

MSF Primary Literacy Curriculum

This document contains the revised Literacy Curriculum for MSF. The Ontario Curriculum served as a starting point from which committee members then revised and improved based on the vision/mission of IB/PYP/MSF, student needs, and research and evidence based practises. In accordance with the PYP vision of language learning, MSF seeks to support students as they learn language, learn through language, and learn about language. This vision is a response to relevant research, teacher experiences and discussions. It is our responsibility to uphold and implement this vision.

Vision for Literacy at MSF

The MSF Primary Literacy Program with the support of the curriculum aims to:

- Teach students to value the power of language and use it responsibly.
- Expose students to diverse books to create internationally minded citizens.
- Develop 21st century skills, such as critical thinking, creativity, and collaboration in partnership with modern technology.
- Inspire students to see themselves as “readers” and “writers.”
- Provide agency and choice when participating in literacy activities.
- Create students who are effective communicators and listeners.
- Develop the foundations of language acquisition through phonics instruction, so students can understand the code of our language(s).
- Help students to understand the interrelatedness of reading, writing, presenting, viewing, listening and speaking.
- Support EAL students with their development of the English language.
- Use an interdisciplinary approach to teaching and learning which is at the core of the Primary Years Program.

Common Practices

At MSF Primary our Literacy Program is implemented through these common practices:

- 1) As a part of learning language, all students are taught to read using a structured literacy approach. This approach includes a systematic, coherent, and structured introduction of phonics rules and phonetic principles, as well as instruction in morphological analysis.
- 2) As a part of learning through language, all students should receive literacy instruction **for a minimum of 7 periods a week**. They should receive reading instruction **for a minimum of 3 periods a week**. They should receive targeted, small group, differentiated instruction for a minimum of **2 periods a week**. At the first grade level, students should receive specific phonics instruction for a minimum of **20 minutes per day**. At the second grade level, students should continue to receive regular phonics instruction. Beyond the second grade level, students who are still struggling to accurately decode should receive phonics instruction in small group sessions.
- 3) As a part of learning language, before students are fluent readers, small group/guided reading instruction should focus on developing decoding skills. As students develop fluency, focus should shift to assisting students in developing reading comprehension skills.
 - At MSF, guided reading is defined as small group targeted reading instruction. Students are chosen for each group based on reading level, skill need, or a combination of both and provided with individualised instruction based on those needs. Each lesson has a clear objective based on the needs of the small group.
 - Guided reading is NOT:
 - a. The three-cueing system, or teaching a child to guess at a word’s pronunciation using pictures, context, or syntax

- b. Independent reading - although students should be engaged in independent reading throughout the school day, the hallmark of guided reading is teacher-designed instruction meant to increase student knowledge
 - c. Whole group reading instruction
 - d. Reader's workshop, in which children read independently and the teacher conferences with individual students about their reading
- 4) As a part of learning about language, students engage in both whole group, grade level instructional lessons as well as individualised, targeted guided reading group instruction. MSF's resources for reading are available [here](#).
- 5) At least twice a year each student's reading fluency, a combination of decoding and comprehension, is assessed using PM Benchmarks.
- 6) Students up to Level ... should be assigned leveled reading books to ensure they are being challenged at the right level. These leveled readers are available in sets in grades 1-3. Leveled readers should be assigned for homework and changed regularly. Students reading at level ... and above are assigned chapter books from the class or school library. Both the reading of leveled and chapter books should be monitored and form part of the compulsory homework expectations.
- 7) Explicit writing instruction should occur a minimum of two periods a week. Writing progress should be assessed using the outcomes available [here](#).
 - Explicit writing instruction entails direct instruction in the writing process. Students should engage in additional writing practice in different lessons, such as reading and unit of inquiry.
- 8) Explicit handwriting instruction occurs in grade 1 (Druckschrift) and grade 3 (Schulausgangsschrift). In grades 2, 4, and 5, students are expected to practice handwriting daily by handwriting daily. The full handwriting policy is available [here](#).

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GRADE ONE

Overall Expectations

By the end of Grade 1, students will:

1. Generate, gather, and organise ideas and information to write for an intended purpose and audience;
2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. Use editing, publishing skills and strategies, and knowledge of language conventions, to correct errors, clarify meaning, and present their work effectively;
4. Reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

Content (Outcomes-reported on)

Examples and Teacher Prompts

1. Developing and Organising Content

Purpose and Audience

1.1 Identify the topic, purpose, audience, and form for writing, initially with support and direction

Examples: a personal recount of a past experience, including pictures, to share with family or friends; an “All About the Seasons” book for the class library; labels and captions for a pictograph to share findings with a group after a math investigation
Teacher prompts: “What is your writing about?” “Why are you writing?” “Whom are you writing for?”

Developing Ideas

1.2 Generate ideas about a potential topic, using a variety of strategies and resources

Examples: ask questions to identify personal experiences, prior knowledge, and information needs; brainstorm ideas with the class

Research

1.3 Gather information to support ideas for writing in a variety of ways and/or from a variety of sources

Examples: from listening to stories told by family members; from paired sharing with a peer; from observations; from various texts, including teacher read-alouds, mentor texts, and shared, guided, and independent reading texts

Sorting and Organising Ideas

1.4 Sort ideas and information for their writing using simple graphic organisers and organisational patterns, and identify and order main ideas and supporting details, initially with support and direction

Examples:
 → by using pictures, labels, key words, hand-drawn or computer graphics, or simple graphic organisers such as a web, a list, or a five-W’s framework: who, what, when, where, why
 → by using using simple graphic organisers and simple organisational patterns

- graphic organisers: a story ladder, sequence chart
- simple organisational patterns: time order: first, then, next, finally; order of importance; beginning, middle, and end

2. Using Knowledge of Form and Style in Writing

Form

Examples: a recount of personally significant

<p>2.1 Write short texts using a few simple forms</p>	<p><i>experiences; a simple report on topics of interest to the writer and identified in non-fiction reading; “How to” books identifying the steps in a procedure such as “How to Make Applesauce”, including pictures, symbols, and words; a story modelled on characters and events from stories read; their own variation on a familiar poem, chant, or song; a poster for the classroom</i></p>
<p>Voice</p> <p>2.2 Begin to establish a personal voice in their writing by using pictures and words that convey their attitude or feeling towards the subject or audience</p>	<p>Examples: use pictures and words that project interest or enthusiasm</p>
<p>Word Choice</p> <p>2.3 Sort words into categories (e.g., colours, clothing). Demonstrate that words with similar meanings can differ in terms of manner (e.g., look, peek, glance, stare, glare, scowl) and intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. Identify real-life connections between words and their use (e.g., note places at home that are cosy).</p>	<p>Examples: some simple, familiar descriptive adjectives of size, feeling, or colour: The black dog was happy.</p>
<p>Sentence Fluency</p> <p>2.4 Write simple but complete sentences that make sense</p>	
<p>Revision</p> <p>2.5 Make simple revisions to improve the content, clarity, word choice and interest of their written work, using a few simple strategies with feedback from the teacher</p>	<p>Examples: cut out words or sentences and reorder them to improve clarity; insert words from oral vocabulary and the class word wall or word webs to clarify meaning and/or add interest</p>
<p>Producing Drafts</p> <p>2.6 Produce revised draft pieces of writing to meet criteria identified by the teacher, based on the expectations</p>	
<p>3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively</p>	
<p>Spelling Familiar Words</p> <p>3.1 Spell some high frequency words correctly</p>	<p>Examples: words from the tricky words, the class word wall, and shared, guided, and independent reading texts</p>
<p>Spelling Words</p> <p>3.2 Phonetically spell unfamiliar words using a variety of strategies that involve their understanding of phonic sounds, blends and digraphs.</p>	<p>Examples: segment words to identify and record individual phonics sounds, blends and digraphs, including short vowels and simple long vowel patterns; listen for rhyming patterns; look for common letter sequences and onset and rime in frequently used words; make analogies between words that look similar; illustrate words to link meaning to spelling</p>

Vocabulary 3.3 Use pictures and other words in the sentence or page to understand unknown words.	Examples: find pictures or words in a picture dictionary; locate words on a word wall using first letter; refer to class-created word webs posted in the classroom
Punctuation 3.4 Use periods, question marks, and exclamation points to end a sentence.	Examples: with a focus on the use of: a capital letter at the beginning of a sentence; a period, question mark, or exclamation mark at the end
Capitalisation 3.5 Write upper-case and lower-case letters clearly. Capitalise the first letter of a sentence. Capitalise the first letter of their name. Capitalise the pronoun I.	
Parts of Speech 3.6 Identify verbs and nouns. Verbally and in simple sentences, use: <ul style="list-style-type: none"> - Nouns - Pronouns - Adjectives - Simple prepositions of place 	Examples: <ul style="list-style-type: none"> • Nouns: person, place or thing • Personal subject pronouns: I, you, he, she, it, we, they • Verbs: to tell what they do and feel • Simple prepositions of place: in, on, at, to
Editing 3.7 Edit and correct their writing using a simple checklist or a few guiding questions developed by the teacher	Examples: Can I read it? Does it “sound right”? Does it make sense? Are my word wall words spelled correctly?
Publishing 3.8 Use some appropriate elements of effective presentation in the finished product, such as printing words legibly, graphics, and layout	Examples: use drawings, photographs, or simple labels to clarify text; print legibly; leave spaces between words, space work out over multiple pages, choosing the appropriate writing templates
4. Reflecting on Writing Skills and Strategies	
Metacognition 4.1 Identify some strategies they found helpful before, during, and after writing with support	Examples: During a regular writing conference, respond to teacher prompts about what strategies helped at a specific phase in the writing process; identify strategies used before, during, and after writing on a class anchor chart; identify a strategy for future use on a strategy bookmark or chart Teacher prompts: “What strategy helped you organise your ideas?” “How did you know what words were missing?” “What helped you know what to do when you finished your first draft?”

GRADE TWO

Overall Expectations

By the end of Grade 2, students will:

1. Generate, gather, and organise ideas and information to write for an intended purpose and audience;
2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. Use editing, publishing skills and strategies, and knowledge of language conventions, to correct errors, clarify meaning, and present their work effectively;

4. Reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process	
Content (Outcomes-reported on)	Examples and Teacher Prompts
1. Developing and Organising Content	
Purpose and Audience 1.1 Identify the topic, purpose, audience, and form for writing	Example: a fairy tale to entertain another class; the procedure for fire drills to inform the class; a poster to promote a favourite book or movie Teacher prompts: “What is your writing about?” “Why are you writing?” “Whom are you writing for?”
Developing Ideas 1.2 Generate ideas about a potential topic, using a variety of strategies and resources	Example: formulate and ask questions such as the five W’s [who, what, when, where, why] to identify personal experiences, prior knowledge, and information needs; brainstorm ideas with a partner, KWL chart, plot line, story elements chart, visualising
Research 1.3 Gather information to support ideas for writing in a variety of ways and/or from a variety of sources	Example: from discussions with family, friends or discussions with experts; from a variety of texts, including teacher read alouds, mentor texts, shared-, guided-, and independent-reading texts, and media texts.
Sorting and Organising Ideas 1.4 Sort ideas and information, and identify and order main ideas and supporting details for their writing using graphic organisers, with support and direction	Example: → by using simple graphic organisers such as webs or a Venn diagram → a story outline: characters, setting, problem, solution; a sequential chart: first, then, next, finally) and organisational patterns (e.g., problem- solution, chronological order)
2. Using Knowledge of Form and Style in Writing	
Form 2.1 Write texts using several simple forms	Example: a friendly letter; a factual recount of a scientific or mathematical investigation; a recipe describing the procedure for cooking a favourite food; directions for playing a game; a paragraph describing the physical characteristics of an animal; an original story or an extension of a familiar story, modelled on stories read; their own variation on a patterned poem; an advertisement for a toy.
Voice 2.2 Establish a personal voice in their writing, with a focus on using familiar words that convey their attitude or feeling towards the subject or audience	Example: words that convey admiration for a character: a cool person, sensory details to add description Teacher prompts: How can you show feelings in your writing? How did you make the reader feel when they read it? Did you use varied sentence lengths to help show emotions?
Word Choice 2.3 Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely	Example: a sequence of adjectives: The big, brown bear... Teacher prompt: Did you use wow words? Did you

