use the Internet to communicate

Grade 3

Students will be expected to

1.1 describe, share, and discuss thoughts, feelings, and experiences and consider others’ ideas
1.2 ask and respond to questions to clarify information and to explore possibilities or solutions to problems
1.3 express and explain opinions and respond to the questions and reactions of others
1.4 listen critically to others’ ideas and opinions

2.1 participate in conversation, small-group and whole-group discussion, understanding when to speak and when to listen
2.2 adapt volume, projection, facial expression, gestures, and tone of voice to the speaking occasion
2.3 give and follow instructions and respond to questions and directions
2.4 engage in and respond to a variety of oral presentations and other texts
3.1 identify some forms of oral language that are unfair to particular individuals and cultures and use vocabulary that shows respect for all people
3.2 demonstrate a growing awareness that different kinds of language are appropriate to different situations
4.3 use pictorial, typographical, and organizational features of written text to determine content, locate topics, and obtain information
4.4 use and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic, and graphophonic) and a range of strategies to construct meaning
   – predict on the basis of what would make sense, what would sound right, and what the print suggests (semantics, syntax, graphophonics)
   – monitor reading by cross-checking the various cues (Did that make sense? Did it sound right? If that were “fire” would it have a “t” at the end?)
   – use a variety of self-correcting strategies (e.g., rereading, reading on and trying to think about what would make sense, trying to find a little word in the big word)
   – read silently, vocalizing only when a major problem with word recognition or meaning occurs
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– spelling
> use meaning and syntax patterns as well as sound cues
> use a range of spelling strategies
> spell many words conventionally
> use a variety of strategies to edit for spelling (identifying misspelled words, trying them another way, and using another resource to check them out)