<p>related adjectives (e.g., thin, slender, skinny, scrawny). Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>	<p><i>add more adjectives to your writing to help describe? Did you change out common used words such as big, tall, funny, nice or fun for other ones?</i></p>
<p>Sentence Fluency 2.4 Identify and use a variety of sentence types, including statements, questions, exclamations, and commands, using the correct ending punctuation.</p>	<p>Example: questions, statements, exclamations (can include compound sentence that use and, but or because)</p>
<p>Revision 2.5 Can identify and make simple revisions to improve the content, clarity, word choice and interest of their written work, using several types of strategies based on feedback from the teacher and peers</p>	<p>Example: reordering sentences to present information in a more logical sequence; adding linking words to connect. ideas; replacing general words with concrete, specific words/phrases. Teacher prompts: “What linking words could you use to connect two ideas?” “What words could you add to create a more vivid picture for the reader?” “Do you have enough information to support your ideas?” “Are there any other words that you could use to create a better word picture for your audience?”</p>
<p>Producing Drafts 2.6 Produce revised, draft pieces of writing to meet criteria co-created with the teacher, based on the expectations</p>	
<p>3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively</p>	
<p>Spelling Familiar Words 3.1 Spell many high-frequency words correctly</p>	<p>Example: words from their oral vocabulary, anchor charts, the class word wall, and shared-, guided-, and independent- reading texts.</p>
<p>Spelling Unfamiliar Words 3.2 Spell unfamiliar words using a variety of strategies that involve their understanding of phonic sounds, blends, digraphs, word structures, word meanings, and generalisations about spelling</p>	<p>Example: spell words out loud; segment words into clusters of letters to hear onset and rime; sort words by common sound patterns and/or letter sequences; link letters to words: You hear with your ear; follow rules for adding endings to base words when the spelling doesn’t change; use word meanings to help spell simple contractions and homophones: bear/bare)</p>
<p>Vocabulary 3.3 Know the meaning of “synonym”, “antonym”, and “homophone”. Identify common homophone pairs. Use knowledge of the meaning of individual words to predict the meaning of compound words (birdhouse, lighthouse, housefly).</p>	
<p>Punctuation 3.4 Use commas in dates, to separate items in a series, and appropriately in letters.</p>	

Use apostrophes in contractions. Begin to use apostrophes to form possessive nouns.	
Capitalisation 3.5 Capitalise the first letter of a sentence. Capitalise the pronoun I. Capitalise people's and animals' names. Capitalise holidays, product names, and geographic names.	
Parts of Speech 3.6 Identify and generate the plural version of nouns, including common plural nouns. Identify common and proper nouns. Use and form the simple past tense of verbs Identify adverbs and adjectives.	Examples: <ul style="list-style-type: none"> Plural noun rules: "s", "es", "ies" and common irregular plural nouns Past tense: using "ed" and "ied" and some common irregular past tense verbs (went, left)
Editing 3.7 Edit and correct their writing using a simple checklist or a few guiding questions developed with the teacher	Example: → Does each sentence make sense? Are the ideas and information presented in a logical order? Does each sentence begin with a capital letter and end with a period, question mark, or exclamation mark? What resources can I use to check the spelling of a word if it doesn't look right?
Publishing 3.8 Use some appropriate elements of effective presentation in the finished product, including print, different fonts, graphics, and layout	Example: use legible printing, spacing, margins, varied print size, and colour for emphasis; include a simple labelled diagram in a report; supply a caption for a photograph or illustration.
4. Reflecting on Writing Skills and Strategies	
Metacognition 4.1 Identify some strategies they found helpful before, during, and after writing	Example: use a writer's notebook to record ideas for writing, new and interesting words, graphic organisers that could be used again. Teacher prompts: "How do you generate your ideas for writing?" "What helps you to get organised for writing?"

GRADE THREE

Overall Expectations

By the end of grade 3, students will:

1. Generate, gather, and organise ideas and information to write for an intended purpose and audience;
2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. Use editing and publishing skills and strategies, and knowledge of language conventions, to correct errors, clarify meaning, and present their work effectively;
4. Reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

Content (Outcomes-reported on)	Examples and Teacher Prompts
Developing and Organising Content	

Purpose and Audience 1.1 Identify the topic, purpose, audience, and form for writing	Examples: original fable, modelled on the structures and conventions of fables read, to entertain the class; a scientific explanation demonstrating how some common levers make work easier, for a peer group; a labelled map with a legend identifying the key components of the area) Teacher prompts: “What is your writing about?” “Why are you writing?” “Whom are you writing for?”
Developing Ideas 1.2 Generate ideas about a potential topic, using a variety of strategies and resources	Example: formulate and ask questions to identify personal experiences, prior knowledge, and information needs and to guide searches for information; brainstorm and record ideas on the topic.
Research 1.3 Gather information to support ideas for writing in a variety of ways and/or from a variety of sources	Examples: from discussions with family and friends; from teacher read-alouds, mentor texts, shared-, guided-, and independent-reading texts, and media texts.
Sorting and Organising Ideas 1.4 Sort ideas and information for their writing and identify and order main ideas and supporting details into units that could be used to develop a paragraph, using graphic organisers and organisational patterns in a variety of ways	Examples: → by using graphs, charts, webs, outlines, or lists. → a T-chart, a paragraph frame, comparison, chronological order.
2. Using Knowledge of Form and Style in Writing	
Form 2.1 Write texts using a variety of forms	Examples: a personal or factual recount of events or experiences that includes photographs or drawings and captions; a report comparing transportation in urban and rural communities; an explanation of how a human organ system functions, describing the effect of the natural environment on an early civilisation; a patterned poem using rhyme or repetition.
Voice 2.2 Establish a personal voice in their writing, with a focus on using concrete words and images to convey their attitude or feeling towards the subject or audience	Examples: the personal tone and flavor of the author's message, words used literally or figuratively to communicate intensity of feeling: a shiver of excitement; hot anger
Word Choice 2.3 Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). Choose words and phrases for effect.	Examples: comparative adjectives such as smaller, smallest; adverbs)
Sentence Fluency	Examples: (e.g., and, or) and (e.g., first, then, next,

<p>2.4 Identify fragments and run-on sentences; use periods or commas to correct these errors. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences.</p>	<p><i>before, finally, later)</i></p>
<p>Revision 2.5 Can identify and make revisions to improve the content, clarity, word choice, and interest of their written work, using several types of strategies</p>	<p>Examples: reordering sentences, removing repetition or unnecessary information, adding material needed to clarify meaning, adding or substituting words to increase interest, adding linking words or phrases to highlight connections between ideas, using gender-neutral language as appropriate, a strong opening or “lead”; the clarity of the main idea.</p> <p>Teacher prompts: “What similar words or phrases could you use instead of...?” “What time order words might help clarify the sequence of events in your story?”</p>
<p>Producing Drafts 2.6 Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organisation, style, and use of conventions</p>	
<p>3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively</p>	
<p>Spelling Familiar Words 3.1 Spell many high-frequency words correctly</p>	<p>Examples: words from their oral vocabulary, anchor charts, the class word wall, and shared-, guided-, and independent- reading texts. Words lists can be created from Dolch, Frye or vocabulary taught in class.</p>
<p>Spelling Unfamiliar Words 3.2 Use strategies from previous grades and knowledge of simple prefixes (re, un, im, non, etc.) and suffixes (ing, ed, ture, sion, tion, etc.) to spell unknown words.</p>	<p>Examples: spell words out loud; segment words into clusters of letters to hear onset and rime; sort words by common sound patterns and/or letter sequences; link letters to words: You hear with your ear; follow rules for adding endings to base words when the spelling doesn’t change; use word meanings to help spell simple contractions and homophones: bear/bare</p>
<p>Vocabulary 3.3 Use thesauruses and dictionaries to understand words. Identify and generate synonyms and antonyms. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). Determine the meaning of the new word formed when a known affix is added to a known word (agreeable/disagreeable). Define homophones and homographs.</p>	<p>Examples: locate words in an alphabetised personal word book or dictionary using first, second, third, and fourth letters, entry words, or pronunciation; use a variety of dictionaries, such as a rhyming dictionary or a dictionary of synonyms and antonyms; use a thesaurus to find alternative words.</p>
<p>Punctuation</p>	<p>Examples: with a focus on the use of: question</p>

<p>3.4 Use commas and quotation marks to punctuate dialogue appropriately. Use apostrophes fluently and accurately.</p>	<p><i>marks, periods, or exclamation marks at the end of a sentence; commas to mark pauses; and some uses of quotation marks</i></p>
<p>Capitalisation 3.5 Capitalise the first letter of a sentence. Capitalise the pronoun I. Capitalise people's and animals' names. Capitalise holidays, product names, and geographic names. Capitalise titles appropriately.</p>	
<p>Parts of Speech 3.6 Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Identify and generate the simple past, present, and future tenses of verbs. Form and use regular and irregular plural nouns. Identify and use abstract nouns. Use correct subject-verb and pronoun-antecedent agreement. Form and use comparative and superlative adjectives and adverbs.</p>	<p>Examples:</p> <ul style="list-style-type: none"> • <i>Proper nouns: local, national place names; holidays</i> • <i>Personal object pronouns: me, you, him, her, us, them</i> • <i>Joining words: and, but</i> • <i>Simple prepositions of place and time: under, with, before, after</i>
<p>Editing 3.7 Editing and correct their writing using a simple checklist or a few guiding questions developed with the teacher</p>	<p>Examples: <i>Does each sentence make sense? Are the ideas and information presented in a logical order? Does each sentence begin with a capital letter and end with a period, question mark, or exclamation mark? What resources can I use to check the spelling of a word if it doesn't look right?</i></p>
<p>Publishing 3.8 Use some appropriate elements of effective presentation in the finished product, including print, different fonts, graphics, and layout</p>	<p>Examples: <i>use legible printing, spacing, margins, varied print size, and colour for emphasis; include a simple labelled diagram in a report; supply a caption for a photograph or illustration</i></p>
<p>4. Reflecting on Writing Skills and Strategies</p>	<p>Students should have opportunities to:</p>
<p>Metacognition 4.1 Identify some strategies they found helpful before, during, and after writing</p>	<p>Examples: <i>use a writer's notebook to record ideas for writing, new and interesting words, graphic organisers that could be used again, reading their work out loud, following the writing process or conference with the teacher or peer</i> Teacher prompts: "How do you generate your ideas for writing?" "What helps you to get organised for writing?"</p>

GRADE FOUR

Overall Expectations

By the end of grade 4, students will:

<p>1. Generate, gather, and organise ideas and information to write for an intended purpose and audience;</p> <p>2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;</p> <p>3. Use editing, publishing skills and strategies, and knowledge of language conventions, to correct errors, clarify meaning, and present their work effectively;</p> <p>4. Reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.</p>	
Content (Outcomes-reported on)	Examples and Teacher Prompts
1. Developing and Organising Content	
<p>Purpose and Audience</p> <p>1.1 Identify the topic, purpose, and audience for a variety of writing forms</p>	<p>Examples: a cinquain or shape poem modelled on the structures and style of poems read, to contribute to a student poetry anthology for the school library; a set of directions to complete a science experiment on pulleys and gears, for a class presentation; a timeline of significant events in the writer's life, to accompany a biography for a class collection.</p> <p>Teacher prompts: "How will you identify your topic?" "What is the purpose of your writing?" "What form will best suit the purpose?" "Who will your audience be?"</p>
<p>Developing Ideas</p> <p>1.2 Generate ideas about a potential topic using a variety of strategies and resources</p>	<p>Example: brainstorm; formulate and ask questions to identify personal experiences, prior knowledge, and information needs.</p>
<p>Research</p> <p>1.3 Gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources</p>	<p>Examples: identify key words to help narrow their searches; cluster ideas; develop a plan for locating information; scan texts for specific information, including teacher read- alouds, mentor texts, reference texts, shared-, guided-, and independent-reading texts, and media texts.</p>
<p>Sorting and Organising Ideas</p> <p>1.4 Sort and classify ideas and information for their writing using a variety of organisers; identify and order main ideas and supporting details</p>	<p>Examples:</p> <p>→ by underlining key words and phrases; by using graphic and print organisers such as mind maps, concept maps, timelines, jot notes, bulleted lists.</p> <p>→ a venn diagram, a paragraph frame and organisational patterns (e.g., generalisation with supporting information, cause and effect)</p>
2. Using Knowledge of Form and Style in Writing	
<p>Form</p> <p>2.1 Write more complex texts using a variety of forms</p>	<p>Examples: a storyboard using captions and photographs or drawings to recount a significant event in their life; a report, including jot notes, comparing the environments of two or more regions; a letter to the author about the student's reaction to a particular text; a paragraph explaining how physical geography and natural resources affected the development of early settler communities; a letter from the point of view of a settler, a familiar story told from a new perspective; a review of a</p>

	<i>book or website; an original folk tale, fairy tale, or tall tale, or an extension of an existing tale; a board game related to a unit of study</i>
Voice 2.2 Establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood	Examples: <i>such as amusement use simple irony to poke fun at themselves: “Lucky me. I got to do the dishes.”</i>
Word Choice 2.3 Choose words and phrases to convey ideas precisely.	Examples: <i>comparative adjectives such as faster; words that create specific effects through sound, as in alliteration for emphasis: rotten rain</i>
Sentence Fluency 2.4 Identify run-ons, fragments, and comma splices; correct these errors in multiple ways (ie, generating two sentences, adding conjunctions, etc.). Identify and generate simple, compound, and compound/complex sentences.	Examples: <i>complex sentences incorporating conjunctions such as because, so, if</i>
Revision 2.5 Can identify and make revisions to improve the content, clarity, and interest of their written work, using several types of strategies based on feedback from the teacher and peers	Examples: <i>reordering sentences; removing repetition or unnecessary information; changing the sequence of ideas and information and adding material if appropriate; adding transition words and phrases to link sentences and/or paragraphs and improve the flow of writing; adding or substituting words from other subject areas, word lists, and a variety of sources, such as a dictionary or thesaurus and the Internet, to clarify meaning or add interest; checking for and removing negative stereotypes, as appropriate</i> Teacher prompts: “What words or phrases could you use to help the reader follow your thinking more easily?” “What descriptive words could you add to make your characters come alive for the reader?”
Producing Drafts 2.6 Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organisation, style, and use of conventions	
3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively	
Spelling Familiar Words 3.1 Spell familiar words correctly	Examples: <i>words from their oral vocabulary, anchor charts, and shared, guided, and independent reading texts; words used regularly in instruction across the curriculum</i>
Spelling Unfamiliar Words 3.2 Use strategies from previous grades to spell unknown words, expanding the prefixes and suffixes mastered. Accurately identify misspelt words.	Examples: <i>pronounce the silent letters in words: k-know; divide long words into manageable chunks; make connections between words with similar spellings; apply knowledge of vowel patterns to new words; apply knowledge of letter patterns and rules</i>

	<p>for forming regular and irregular plurals and possessive contractions; identify roots in related words: explore, explorer, exploration; highlight the differences between similar words; use mnemonics: twin is two</p>
<p>Vocabulary</p> <p>3.3 Use synonyms or antonyms in a sentence/paragraph to determine the meaning of unknown words.</p> <p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. Consult reference materials to determine or clarify the precise meaning of key words and phrases.</p>	<p>Examples: locate words in online and print dictionaries using alphabetical order, entry words, guide words, pronunciation, and homographs; use a variety of dictionaries such as a dictionary of idioms or homonyms; use a thesaurus to find alternative words. Words lists can be created from Dolch, Frye or vocabulary taught in class.</p>
<p>Punctuation</p> <p>3.4 Use commas and quotation marks to quote from a text.</p> <p>Use commas for appositives and introductory words or phrases.</p> <p>Fluently use comma rules from previous grades.</p>	<p>Examples: with a focus on the use of: the apostrophe to indicate possession, and quotation marks to indicate direct speech</p>
<p>Capitalisation</p> <p>3.5 Capitalise the first letter of a sentence.</p> <p>Capitalise the pronoun I.</p> <p>Capitalise people's and animals' names.</p> <p>Capitalise holidays, product names, and geographic names.</p> <p>Capitalise titles appropriately.</p> <p>Differentiate between proper and common nouns to accurately capitalise (ie, Grandma Sue called me vs. I called my grandma).</p>	
<p>Parts of Speech</p> <p>3.6 Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>Use and identify helping verbs (modal auxiliaries).</p> <p>Form and use prepositional phrases.</p> <p>Identify all eight parts of speech.</p>	<p>Examples:</p> <ul style="list-style-type: none"> • Common and proper nouns: • Verbs in simple present, past and future tenses • Adjectives and adverbs • Subject-verb agreement • Prepositions • Conjunctions: since, through, until
<p>Publishing</p> <p>3.7 Use some appropriate elements of effective presentation in the finished product, including print, different fonts, graphics, and layout</p>	<p>Examples: use legible printing and some cursive writing; use a variety of font sizes and colours to distinguish headings and subheadings from the body of the text; supply detailed labels for diagrams in a report; include graphs such as a bar graph or a pie graph</p>
<p>4. Reflecting on Writing Skills and Strategies</p>	<p>Students should have opportunities to:</p>

Metacognition 4.1 Identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers	Teacher prompts: “Explain how you used the thesaurus to help with your revisions.” “How does keeping a writer’s notebook help you plan your next steps for writing?”
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GRADE FIVE	
Overall Expectations By the end of grade 5, students will: <ol style="list-style-type: none"> 1. Generate, gather, and organise ideas and information to write for an intended purpose and audience; 2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience; 3. Use editing, publishing skills and strategies, and knowledge of language conventions, to correct errors, clarify meaning, and present their work effectively; 4. Reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process. 	
Content (Outcomes-reported on)	Examples and Teacher Prompts
1. Developing and Organising Content	
Purpose and Audience 1.1 Identify the topic, purpose, and audience for complex writing forms	Examples: a poem or song on a social issue for performance to an audience; to express a personal view to the class; a report for a community newspaper about a public meeting on an environmental issue affecting local neighbourhoods; an autobiography for a youth magazine, web page, blog Teacher prompts: “How will you identify your topic?” “What is the purpose of your writing?” “What form will best suit the purpose?” “Who will your audience be?”
Developing Ideas 1.2 Generate ideas about a potential topic and identify those most appropriate for the purpose	Example: mind maps, brainstorm, discussion groups/pairs, passion inquiry, picture prompts, story mountain to develop climax and plot points Teacher prompts: “List some conflicts you’ve experienced that you could write about,” “What are some things you know about _____?”
Research 1.3 Gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources	Examples: interview people with knowledge of the topic; identify and use graphic and multimedia sources; keep a record of sources used and information gathered
Sorting and Organising Ideas 1.4 Sort and classify ideas and information for their writing, identify and order main ideas and supporting details and group them into units that could be used to develop several linked paragraphs	Examples: → by underlining or highlighting key words or phrases; by using a graphic organiser such as a web or ranking ladder → making jot notes; following a writing framework and organisational patterns (e.g., chronological order, comparison, cause and effect)

2. Using Knowledge of Form and Style in Writing	
Form 2.1 Write longer and more complex texts using a variety of forms	Examples: a biographical sketch, based on research; a report, including research notes, using pictures, captions, and notes; a review of or commentary on a book, movie, or video game; a myth using themes identified in reading; a pamphlet on a socially relevant topic they have studied this year
Voice 2.2 Establish an appropriate voice in their writing, with a focus on modifying language and tone to suit different circumstances or audiences	Examples: use a serious tone in a letter to the editor, a humorous tone in a letter to a friend
Word Choice 2.3 Use some vivid and/or figurative language and innovative expressions to add interest	Examples: some comparative adjectives; similes or personification; comparative adverbs: more slowly
Sentence Fluency 2.4 Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	Examples: The latch was stiff, and the boy struggled to open the door. Finally, with much effort, he forced it open.
Revision 2.5 Can identify and make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies	Examples: use a blue pen and/or cutting and pasting to identify and move chunks of text that need to be reordered; add or substitute words and phrases, including vocabulary from other subjects and figurative language such as similes and personification, to achieve particular effects; adjust sentence length and complexity to suit the audience and purpose; check that language is inclusive and non-discriminatory Teacher prompts: “Are your sentences too long and complicated/too short and simple/too much the same to appeal to your intended audience?”
Producing Drafts 2.6 Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organisation, style, and use of conventions	Example: a short story that features a clear conflict and solution; memoirs stories that depict an important lesson or moment in their life and explain why it was significant; weekly letters that include letter formatting and formal tone
3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively	
Spelling Familiar Words 3.1 Spell familiar words correctly	Examples: words from their oral vocabulary, anchor charts, and shared, guided, and independent reading texts; words used regularly in instruction across the curriculum
Spelling Unfamiliar Words 3.2 Use strategies from previous grades to spell unknown words, expanding the prefixes and suffixes mastered. Accurately identify misspelt words and use resources to correct their spelling independently.	Examples: pronounce the silent letters in words: p-neumonia; divide polysyllabic words into syllables; visualise irregular plurals; apply rules for adding -ed, -ing and -er, -est to base words; use memory tricks to memorise the letter order of irregular spellings; use the meaning of common prefixes and suffixes to understand and spell new words.

<p>Vocabulary</p> <p>3.3 Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>Examples: locate guide words, word meanings, spelling charts, pronunciation keys, schwa symbol, idioms, inflected forms, and information about word origins in online or print dictionaries; use a variety of dictionaries such as a bilingual dictionary or a rhyming dictionary; use a thesaurus to find alternative words. Words lists can be created from Dolch, Frye or vocabulary taught in class.</p>
<p>Punctuation</p> <p>3.4 Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). Use all comma rules from previous grades fluently. Use underlining, quotation marks, or italics to indicate titles of works.</p>	<p>Example: with a focus on the use of: a comma before and or but in compound sentences to join principal clauses; quotation marks for direct speech; and the placement of commas, question marks, and exclamation marks inside quotation marks in direct speech</p>
<p>Capitalisation</p> <p>3.5 Use capitalisation rules fluently. Correctly identify capitalisation errors in own and others' writing; edit to correct these errors.</p>	
<p>Parts of Speech</p> <p>3.6 Identify all eight parts of speech and explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>Recognize and correct inappropriate shifts in verb tense.</p> <p>Use correlative conjunctions (e.g., either/or, neither/nor).</p>	<p>Examples:</p> <ul style="list-style-type: none"> ● Abstract nouns: courage, hope ● Collective nouns: flock of birds ● Comparative adjectives: bigger, more expensive ● Adverbs modifying verbs: when, where, how ● Comparative adverbs: faster, slower
<p>Editing</p> <p>3.7 Editing and correct their writing using guidelines developed with peers and the teacher</p>	<p>Examples:</p> <p>→ using a green pen</p> <p>→ an editing checklist specific to the writing task</p>
<p>Publishing</p> <p>3.8 Use a range of appropriate elements of effective presentation in the finished product, including print, different fonts, graphics, and layout.</p>	<p>Examples: use legible printing or cursive writing; include a labelled diagram, photographs, and a beginning glossary of terms in a read-aloud information book for younger children; use a formal letter layout for a letter to a public official.</p>
<p>4. Reflecting on Writing Skills and Strategies</p>	<p>Students should have opportunities to:</p>
<p>Metacognition</p> <p>4.1 Identify a variety of strategies they used before, during, and after writing, explain which ones were most helpful, and suggest further steps they can take to improve as writers</p>	<p>Examples: use a three column reflective journal to monitor the writing process: What happened? How do I feel about it? What did I learn</p> <p>Teacher prompts: “What did you know about your audience that informed your planning process?” “What strategy did you find most helpful for organising information?” “What editing strategies</p>

Skills Progression: Grammar Skills

Skill	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Punctuation	Use periods, question marks, and exclamation points to end a sentence.	Use commas in dates, to separate items in a series, and appropriately in letters. Use apostrophes in contractions. Begin to use apostrophes to form possessive nouns.	Use commas and quotation marks to punctuate dialogue appropriately. Use apostrophes fluently and accurately. Identify fragments and run-on sentences; use periods or commas to correct these errors.	Use commas and quotation marks to quote from a text. Use commas for appositives and introductory words or phrases. Identify run-ons, fragments, and comma splices; correct these errors in multiple ways (ie, generating two sentences, adding conjunctions, etc.).	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). Use underlining, quotation marks, or italics to indicate titles of works.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
Capitalisation	Write upper-case and lower-case letters clearly. Capitalise the first letter of a sentence. Capitalise the first letter of their name. Capitalise the pronoun I.	Capitalise the first letter of a sentence. Capitalise the pronoun I. Capitalise people's and animals' names. Capitalise holidays, product names, and geographic names.	Capitalise the first letter of a sentence. Capitalise the pronoun I. Capitalise people's and animals' names. Capitalise holidays, product names, and geographic names. Capitalise titles appropriately.	Capitalise the first letter of a sentence. Capitalise the pronoun I. Capitalise people's and animals' names. Capitalise holidays, product names, and geographic names. Capitalise titles appropriately. Differentiate between proper and common nouns to accurately capitalise (ie, <u>Grandma Sue</u> called me vs. I called my grandma).	Use capitalisation rules fluently. Correctly identify capitalisation errors in own and others' writing; edit to correct these errors.	No new outcomes.
Parts of Speech	Identify verbs and nouns. Verbally and in simple sentences, use: <ul style="list-style-type: none"> Nouns Pronouns Adjectives Simple prepositions 	Identify and generate the plural version of nouns, including common plural nouns. Identify common and proper nouns. Use and form the past tense of verbs	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Identify and generate the	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb	Identify all eight parts of speech and explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Form and use the	Ensure that pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns (e.g., myself, ourselves). Use intensive pronouns (e.g.,

	tions of place	Identify adverbs and adjectives.	simple past, present, and future tenses of verbs. Form and use regular and irregular plural nouns. Identify and use abstract nouns. Use correct subject-verb and pronoun-antecedent agreement. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences. Form and use comparative and superlative adjectives and adverbs.	tenses. Use and identify helping verbs (modal auxiliaries). Form and use prepositional phrases. Identify all eight parts of speech. Identify and generate simple, compound, and compound/complex sentences.	perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. Recognize and correct inappropriate shifts in verb tense. Use correlative conjunctions (e.g., either/or, neither/nor).	myself, ourselves). Recognize and correct inappropriate shifts in pronoun number and person. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
Spelling	Use knowledge of phonics to spell unknown words.	Use word families (for example, ture -> capture, nurture, nature), connected words (act - acting - actor - acted) and phonics rules to spell unknown words.	Use strategies from previous grades and knowledge of simple prefixes (re, un, im, non, etc.) and suffixes (ing, ed, ture, sion, tion, etc.) to spell unknown words.	Use strategies from previous grades to spell unknown words, expanding the prefixes and suffixes mastered. Accurately identify misspelled words.	Use strategies from previous grades to spell unknown words, expanding the prefixes and suffixes mastered. Accurately identify misspelled words and use resources to correct their spelling independently.	Use strategies from previous grades to spell unknown words, expanding the prefixes and suffixes mastered. Accurately identify misspelled words and use resources to correct their spelling independently.
Context Clues/ Unknown Words	Use pictures and other words in the sentence or page to understand unknown words.	Know the meaning of “synonym”, “antonym”, and “homophone”. Identify common homophone pairs. Use knowledge of the meaning of individual words to predict the meaning of compound words (birdhouse, lighthouse, housefly).	Identify and generate synonyms and antonyms. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). Determine the meaning of the new word formed when a known affix is added to a known word (agreeable/disagreeable). Define homophones and homographs. Use thesauruses and dictionaries to understand words.	Use synonyms or antonyms in a sentence/paragraph to determine the meaning of unknown words. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. Consult reference materials to determine or clarify the precise meaning of key words and phrases.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Word Choice	Sort words into categories (e.g., colours, clothing). Demonstrate that words with similar meanings can differ in terms of manner (e.g., look, peek, glance, stare, glare, scowl) and intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. Identify real-life connections between words and their use (e.g., note places at home that are cosy).	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). Choose words and phrases for effect.	Choose words and phrases to convey ideas precisely.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	Distinguish among the connotations of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
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Reading

[Grade One](#)

[Grade Two](#)

[Grade Three](#)

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[Grade Five](#)

GRADE ONE

Overall Expectations

By the end of Grade 1, students will:

- 1. Reading for Meaning:** Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
- 2. Understanding Form and Style:** Recognise a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
- 3. Reading with Fluency:** Use knowledge of words and phonetic rules to read fluently;
- 4. Reflecting on Reading Skills and Strategies:** Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

Content (Outcomes-reported on)	Examples and Teacher Prompts
1. Reading for Meaning	
Variety of Texts 1.1 Read a few different types of literary texts, graphic texts and informational texts	Examples: <ul style="list-style-type: none"> <i>Literary Texts: pattern books, rhymes, books from home, simple fiction stories</i> <i>Graphic Texts: calendars, environmental print, signs</i> <i>Informational Texts: morning messages, strategy charts, instructions, simple non-fiction books, labels</i>
Compare and Contrast 1.2 Compare and contrast two different stories, focusing on story elements and/or topic	Examples: <i>These books are both about horses. One story has a problem at home, while the other story has a problem at school.</i>

<p>Ask and Answer Questions</p> <p>1.3 Use sentence frames (verbal or written) to ask questions about a text. Answer questions using complete sentences (verbally or in written form).</p>	<p>Examples: Activate prior knowledge by brainstorming about the cover, title page, or topic; describe how they visualise a character or scene in a text; ask questions about information or ideas presented in a text: <i>I wonder if...?, What if...? Why did...?; identify important ideas in a text) stories, such as losing a tooth or getting a pet; retelling, making connections (text-to-text, text-to-self, text-to-world)</i></p>
<p>Summarise and Analyse Theme</p> <p>1.4a Retell stories, including key details of the story such as characters, problem, solution, and ending.</p> <p>1.4b Identify characters in a story. Determine who is the main character of a story.</p>	<p>Examples: Retell a story or restate facts, including the main idea and important events, in accurate time order; role-play or dramatise a story or informational text using puppets or props. When prompted, state the characters in a story. Identify the main character.</p>
<p>Making Inferences/Interpreting Texts</p> <p>1.5 With teacher support, make basic inferences about the text, focusing on inferences about story elements (characters, setting, plot).</p>	<p>Teacher prompts: “The text tells us that the girl broke her brother’s toy airplane. Think about what you know about the boy so far. Predict what might happen next. Is there information in the illustration that can help you make your prediction?”</p>
<p>Extending Understanding</p> <p>1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them</p>	<p>Examples: “What does this text remind you of in your life?” “Now that we have researched [topic X], what have we learned?” “Does this book remind you of a story that you Have been told?”</p>
<p>Main Ideas</p> <p>1.7a Use the vocabulary “main idea” and “topic” to talk about important parts of a text.</p> <p>1.7b Use details from a text when talking about a text.</p>	<p>Examples:</p> <ul style="list-style-type: none"> The main idea of this story is a horse’s life. The topic is horses.
<p>Responding to and Evaluating Texts</p> <p>1.8 Express personal thoughts and feelings about what has been read</p>	<p>Examples: Through role playing, drama, visual arts, music, discussion; by developing a plan to act on issues raised in the text</p> <p>Teacher prompts: “How does the ending of this story make you feel?” “Do you think there are recycling ideas in the text that we could use in our classroom?” “Show me how you were feeling when...” “What would you say if you were...?”</p>
<p>Point of View</p> <p>1.9 Begin to identify, with support and direction, the speaker and the point of view presented in a text and suggest a possible alternative perspective</p>	<p>Examples: Dramatise the story, taking on the role of different characters; create drawings, paintings, or models to represent the perspective of different characters in a text</p> <p>Teacher prompts: “Who is talking in this story? Would the story be different if someone else were talking?” “What is the author telling us about this topic?”</p>
<p>2. Understanding Form and Style</p>	

<p>Text Structures</p> <p>2.1 Introduce a variety of literary texts such as a simple fictional story, graphic texts such as a calendar, and informational texts</p>	<p>Examples:</p> <p>Focus on literary texts such as a simple fictional story, graphic texts such as a calendar, and informational texts</p> <ul style="list-style-type: none"> • A simple “All About_____” book • Literary texts such as a simple fictional Story: characters, setting, events, problem/solution • Graphic texts such as a calendar: names of months and days, a grid, numbers • Informational texts such as a simple “All About _____” book: labels, headings, pictures
<p>Text Patterns</p> <p>2.2 Recognise simple structures in texts of different types and explain how the patterns help readers understand the texts, initially with support and direction</p>	<p>Example: Signal words such as first, second, then, finally help to identify time order or sequence</p>
<p>Text Features</p> <p>2.3 Identify basic text features including photographs, headings and titles, graphs, and maps.</p>	<p>Examples: illustrations, symbols, photographs, title, page number, table of contents</p> <p>Teacher Prompts: “How does the title help you understand what you are going to be reading?” “How does an illustration or photograph help you understand what you are reading?”</p>
<p>3. Reading with Fluency</p>	
<p>Reading Familiar Words</p> <p>3.1 Automatically read and understand some high-frequency words and words of personal interest or significance, in a variety of reading contexts</p>	<p>Examples: The same word in different graphic representations such as: on the word wall; in shared-, guided-, and independent-reading texts; on shared- and interactive-writing charts; in personal writing; in a variety of fonts</p>
<p>Reading Unfamiliar Words</p> <p>3.2 Predict the meaning of and solve unfamiliar words using knowledge of phonemes, blends, diphthongs, digraphs, and syllabication rules.</p>	<p>Examples:</p> <ul style="list-style-type: none"> • Phoneme: The smallest unit of sound. Phonemes can be made up of more than one letter. • Blend: A combination of 2 or 3 consonant letters in which each consonant sound is voiced, but blended together (ie, str). • Diphthong: The sound created when two combined vowels are pronounced differently. • Digraph: Two letters that work together to make one sound (ie, ph). <p>Teacher prompt: “Let’s check the syllable chart - how can we separate this word into syllables?” “Str is a blend - let’s practise blending those sounds together.”</p>
<p>Reading Fluently</p> <p>3.3 Read appropriate, familiar texts with sufficient expression to convey the sense of the text to the reader</p>	<p>Example: Make oral reading of a role in a simple readers’ theatre script sound like natural speech</p>
<p>4. Reflecting on Reading Skills and Strategies</p>	

Metacognition 4.1 Begin to identify, with support and direction, a few strategies they found helpful before, during, and after reading	Teacher prompts: “What do you do to get ready to read a new text?” “What do you do if your reading doesn’t make sense to you?” “When you come to a word you don’t know, what do you do?” “What strategies help you the most when you are reading?”
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Comprehension Skill Expectations

Text features	Identify basic text features including photographs, headings and titles, graphs, and maps.
Main idea	Use the vocabulary “main idea” and “topic” to talk about important parts of a text.
Details	Use details from a text when talking about a text.
Ask and answer questions	Use sentence frames (verbal or written) to ask questions about a text. Answer questions using complete sentences (verbally or in written form).
Inferencing	With teacher support, make basic inferences about the text, focusing on inferences about the main concepts presented in the text and story elements
Text structure	Introduce a variety of literary texts such as a simple fictional story, graphic texts such as a calendar, and informational texts
Analysing an author’s argument	Not explicitly taught - teachers might lead conversations with students about the opinion of an author of a text (ie., “What do you think the author feels about bees becoming extinct? Is there a part that makes you think that?”)
Compare and contrast	Compare and contrast two different stories, focusing on the topic of the text (ie., read a book about lions and a book about tigers, then compare and contrast lions and tigers) and story elements
Characters	Identify characters in a story. Determine who is the main character of a story.
Summarising	Retell stories, including key details of the story such as characters, problem, solution, and ending.
Point of View	Begin to identify, with support and direction, the speaker and the point of view presented in a text and suggest a possible alternative perspective

GRADE TWO

Overall Expectations

By the end of Grade 2, students will:

- Reading for Meaning:** Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
- Understanding Form and Style:** Understanding Form and Style: recognise a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
- Reading with Fluency:** Reading with Fluency: use knowledge of words and cueing systems to read fluently;
- Reflecting on Reading Skills and Strategies:** Reflecting on Reading Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

Content (Outcomes-reported on)	Examples and Teacher Prompts
1. Reading for Meaning	
Variety of Texts 1.1 Read (or listen to the reading of) poems, plays, and prose.	Examples: <ul style="list-style-type: none"> <i>Literary Texts: poetry, folk tales, fairy tales from diverse cultures, stories, books from home in their first language</i>

	<ul style="list-style-type: none"> • <i>Graphic Texts: simple maps, charts, diagrams, graphs</i> • <i>Informational Texts: “How to” books, non-fiction books about topics of personal interest, electronic texts, primary dictionaries</i>
Compare and Contrast 1.2 Compare and contrast two different texts OR two topics in the same text. Independently record similarities and differences in a venn diagram or similar graphic organiser.	
Ask and Answer Questions 1.3 Ask questions using what, how, why, when, who, and where. Answer questions by using the information from the text.	Examples: <i>Who is the villain in the story? The villain in the story is_____. Why did the character fight with their friend? They fought because_____.</i>
Summarise and Analyse the Theme 1.4a Retell stories, including key details and the lesson or moral of a story if the story has a clear lesson (ie., in a folktale or fable) 1.4b Describe characters in a story, their actions, and the effects of their actions.	Examples: <i>Retell a story or restate facts in proper sequence or correct time order, with a few supporting details. Tell about the character and explain their role in a story.</i>
Making Inferences/Interpreting Texts 1.5 Make basic inferences about the story’s elements using evidence. Refer to the text as a basis for the inference.	Teacher prompts: <i>“How did Carmen’s actions help us to know how she was feeling in the story?” “The text describes what articles of clothing the character is wearing. How does that information help us predict what the weather conditions might be?”</i>
Extending Understanding 1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them	Teacher prompts: <i>“How is this story like the one we read last week?” “How is our school like the one we are reading about?”</i>
Main Idea 1.7 Identify the main idea of a paragraph. 1.7b Identify details that support a main idea.	Teacher prompts: <i>“What is the topic of the paragraph? What is the main idea of the paragraph?”</i>
Responding to and Evaluating Texts 1.8a Express personal thoughts and feelings about what they have read or are currently reading 1.8b Identifies an author’s main point in a text.	Example: <i>Why do you think what happened to the character was fair/not fair?” “How do you think the author feels about insects based on the way he described them?”</i>
Point of View 1.9 Identify, initially with support and direction, the speaker and the point of view presented in a text and suggest one or two possible alternative perspectives	
2. Understanding Form and Style	
Text Forms 2.1 Identify and describe the characteristics of a few	Examples: <ul style="list-style-type: none"> • <i>Literary texts such as a fairy tale: plot, characters, setting</i>

<p>simple text forms, with a focus on literary texts such as a fairy tale, graphic texts such as a primary dictionary, and informational texts</p>	<ul style="list-style-type: none"> • <i>Graphic texts such as a primary dictionary: words listed in alphabetical order, simple definitions accompanied by picture clues or diagrams</i> • <i>Informational texts such as a “How to” book: materials listed in order of use, numbered steps, labels, diagrams</i>
<p>Text Structures 2.2 Recognise simple organisational structures in texts of different types, and explain, initially with support and direction, how the structures help readers understand the texts</p>	<p>Example: <i>Numbered steps help the reader follow a procedure or set of instructions correctly</i></p>
<p>Text Features 2.3 Identify text features and explain each feature is (ie., a map shows where places are located).</p>	<p>Examples: <i>Table of contents, index, chart, illustrations, pictures, diagrams, icons</i> Teacher prompt: <i>“How does the diagram help you understand the explanation?”</i></p>
<p>Elements of Style 2.4 Identify some simple elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts</p>	<p>Examples: <i>Descriptive adjectives help the reader visualise a setting; alliteration helps make ideas or characters stand out: red red robin</i></p>
<p>3. Reading with Fluency</p>	
<p>Reading Familiar Words 3.1 Automatically read and understand many high-frequency words, some words with common spelling patterns, and words of personal interest or significance, in a variety of reading contexts</p>	<p>Examples: <i>Reading the same word in different graphic representations such as: on charts or posters; in shared-, guided-, and independent-reading texts; in shared- and interactive-writing texts; in personal writing and the writing of their peers</i></p>
<p>Reading Unfamiliar Words 3.2 Predict the meaning of and quickly decode unfamiliar words using phonetic rules.</p>	
<p>Reading Fluently 3.3 Read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader and to an audience</p>	<p>Examples: <i>Make oral reading sound like spoken language, with the appropriate pauses, stops, and starts indicated by the punctuation</i> Teacher prompt: <i>“Can you make your reading sound just as if you are talking?” whether you understand what you are reading? What do you do if you don’t understand?” “When you come to a word or phrase you don’t know, what strategies do you use to solve it? How do you check to see if you were right?”</i></p>
<p>4. Reflecting on Reading Skills and Strategies</p>	
<p>Metacognition 4.1 Identify, initially with support and direction, a few strategies that they found helpful before, during, and after reading</p>	<p>Teacher prompts: <i>“What questions do you ask yourself to check and see whether you understand what you are reading? What do you do if you don’t understand?” “When you come to a word or phrase you don’t know, what strategies do you use to solve it? How do you check to see if you were right?”</i></p>

Comprehension Skill Expectations

Text features	Identify text features and explain each feature is (ie., a map shows where places are located).
Main idea	Identify the main idea of a paragraph.
Details	Identify details that support a main idea.
Ask and answer questions	Ask questions using what, how, why, when, who, and where. Answer questions by using the information from the text
Inferencing	Make basic inferences about the text's topics using evidence. Refer to the text as a basis for the inference.
Text structure	Recognise simple organisational structures in texts of different types, and explain, initially with support and direction, how the structures help readers understand the texts
Analysing an author's argument	Identifies an author's main point in a text.
Compare and contrast	Compare and contrast two different texts OR two topics in the same text. Independently record similarities and differences in a venn diagram or similar graphic organiser. Compare and contrast two different stories or two elements of the same story.
Characters	Describe characters in a story, their actions, and the effects of their actions.
Summarising	Retell stories, including key details and the lesson or moral of a story if the story has a clear lesson (ie., in a folktale or fable).
Point of View	Identify, initially with support and direction, the speaker and the point of view presented in a text and suggest one or two possible alternative perspectives

GRADE THREE

Overall Expectations

By the end of Grade 3, students will:

- Reading for meaning:** Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
- Understanding form and style:** Recognise a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
- Reading with fluency:** Use knowledge of words and cueing systems to read fluently;
- Reflecting on reading skills and strategies:** Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

Content (Outcomes-reported on)	Examples and Teacher Prompts
1. Reading for Meaning	
Variety of Texts 1.1 Identify differences between poems, plays, and prose.	Examples: <ul style="list-style-type: none"> Poems use elements like rhyme, meter, rhythm, verse, and stanza. Plays include casts of characters, dialogue, and stage directions.
Compare and Contrast 1.2 Compare and contrast events, main ideas, concepts, or information in two or more texts, using text evidence to support their conclusions	Examples: The main idea of the first text was that climate change has negative impacts on Arctic ecosystems, and the main idea of the second text was that climate change is causing natural disasters. These main ideas are similar because

	<i>they're about climate change, but they are focusing on different parts of nature.</i>
Ask and Answer Questions 1.3 Ask questions about a text that reflect an understanding of its major elements. Answer questions about a text using text evidence	Examples: Activate prior knowledge through brainstorming and/or developing mind maps; ask questions to focus reading and clarify understanding; use visualisation to clarify details about such things as homes and clothing of early settlers
Summarise and Analyse 1.4a Describe the lesson or central message of a story using events or quotes from the story. Summarise fiction stories effectively, including important events and disregarding nonessential information and including the central message of the story. 1.4b Describe characters in a story and their impact on the story. Describe characters by using character traits supported by the character's thoughts, feelings, actions, and dialogue.	Examples: Restate important ideas and some related details from an informational text; retell a story giving details about specific elements of the text such as setting, characters, and theme
Making Inferences/Interpreting Texts 1.5 Use text evidence to make inferences about a text. Support inferences with text evidence. Determine which text evidence supports which inference.	Teacher prompts: "Using information from the story opening, what can you infer about the outcome of the game?" "How do you think the other characters will react to the actions of the main character?"
Extending Understanding 1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them	Example: Develop a narrative or role play to present a story from the point of view of one or two minor characters Teacher prompts: "How are homes in this book the same as or different from homes today?" "Do you know of other reasons why trees are important besides the reasons mentioned in the book?"
Main Ideas 1.7 Identify the main idea of an entire text and the main idea of separate sections within a multi-paragraph text. Differentiate between details that support the main idea of a subtopic and the main idea of an entire text. Determine which details are important to the understanding of a text.	
Responding to and Evaluating Texts 1.8a Express personal opinions about ideas presented in texts 1.8b Identifies an author's main point in a text. Identifies which sentences or details support an author's point.	Examples: Identify traits they admire in the characters; comment on actions taken by characters. Determine an author's perspective and find details that show the author's point or argument.
Point of View 1.9 Identify the narration in a story as first, second, or third person point of view.	Example: (ie., the Three Little Bears think Goldilocks is trying to harm them because _____. Goldilocks is scared of the bears because _____.)

Identify the point of view of different characters in a story and use text evidence to explain their point of view.	
2. Understanding Form and Style	
Text Forms 2.1 Identify and describe the characteristics of a variety of text forms, with a focus on literary texts such as a fable or adventure story, graphic texts such as a comic book, and informational texts such as a nature magazine	Examples: <ul style="list-style-type: none"> Literary texts such as a fable or adventure story: plot development, characters, setting Graphic texts such as a comic book: speech bubbles, illustrations, captions Informational texts such as a nature magazine: table of contents, diagrams, photographs, labels, captions
Text Structures 2.2 Identify the structure of a text either using form (cause/effect, compare/contrast, chronological order, description, problem/solution) or function (biography, pro/con article, debate, speech)	Example: Classification/grouping of ideas in a report or a factual recount Teacher prompt: “How does this pattern help you understand the text?”
Text Features 2.3 Identify text features and explain their use in a text.	Examples: Table of contents, charts and chart titles, headings, an index, a glossary, graphs, illustrations, pictures, diagrams, hyperlinks, a menu Teacher prompt: “What is the purpose of a glossary in a non-fiction text? How could you use it to help you understand the text?”
Elements of Style 2.4a Choose appropriate words to fit the mood of a story. Discuss the effects of different words in a sentence. 2.4b Differentiate between figurative and literal language	Example: “Lara crept down the stairs” vs. “Lara walked down the stairs.” <i>(ie., understand that “she’s driving me up a wall!” refers to feeling frustrated, not climbing a wall)</i>
3. Reading with Fluency	
Reading Familiar Words 3.1 Automatically read and understand most high-frequency words, many regularly used words, and words of personal interest or significance, in a variety of reading contexts	Example: Words from grade-level texts; terminology used regularly in discussions and posted on anchor/flip charts; words from shared, guided, and independent-reading texts, and some regularly used resource materials in the curriculum subject areas
Reading Unfamiliar Words 3.2 Predict the meaning of unfamiliar words using context clues.	Examples: <ul style="list-style-type: none"> <u>Context clues include:</u> prefixes, suffixes, base words, phrases, sentences, and visuals that activate existing knowledge of oral and written language, word order, language patterns, punctuation
Reading Fluently 3.3 Read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and an audience	Example: Read a poem for two voices with a partner, using appropriate phrasing and expression
4. Reflecting on Reading Skills and Strategies	

Metacognition 4.1 Identify, initially with some support and direction, what strategies they found most helpful before, during, and after reading and how they can use these and other strategies to improve as readers	Teacher prompts: “What questions do you ask yourself to make sure you are understanding what you are reading?” “How do you know if you are on the right track?” “When you come to a word or phrase you don’t understand, how do you work out the meaning?” “How do you figure out what information is important to remember?” “What do you do when you get confused during reading?”
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Comprehension Skill Expectations

Text features	Identify text features and explain their use in a text.
Main idea	Identify the main idea of an entire text and the main idea of separate sections within a multi-paragraph text.
Details	Differentiate between details that support the main idea of a subtopic and the main idea of an entire text. Determine which details are important to the understanding of a text.
Ask and answer questions	Ask questions about a text that reflect an understanding of its major elements. Answer questions about a text using text evidence.
Inferencing	Use text evidence to make inferences about a text. Support inferences with text evidence. Determine which text evidence supports which inference.
Text structure	Identify the structure of a text either using form (cause/effect, compare/contrast, chronological order, description, problem/solution) or function (biography, pro/con article, debate, speech). Identify differences between poems, plays, and prose.
Analysing an author’s argument	Identifies an author’s main point in a text. Identifies which sentences or details support an author’s point.
Compare and contrast	Compare and contrast the main ideas of different texts or different parts of the same text. Compare and contrast events, ideas, concepts, or information in two or more texts, using text evidence to support their conclusions.
Characters	Describe characters in a story and their impact on the story. Describe characters by using character traits supported by the character’s thoughts, feelings, actions, and dialogue.
Theme	Describe the lesson or central message of a story using events or quotes from the story.
Mood	Choose appropriate words to fit the mood of a story. Discuss the effects of different words in a sentence (“Lara crept down the stairs” vs. “Lara walked down the stairs.”).
Summarising	Summarise fiction stories effectively, including important events and disregarding nonessential information and including the central message of the story. Students may use a mnemonic strategy such as SWBST (Somebody, Wanted, But, So, Then).
Figurative Language	Differentiate between figurative and literal language (ie., understand that “she’s driving me up a wall!” refers to feeling frustrated, not climbing a wall).
Point of View	Identify the narration in a story as first, second, or third person point of view. Identify the point of view of different characters in a story and use text evidence to explain their point of view (ie., the Three Little Bears think Goldilocks is trying to harm them because _____. Goldilocks is scared of the bears because _____).

GRADE FOUR

Overall Expectations

By the end of Grade 4, students will:

1. Reading for meaning: Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;

2. **Understanding form and style:** Recognise a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. **Reading with accuracy and fluency:** Use knowledge of words and cueing systems to read fluently;
4. **Reflecting on reading skills and strategies:** Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

Content (Outcomes-reported on)	Examples and Teacher Prompts
1. Reading for Meaning	
Variety of Texts 1.1 Explain the parts of poems, plays, and prose using appropriate literary terms (verse, stanza, rhythm, stage directions, etc.).	Examples: <ul style="list-style-type: none"> Use vocabulary specific to the form of text when discussing the text (poetry: meter, rhythm, rhyme, verse, and stanza; play: cast of characters, setting, dialogue, stage directions; prose: chapter, paragraph, dialogue, epilogue, prologue, afterword)
Compare and Contrast 1.2 Compare and contrast the presentation of ideas in two different texts, including main ideas, text structure, and text features. Use text evidence to support your similarities and differences. Evaluate the importance of each similarity and difference, choosing the most important differences and similarities	
Ask and Answer Questions 1.3 Ask questions that require both literal and inferential understanding. Answer questions using text evidence and explain how this evidence supports the answer given.	Examples: Activate prior knowledge through brainstorming; ask questions to focus or clarify reading; use visualisation to clarify details about such things as the sights, sounds, and smells in a medieval castle; make and confirm predictions based on evidence from the text; synthesise ideas during reading to generate a new understanding of a text
Summarise and Analyse Theme 1.4a Summarise fiction texts, including books, chapters, and short stories effectively, including important events and disregarding nonessential information and including the theme of the story. Lengthen or shorten the summary as appropriate. Identify the theme of a poem or a story and describe it in a word (friendship) or sentence (friendship can come from unexpected places). Support the theme with text evidence. 1.4b Describe a character's growth and change throughout the story, referencing their character traits, decisions, and motivations. Support descriptions with text evidence.	
Making Inferences/Interpreting Texts 1.5 Form and support inferences about a text, using multiple pieces of evidence to support each	Teacher prompts: "What does the graphic show that the text doesn't tell you?" "If you just saw the picture without the speech bubble/text box, what would you

inference. Explain how the evidence supports the inference.	<i>think?” “What does the author want you to realise when she says...?”</i>
Extending Understanding 1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them	Teacher prompts: “Are there personal connections that you can make to the events in the text?” “How are other books by this author similar to the one we are reading?” “Which other books/movies/articles/online texts share a similar topic/theme/point of view?”
Main Ideas 1.7 Determine the main idea of a text and justify the main idea. Compare main ideas in texts about the same topic.	
Responding to and Evaluating Texts 1.8a Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions 1.8b Explain how an author uses reasons and evidence to support particular points in a text.	Teacher prompts: “Do you agree with the decisions made by the main character in the story?” “What is your opinion of this newspaper article? What evidence in the text supports your opinion?”
Point of View 1.9 Identify the narration in a story as first, second, or third person point of view. Explain the benefits and disadvantages of each point of view. Compare and contrast the point of view of different characters in a story, identifying which character they sympathise with the most and justifying this opinion with evidence	Examples: Identify words or phrases that reveal the point of view presented; write a letter or use role play to present the perspective of a character whose voice is not heard in the text Teacher prompt: “Whose voice/opinion is missing from this text? Why do you think it has been left out of the text? What words might you give to this missing voice?”
2. Understanding Form and Style	
Text Forms 2.1 Explain how the particular characteristics of various text forms help communicate meaning, with a focus on literary texts such as a diary or journal, weekly entries provide context, graphic texts such as a brochure, and informational texts such as an encyclopedia	Examples: <ul style="list-style-type: none"> Literary texts such as a diary or journal: first-person record of events, thoughts, and feelings, usually in prose, gives a personal perspective on events; dated daily or help the author express different kinds of ideas – questions express or stimulate curiosity; exclamations convey emotions such as surprise or excitement Graphic texts such as a brochure: headings, subheadings, text boxes, photographs, lists, and maps clarify and highlight important material Informational texts such as an encyclopedia: table of contents, glossary, index, headings, and subheadings help the reader use keywords to locate information
Text Structures 2.2 Define the five major text structures. Identify the structure of a paragraph and a longer piece of	Examples: Five major text structures in nonfiction are compare/contrast, cause/effect, problem/solution, chronological order, and

writing. Explain how the structure contributes to the overall meaning of the text.	<i>description</i>
Text Features 2.3 Identify and explain features used in a text. Justify the inclusion or elimination of text features in an author's text or in their own text.	Examples: The back cover copy for a book helps readers decide whether the book will interest them; titles, subtitles, captions, labels, a menu allow the reader to skim a text to get a general idea of what it is about
Elements of Style 2.4a Determine the mood of a story or a poem by analysing the events and words used. 2.4b Identify major kinds of figurative language, including metaphor, simile, personification, hyperbole, and idiom. Explain their literal and figurative meaning.	Example: Alliteration and rhythm can emphasise ideas or help convey a mood or sensory impression
3. Reading with Fluency	
Reading Familiar Words 3.1 Automatically read and understand high-frequency words, most regularly used words, and words of personal interest or significance in a variety of reading contexts	Examples: Words from grade-level texts; terminology used regularly in discussions and posted on anchor charts; words from shared-, guided- and independent-reading texts and some regularly used resource materials in the curriculum subject areas
Reading Unfamiliar Words 3.2 Predict the meaning of unfamiliar words using context clues.	Examples: <ul style="list-style-type: none"> <u>Context clues include:</u> prefixes, suffixes, base words, phrases, sentences, and visuals that activate existing knowledge of oral and written language, word order, language patterns, punctuation
Reading Fluently 3.3 Read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose	Examples: Read orally in role as part of a readers' theatre, using appropriate phrasing and expression
4. Reflecting on Reading Skills and Strategies	
Metacognition 4.1 Identify the strategies they found most helpful before, during, and after reading and explain, how they can use these and other strategies to improve as readers	Teacher prompts: "How do you check to be sure that you are understanding while you read?" "What helps you identify the important ideas while you are reading?" "What helps you 'read between the lines'?" "How do you know if you are not understanding?" "What 'fix-up' strategies work effectively for you?"

Comprehension Skill Expectations

Text features	Identify and explain features used in a text. Justify the inclusion or elimination of text features in an author's text or in their own text. Explain the parts of poems, plays, and prose using appropriate literary terms (verse, stanza, rhythm, stage directions, etc.).
Main idea	Determine the main idea of a text and justify the main idea. Compare main ideas in texts about the same topic.
Details	Determine which details sufficiently support a main idea and explain how these details support the main idea. Use important details to summarise a text.

Ask and answer questions	Ask questions that require both literal and inferential understanding. Answer questions using text evidence and explain how this evidence supports the answer given.
Inferencing	Form and support inferences about a text, using multiple pieces of evidence to support each inference. Explain how the evidence supports the inference.
Text structure	Define the five major text structures. Identify the structure of a paragraph and a longer piece of writing. Explain how the structure contributes to the overall meaning of the text.
Analysing an author's argument	Explain how an author uses reasons and evidence to support particular points in a text.
Compare and contrast	Compare and contrast the presentation of ideas in two different texts, including main ideas, text structure, and text features. Use text evidence to support your similarities and differences. Compare and contrast events, ideas, concepts, or information in two or more texts, using text evidence to support their conclusions. Evaluate the importance of each similarity and difference, choosing the most important differences and similarities.
Characters	Describe a character's growth and change throughout the story, referencing their character traits, decisions, and motivations. Support descriptions with text evidence.
Theme	Identify the theme of a poem or a story and describe it in a word (friendship) or sentence (friendship can come from unexpected places). Support the theme with text evidence.
Mood	Determine the mood of a story or a poem by analysing the events and words used.
Summarising	Summarise fiction texts, including books, chapters, and short stories effectively, including important events and disregarding nonessential information and including the theme of the story. Lengthen or shorten the summary as appropriate.
Figurative Language	Identify major kinds of figurative language, including metaphor, simile, personification, hyperbole, and idiom. Explain their literal and figurative meaning.
Point of View	Identify the narration in a story as first, second, or third person point of view. Explain the benefits and disadvantages of each point of view. Compare and contrast the point of view of different characters in a story, identifying which character they sympathise with the most and justifying this opinion with evidence.

GRADE FIVE

Overall Expectations

By the end of Grade 5, students will

- 1. Reading for Meaning:** Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
- 2. Understanding Form and Style:** Recognise a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
- 3. Reading with Fluency:** Use knowledge of words and cueing systems to read fluently;
- 4. Reflecting on Reading Skills and Strategies:** Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

Content (Outcomes-reported on)	Examples and Teacher Prompts
1. Reading for Meaning	
Variety of Texts 1.1 Identify and explain the parts of poems, plays, and prose. Fluently interpret grade-level poems, plays, and prose.	Examples: <ul style="list-style-type: none"> Use vocabulary specific to the form of text when discussing the text (poetry: meter, rhythm, rhyme, verse, and stanza; play: cast of characters, setting, dialogue, stage directions; prose: chapter, paragraph, dialogue, epilogue, prologue, afterword)

<p>Compare and Contrast 1.2 Compare and contrast events, ideas, concepts, or information in two or more texts, using text evidence to support their conclusions. Synthesise and explain the similarities and differences</p>	
<p>Ask and Answer Questions 1.3 Use both quoting and paraphrasing to ask and answer explicit and implicit questions about a text. Ask and answer inferential questions.</p>	<p>Examples: Activate prior knowledge through asking questions about or discussing a topic; develop mind maps to explore ideas; ask questions to focus reading; use visualisation to clarify details of a character, scene, or concept in a text; make predictions about a text based on reasoning and related reading; reread to confirm or clarify meaning</p>
<p>Summarise and Analyse Theme 1.4a Analyse the theme of a story and describe how the theme is shown throughout the story. Summarise fiction texts effectively including the theme. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. 1.4b Compare and contrast characters in a story by analysing their actions, thoughts, motivations, and personalities. Support conclusions with text evidence.</p>	<p>Examples: Topic sentence and supporting points in paragraphs, reports, online and print newspaper articles; theme and supporting plot details in short stories, myths, and fairy tales</p>
<p>Making Inferences/Interpreting Texts 1.5 Form and support inferences about a story, using multiple pieces of evidence to support each inference. Explain how the evidence supports the inference. Use these inferences to develop conclusions about the story.</p>	<p>Teacher prompts: “What conclusions can you draw about this character? Cite evidence from the beginning and end of the story to support your conclusion.”</p>
<p>Extending Understanding 1.6 Extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them</p>	<p>Teacher prompts: “How does your experience of a similar situation help you understand this character’s choices?” “How does what you are reading now compare to what you have already read on this topic?”</p>
<p>Main Ideas 1.7 Determine two or more main ideas of a text and explain how they are supported throughout the texts. Compare main ideas across multiple texts.</p>	
<p>Responding to and Evaluating Texts 1.8a Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views 1.8b Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p>Examples: Sort and classify information from a text to see what conclusions it supports or suggests; create a profile of a character based on stated or implied information in the text Teacher prompt: “Do you think this character’s actions accurately reveal his thoughts? What evidence from the text supports your conclusion?”</p>
<p>Point of View</p>	<p>Examples: Ask why the perspective of certain</p>

<p>1.9 Identify the narration in a story as first, second, or third person point of view. Explain the effects on the story of the chosen point of view and how the narrative would shift with a different point of view. Analyse the point of view of different characters in a story and evaluate the author's choices in constructing various characters' points of view.</p>	<p>characters in a story is not presented and include some missing voices in a dramatisation of a text; with a partner, role-play an interview with a person who represents one of the missing voices</p> <p>Teacher prompts: "Whose point of view is fully explored? Why?" "Do you see any evidence of stereotyping in this text?"</p>
<h2>2. Understanding Form and Style</h2>	
<p>Text Forms</p> <p>2.1 Analyse a variety of text forms and explain how their particular characteristics help communicate meaning</p>	<p>Examples:</p> <ul style="list-style-type: none"> Literary texts such as short stories: how character, setting, and plot illustrate the theme Graphic texts such as a logo: how the elements work together to convey a message Informational texts such as a movie review: how the "lead" is used to signal whether the review is positive or negative
<p>Text Structures</p> <p>2.2 Compare the text structures of multiple texts and/or multiple parts of the same text. Explain the effects of the text structure on each individual text.</p>	<p>Examples: Comparison in a report; time order in a biography; cause and effect in an explanation</p>
<p>Text Features</p> <p>2.3 Compare the use of text features across multiple sources. Determine which is most effective and justify the choice using evidence from the text.</p>	<p>Examples: Indexes, maps, charts, lists, photographs, menus, glossaries, tables of contents help the reader locate and verify information</p>
<p>Elements of Style</p> <p>2.4a Determine the mood of a story or poem and support your conclusions with text evidence. Explain the effects of the mood on the reader.</p> <p>2.4b Identify uses of figurative language and explain how they contribute to the meaning, theme, and/or mood of a text</p>	<p>Example: A series of short sentences can help communicate a sense of finality: He didn't. He couldn't. He wouldn't. The matter was settled. It was time to move on.</p>
<h2>3. Reading with Fluency</h2>	
<p>Reading Familiar Words</p> <p>3.1 Automatically read and understand most words in common use</p>	<p>Examples: Words from grade-level texts, subject-specific terminology used regularly in discussions and posted on anchor charts, words from shared and guided reading texts and some regularly used resource materials in the curriculum subject areas</p>
<p>Reading Unfamiliar Words</p> <p>3.2 Predict the meaning of unfamiliar words using context clues.</p>	<p>Examples:</p> <ul style="list-style-type: none"> <u>Context clues include:</u> prefixes, suffixes, base words, phrases, sentences, and visuals that activate existing knowledge of oral and written language, word order, language patterns, punctuation
<p>Reading Fluently</p> <p>3.3 Read appropriate texts with expression and</p>	<p>Example: Read a poem aloud with appropriate phrasing and emphasis</p>

confidence, adjusting reading strategies and reading rate to match the form and purpose	
4. Reflecting on Reading Skills and Strategies	
Metacognition 4.1 Identify the strategies they found most helpful before, during, and after reading and explain, how they can use these and other strategies to improve as readers	Teacher prompts: “Did preparing a list of questions to answer help you to find the information you needed from the biography?” “How do you know when you are not understanding during reading?” “What ‘fix-up’ strategies do you use when a passage is hard to understand?”

Comprehension Skill Expectations

Text features	Compare the use of text features across multiple sources. Determine which is most effective and justify the choice using evidence from the text.
Main idea	Determine two or more main ideas of a text and explain how they are supported throughout the texts. Compare main ideas across multiple texts.
Details	Analyse details in a text. Explain how an author uses details to support their main idea, and evaluate the effectiveness of details used in a text.
Ask and answer questions	Use both quoting and paraphrasing to ask and answer explicit and implicit questions about a text. Make inferences and support these inferences with text evidence. Ask and answer inferential questions.
Inferencing	Form and support inferences about a story, using multiple pieces of evidence to support each inference. Use these inferences to develop conclusions about the story.
Text structure	Compare the text structures of multiple texts and/or multiple parts of the same text. Explain the effects of the text structure on each individual text. Identify and explain the parts of poems, plays, and prose. Fluently interpret grade-level poems, plays, and prose.
Analysing an author’s argument	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
Compare and contrast	Compare and contrast events, ideas, concepts, or information in two or more texts, using text evidence to support their conclusions. Synthesise and explain the similarities and differences.
Characters	Compare and contrast characters in a story by analysing their actions, thoughts, motivations, and personalities. Support conclusions with text evidence.
Theme	Analyse the theme of a story and describe how the theme is shown throughout the story.
Mood	Determine the mood of a story or poem and support your conclusions with text evidence. Explain the effects of the mood on the reader.
Summarising	Summarise fiction texts effectively including the theme. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
Figurative Language	Identify uses of figurative language and explain how they contribute to the meaning, theme, and/or mood of a text.
Point of View	Identify the narration in a story as first, second, or third person point of view. Explain the effects on the story of the chosen point of view and how the narrative would shift with a different point of view. Analyse the point of view of different characters in a story and evaluate the author’s choices in constructing various characters’ points of view.

Reading Skills Progression

Skills Progression: Nonfiction Skills

Skill	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Text features	Identify basic text features including photographs, headings and titles, graphs, and maps. (2.3)	Identify text features and explain each feature is (ie., a map shows where places are located) (2.3).	Identify text features and explain their use in a text (2.3).	Identify and explain features used in a text. Justify the inclusion or elimination of text features in an author's text or in their own text (2.3)	Compare the use of text features across multiple sources. Determine which is most effective and justify the choice using evidence from the text (2.3).	Analyse in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text within the structure of the text.
Main idea	Use the vocabulary "main idea" and "topic" to talk about important parts of a text (1.7).	Identify the main idea of a paragraph (1.7).	Identify the main idea of an entire text and the main idea of separate sections within a multi-paragraph text (1.7).	Determine the main idea of a text and justify the main idea. Compare main ideas in texts about the same topic (1.7).	Determine two or more main ideas of a text and explain how they are supported throughout the texts. Compare main ideas across multiple texts (1.7)	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Details	Use details from a text when talking about a text. (1.7b)	Identify details that support a main idea (1.7b).	Differentiate between details that support the main idea of a subtopic and the main idea of an entire text. Determine which details are important to the understanding of a text (1.7b).	Determine which details sufficiently support a main idea and explain how these details support the main idea. Use important details to summarise a text. (1.7b)	Analyse details in a text. Explain how an author uses details to support their main idea, and evaluate the effectiveness of details used in a text. (1.7b)	Trace how an author uses specific details to support their ideas and how the order of the details presented supports or diminishes the strength of their ideas. Determine which details are most important.
Ask and answer questions	Use sentence frames (verbal or written) to ask questions about a text. Answer questions using complete sentences (verbally or in written form) (1.3).	Ask questions using what, how, why, when, who, and where. Answer questions by using the information from the text. (1.3).	Ask questions about a text that reflect an understanding of its major elements. Answer questions about a text using text evidence (1.3).	Ask questions that require both literal and inferential understanding. Answer questions using text evidence and explain how this evidence supports the answer given (1.3) .	Use both quoting and paraphrasing to ask and answer explicit and implicit questions about a text. Make inferences and support these inferences with text evidence. Ask and answer inferential questions (1.3).	Form inferential questions about a text that focus on the main ideas, structure, or arguments of a text. Use quoting and paraphrasing to form the questions. Answer questions analytically, using text evidence.
Inferencing	With teacher support, make basic inferences about the text, focusing on inferences about the main concepts presented in the text (1.5).	Make basic inferences about the text's topics using evidence. Refer to the text as a basis for the inference (1.5).	Use text evidence to make inferences about a text. Support inferences with text evidence. Determine which text evidence	Form and support inferences about a text, using multiple pieces of evidence to support each inference. Explain how the evidence supports the inference (1.5).	Form and support inferences about a story, using multiple pieces of evidence to support each inference. Use these inferences to develop conclusions about the story (1.5).	Analyse an element of a nonfiction text. Support this analysis with: -Inferences supported by multiple pieces of text analysis -An examination of how the chosen elements reveal and support the analysis

			supports which inference (1.5).			
Text structure	Introduce a variety of literary texts such as a simple fictional story, graphic texts such as a calendar, and informational texts (2.1).	Recognise simple organisational structures in texts of different types, and explain, initially with support and direction, how the structures help readers understand the texts (2.1).	Identify the structure of a text either using form (cause/effect, compare/contrast, chronological order, description, problem/solution) or function (biography, pro/con article, debate, speech) (2.2).	Define the five major text structures. Identify the structure of a paragraph and a longer piece of writing. Explain how the structure contributes to the overall meaning of the text (2.2).	Compare the text structures of multiple texts and/or multiple parts of the same text. Explain the effects of the text structure on each individual text. (2.2)	Analyse how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
Analysing an author's argument	Not explicitly taught - teachers might lead conversations with students about the opinion of an author of a text (ie., "What do you think the author feels about bees becoming extinct? Is there a part that makes you think that?")	Identifies an author's main point in a text (1.8b).	Identifies an author's main point in a text. Identifies which sentences or details support an author's point (1.8b).	Explain how an author uses reasons and evidence to support particular points in a text (1.8b).	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s) (1.8b).	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
Compare and contrast	Compare and contrast two different stories, focusing the topic of the text (ie., read a book about lions and a book about tigers, then compare and contrast lions and tigers) (1.2).	Compare and contrast two different texts OR two topics in the same text. Independently record similarities and differences in a venn diagram or similar graphic organiser (1.2).	Compare and contrast the main ideas of different texts or different parts of the same text (1.2).	Compare and contrast the presentation of ideas in two different texts, including main ideas, text structure, and text features. Use text evidence to support your similarities and differences (1.2).	Compare and contrast events, ideas, concepts, or information in two or more texts, using text evidence to support their conclusions. Synthesise and explain the similarities and differences (1.2).	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Skills Progression: Fiction Skills

Skill	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Fiction text structures	Read (or listen to the reading of) poems, plays, and prose (1.1).	Read (or listen to the reading of) poems, plays, and prose (1.1).	Identify differences between poems, plays, and prose (1.1).	Explain the parts of poems, plays, and prose using appropriate literary terms (verse, stanza, rhythm, stage directions, etc.). (1.1)	Identify and explain the parts of poems, plays, and prose. Fluently interpret grade-level poems, plays, and prose (1.1).	Analyse how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
Characters	Identify characters in a	Describe characters in a	Describe characters in a	Describe a character's	Compare and contrast	Describe how a particular story's

	story. Determine who is the main character of a story. (1.4b)	story, their actions, and the effects of their actions (1.4b).	story and their impact on the story. Describe characters by using character traits supported by the character's thoughts, feelings, actions, and dialogue (1.4b).	growth and change throughout the story, referencing their character traits, decisions, and motivations. Support descriptions with text evidence (1.4b).	characters in a story by analysing their actions, thoughts, motivations, and personalities. Support conclusions with text evidence (1.4b).	or drama's plot unfolds within the structure of a text as well as how the characters respond or change as the plot moves toward a resolution.
Theme	Not explicitly taught - when reading, students can discuss the lesson of a story as applicable.	Read fables and fairytales and explain the lesson or moral of the story (1.4a).	Describe the lesson or central message of a story using events or quotes from the story (1.4a).	Identify the theme of a poem or a story and describe it in a word (friendship) or sentence (friendship can come from unexpected places). Support the theme with text evidence. (1.4a)	Analyse the theme of a story and describe how the theme is shown throughout the story (1.4a).	Analyse the theme of a story and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Mood	Not explicitly taught - when reading, teachers might discuss why certain words are used (yelled instead of talked).	Not explicitly taught - when reading, teachers might discuss why certain words are used (yelled instead of talked) and prompt students to choose the best word for a given context.	Choose appropriate words to fit the mood of a story. Discuss the effects of different words in a sentence ("Lara crept down the stairs" vs. "Lara walked down the stairs.") (2.4a).	Determine the mood of a story or a poem by analysing the events and words used. (2.4a)	Determine the mood of a story or poem and support your conclusions with text evidence. Explain the effects of the mood on the reader (2.4a).	See "figurative language" below.
Summarising	Retell stories, including key details of the story such as characters, problem, solution, and ending. (1.4a)	Retell stories, including key details and the lesson or moral of a story if the story has a clear lesson (ie., in a folktale or fable) (1.4a).	Summarise fiction stories effectively, including important events and disregarding nonessential information and including the central message of the story. Students may use a mnemonic strategy such as SWBST (Somebody, Wanted, But, So, Then). (1.4a)	Summarise fiction texts, including books, chapters, and short stories effectively, including important events and disregarding nonessential information and including the theme of the story. Lengthen or shorten the summary as appropriate (1.4a).	Summarise fiction texts effectively including the theme. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem (1.4a).	See "theme" above.
Figurative Language	Not explicitly taught - reference as appropriate	Not explicitly taught - reference as appropriate	Differentiate between figurative and literal language (ie., understand that "she's driving me up a wall!" refers to feeling frustrated, not climbing a wall) (2.4b).	Identify major kinds of figurative language, including metaphor, simile, personification, hyperbole, and idiom. Explain their literal and figurative meaning (2.4b).	Identify uses of figurative language and explain how they contribute to the meaning, theme, and/or mood of a text (2.4b).	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyse the impact of a specific word choice on

						meaning and tone
Point of View	Begin to identify, with support and direction, the speaker and the point of view presented in a text and suggest a possible alternative perspective (1.9).	Identify, initially with support and direction, the speaker and the point of view presented in a text and suggest one or two possible alternative perspectives (1.9).	Identify the narration in a story as first, second, or third person point of view. Identify the point of view of different characters in a story and use text evidence to explain their point of view (ie., the Three Little Bears think Goldilocks is trying to harm them because_____. Goldilocks is scared of the bears because _____) (1.9)	Identify the narration in a story as first, second, or third person point of view. Explain the benefits and disadvantages of each point of view. Compare and contrast the point of view of different characters in a story, identifying which character they sympathise with the most and justifying this opinion with evidence (1.9).	Identify the narration in a story as first, second, or third person point of view. Explain the effects on the story of the chosen point of view and how the narrative would shift with a different point of view. Analyse the point of view of different characters in a story and evaluate the author's choices in constructing various characters' points of view. (1.9)	Explain how an author develops the point of view of the narrator or speaker in a text by referencing specific authorial choices and analysing these choices.
Inferencing	With teacher support, make basic inferences about the text, focusing on inferences about story elements (characters, setting, plot) (1.5).	Make basic inferences about the story's elements using evidence. Refer to the text as a basis for the inference (1.5).	Use text evidence to make inferences about a story. Support inferences with text evidence. Determine which text evidence supports which inference (1.5).	Form and support inferences about a story, using multiple pieces of evidence to support each inference. Explain how the evidence supports the inference (1.5).	Form and support inferences about a story, using multiple pieces of evidence to support each inference. Explain how the evidence supports the inference. Use these inferences to develop conclusions about the story. (1.5)	Analyse an element of a fictional text. Support this analysis with: -Inferences supported by multiple pieces of text analysis -An examination of how the chosen elements reveal and support the analysis
Compare and contrast	Compare and contrast two different stories, focusing on story elements (1.2).	Compare and contrast two different stories or two elements of the same story (1.2).	Compare and contrast events, ideas, concepts, or information in two or more texts, using text evidence to support their conclusions (1.2).	Compare and contrast events, ideas, concepts, or information in two or more texts, using text evidence to support their conclusions. Evaluate the importance of each similarity and difference, choosing the most important differences and similarities (1.2).	Compare and contrast events, ideas, concepts, or information in two or more texts, using text evidence to support their conclusions. Synthesise and explain the similarities and differences (1.2).	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Oral Communication

[Grade One](#)

[Grade Two](#)

[Grade Three](#)

[Grade Four](#)

[Grade Five](#)

GRADE ONE

Overall Expectations

By the end of Grade 1, students will:

1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. Reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

Content (Outcomes-reported on)

Examples and Teacher Prompts

Listening to understand

Purpose

1.1 Identify purposes for listening in a few different situations, such as formal and informal

Examples:

- to hear the sounds of language in songs, chants, and poems
- to interact socially with classmates
- to enjoy and understand a story read aloud by the teacher
- to follow simple directions in large and small group settings
- to exchange ideas with a peer in a paired sharing or small group

Active Listening Strategies

1.2 Demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations

Examples:

- listen without interrupting and wait their turn to speak
- show that they are paying attention and are interested by looking at the speaker, nodding, or asking relevant questions

Comprehension Strategies

1.3 Identify a few listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts with support and direction

Examples:

- use background knowledge, familiar word order, and context to make predictions about content or vocabulary before listening to an oral text
- think about what known words might be related to the topic
- ask questions to check understanding during and after listening
- create mental pictures while listening to a read aloud and draw or talk about what they visualised
- retell the important information presented in a class discussion or a think-pair-share activity

Demonstrating Understanding

1.4 Demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea

Examples:

- use time order words, such as first, then, next, finally, to retell a story they have heard
- restate information from a movie, including a topic statement and several supporting details

	<ul style="list-style-type: none"> Following simple instructions
Making Inferences/Interpreting Texts 1.5 Use stated and implied information and ideas in oral texts, with support and direction, to make simple inferences and reasonable predictions	Examples: <ul style="list-style-type: none"> attend to the words being spoken and also use personal experience and the speaker's intonation and facial expression to understand what is being said Teacher prompts: "The boy said, 'You broke my airplane!' What helps you understand how he might be feeling? What do you think he might do next?"
Extending Understanding 1.6 Extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them	Examples: <ul style="list-style-type: none"> make personal connections between their own ideas about a topic and the ideas in an oral text identify other texts that have similar elements or content
Analysing Texts 1.7 Identify words or phrases that indicate whether an oral text is fact or fiction with support and direction	Examples: <ul style="list-style-type: none"> a personal recount might start "Last year in the summer holidays..." while a fictional story might start "Once upon a time..."
Point of View 1.8 Begin to identify, with support and direction, who is speaking in an oral text and the point of view expressed by the speaker	Examples: <ul style="list-style-type: none"> the narrator may be a character in a story or an expert on the topic of an informational talk the speaker may be recounting a personal anecdote or sharing a personal opinion Teacher prompts: "Who is telling this story/presenting this information? What words/clues helped you figure that out?" "What do we know about the speaker?" "How might the story be different if another character were telling it?"
Presentation Strategies 1.9 Begin to identify some of the presentation strategies used in oral texts and explain how they influence the audience	Examples: <ul style="list-style-type: none"> the use of differences in tone and pitch for different characters in a story the use of props to engage the audience Teacher prompts: "How did the speaker use his/her voice to make you like/not like a character?" "Why do you think the speaker used the puppets when he was speaking?"
2. Speaking to communicate	
Purpose 2.1 Identify a few purposes for speaking	Examples: <ul style="list-style-type: none"> to express needs to peers and the teacher to establish positive personal and learning relationships with peers

	<ul style="list-style-type: none"> ● <i>to activate prior knowledge and make connections before listening</i> ● <i>to retell stories and recount personal experiences to the class</i> ● <i>to ask questions or explore solutions to problems in small group and paired activities</i> ● <i>to share ideas and information that contribute to understanding in large and small groups</i> ● <i>to manipulate the sounds of language in songs, chants, and poems</i>
Interactive Strategies 2.2 Demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small and large group discussions	Examples: <ul style="list-style-type: none"> ● <i>give other group members an opportunity to speak</i> ● <i>respond positively to the contributions of others</i> ● <i>stay on topic and speak to the point</i>
Clarity and Coherence 2.3 Communicate ideas and information orally in a clear, coherent manner	Examples: <ul style="list-style-type: none"> ● <i>use a logical framework such as a beginning, middle, and end sequence to retell a story read aloud by the teacher</i>
Appropriate Language 2.4 Choose appropriate words to communicate their meaning accurately and engage the interest of their audience	Examples: <ul style="list-style-type: none"> ● <i>choose words relevant to the topic from the full range of their vocabulary, including new words used regularly in the classroom</i> ● <i>use descriptive adjectives to clarify and add interest to a narrative</i> ● <i>use inclusive language that conveys respect for all people</i>
Vocal Skills and Strategies 2.5 Begin to identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately to help communicate their meaning	Example: <ul style="list-style-type: none"> ● <i>increase volume to emphasise important points or to communicate to a large audience</i>
Non-Verbal Cues 2.6 Identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately to help convey their meaning	Example: <ul style="list-style-type: none"> ● <i>Act out in plays or presentations and use body language and non-verbal cues to make them more believable and engaging</i>
Visual Aids 2.7 Use one or more appropriate visual aids to support or enhance oral presentations	Examples: <ul style="list-style-type: none"> ● <i>pictures, photographs, props, puppets, masks (e.g., use a set of plastic animals during an oral recount about a visit to a zoo)</i>
3. Reflecting on Oral Communication Skills and Strategies	
Metacognition 3.1 Begin to identify with support and direction a few strategies they found helpful before, during, and after listening and speaking	Teacher prompts: “How do you know what to listen for?” “What could you do after you listen to check and see if you understood what you heard?” “What could you do if you didn’t understand what you

	heard?” “What do you think about before you begin to talk?” “When you are talking, how can you tell if the audience understands?” “What could you do to help the audience understand what you are saying?”
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GRADE TWO	
Overall Expectations By the end of Grade 2, students will: <ol style="list-style-type: none"> 1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes; 2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes; 3. Reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations. 	
Content (Outcomes-reported on)	Examples and Teacher Prompts
Listening to understand	
Purpose 1.1 identify purposes for listening in a variety of situations, formal and informal, and set personal goals for listening	Examples: <ul style="list-style-type: none"> • to acquire information from a presentation by a guest speaker • to exchange ideas in a small-group discussion • to enjoy and understand poetry
Active Listening Strategies 1.2 Demonstrate appropriate listening behaviours by using active listening strategies in a variety of situations	Examples: <ul style="list-style-type: none"> • Use “whole body” listening strategy: <ul style="list-style-type: none"> ○ Body facing the speaker ○ Eyes on the speaker ○ Not interrupting ○ Thinking about what is being said • demonstrate understanding of when to speak, when to listen, and how much to say • restate what the speaker has said and connect it to their own ideas • express personal interest in what has been said by asking related questions: I like what _____ said about _____ Teacher prompt: “When First Nations peoples use a talking stick,* a person speaks only when holding the talking stick, while the rest of the group listens. Today we are going to speak and listen in a similar way.”
Comprehension Strategies 1.3 Identify several listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts	Examples: <ul style="list-style-type: none"> • listen for key words and phrases that signal important ideas • retell an oral text to a partner after a presentation • ask appropriate questions in order to make predictions about an oral text

	<ul style="list-style-type: none"> Following and repeating directions with a few simple steps
Demonstrating Understanding 1.4 Demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details	Examples: <ul style="list-style-type: none"> Restate a partner's reflections after a think-pair-share activity identify the important ideas in a group presentation carry on a sustained conversation on a topic
Making Inferences/Interpreting Texts 1.5 use stated and implied information and ideas in oral texts to make simple inferences and reasonable predictions, and support the inferences with evidence from the text	Teacher prompt: "You predicted _____. What clues from the oral text did you use to figure that out?"
Extending Understanding 1.6 Extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them	Examples: <ul style="list-style-type: none"> talk about their own ideas and experiences related to the topic before listening connect ideas from oral presentations to related school and community events and/or to other texts with similar topics or themes, including multicultural texts or texts in their own first language
Analysing Texts 1.7 Identify words or phrases that indicate whether an oral text is fact or opinion	Examples: <ul style="list-style-type: none"> phrases such as <i>I think...I feel...</i> indicate an opinion rather than strictly factual information
Point of View 1.8 identify who is speaking in an oral text, and demonstrate an understanding that the speaker has his or her own point of view	Examples: <ul style="list-style-type: none"> people, events, and details are viewed differently by different people Teacher prompts: "Does who is talking affect the way the information is presented or the way the story is told?" "How do you know what the speaker's feelings about the topic are? How does that affect you as a listener?" "How might the text change if [character X] were speaking instead?"
Presentation Strategies 1.9 Identify some of the presentation strategies used in oral texts and explain how they influence the audience	Examples: <ul style="list-style-type: none"> the use of facial expressions helps the listener understand what is being said Teacher prompts: "How does looking at the expression on a speaker's face help you to understand what is being said?" "Does the look on the speaker's face in some way change the meaning of the actual words being spoken?"
2. Speaking to communicate	
Purpose 2.1 Identify a variety of purposes for speaking	Examples: <ul style="list-style-type: none"> to entertain an audience to establish positive personal and learning relationships with peers

	<ul style="list-style-type: none"> ● <i>to ask questions or explore solutions to problems in small group and paired activities</i> ● <i>to give directions to a partner in a shared activity</i> ● <i>to explain to a small group the method used to solve a problem</i> ● <i>to share ideas or information in large and small groups</i>
Interactive Strategies 2.2 Demonstrate appropriate speaking behaviour in a variety of situations, including paired sharing and small and large group discussions	Examples: <ul style="list-style-type: none"> ● <i>make connections to what other group members have said</i> ● <i>Paraphrasing others' ideas</i> ● <i>demonstrate an understanding of when to speak, when to listen, and how much to say</i> ● <i>Taking turns, raising hand to speak, using group roles to direct conversation</i> ● <i>Contributing to discussions by staying on topic</i>
Clarity and Coherence 2.3 Communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organisational patterns	Examples: <ul style="list-style-type: none"> ● <i>give an oral account of a current event using the five W's to organise the information</i> ● <i>restate the main facts from a simple informational text in correct sequence</i>
Appropriate Language 2.4 Choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience	Example: <ul style="list-style-type: none"> ● <i>use descriptive adjectives and adverbs to create vivid images for their audience</i> ● <i>use key words connected to their topic during an informational presentation</i> ● <i>use appropriate maths terminology when explaining problem-solving strategies</i>
Vocal Skills and Strategies 2.5 Identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately to help communicate their meaning	Example: <ul style="list-style-type: none"> ● <i>adjust volume to suit the purpose for speaking and the size and type of audience</i> ● <i>adjust pace and tone of voice to add effect when reading a story</i> ● <i>give feedback to peers about the effects they used during an oral presentation</i>
Non-Verbal Cues 2.6 Identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately to help convey their meaning	<ul style="list-style-type: none"> ● <i>use facial expression to show emotion</i> ● <i>use gestures in a reader's theatre</i>
Visual Aids 2.7 Use a few different visual aids to support or enhance oral presentations	Examples: <ul style="list-style-type: none"> ● <i>photographs, artefacts, a story map (e.g., use a family photograph as part of an oral recount of an event; use a story map to retell a story)</i>
3. Reflecting on Oral Communication Skills and Strategies	

Metacognition 3.1 Identify a few strategies they found helpful before, during, and after listening and speaking	Teacher prompts: “What questions can you ask yourself while listening to be sure that you understand what you hear?” “What can you do after listening to check that you have understood?” “How do you get ready to speak?” “While you are speaking, how do you check whether you are keeping the attention of your audience?”
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GRADE THREE	
Overall Expectations By the end of Grade 3, students will: <ol style="list-style-type: none"> 1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes; 2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes; 3. Reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations. 	
Content (Outcomes-reported on)	Examples and Teacher Prompts
Listening to understand	
Purpose 1.1 Identify purposes for listening in a variety of situations, formal and informal, and set personal goals related to listening tasks	Examples: <ul style="list-style-type: none"> • to explore ideas in a book club discussion • to understand and empathise with a favourite character in a play • to express an opinion or offer advice to a partner during a peer conference
Active Listening Strategies 1.2 Demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups	Examples: <ul style="list-style-type: none"> • demonstrate an understanding of when to speak, when to listen, and how much to say • make connections between personal experiences and the contributions of other group members • ask relevant questions to clarify information and ideas
Comprehension Strategies 1.3 Identify a variety of listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts.	Examples: <ul style="list-style-type: none"> • list the important ideas in a poem or story read in class • ask questions to monitor understanding of an oral text • visualise and sketch to clarify understanding of an oral text
Demonstrating Understanding 1.4 Demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details	Examples: <ul style="list-style-type: none"> • paraphrase a partner’s reflections after a think-pair-share activity • paraphrase the important ideas in a play • engage in relevant dialogue after an oral presentation

	<ul style="list-style-type: none"> • create a poster/artwork representing the important ideas in a poem or song • Following multi-step instructions and repeating instructions from others
Making Inferences/Interpreting Texts 1.5 Distinguish between stated and implied ideas in oral texts	Examples: <ul style="list-style-type: none"> • distinguish between the actual words and the emphasis placed on them by the speaker Teacher prompts: “How does the emphasis that the speaker places on specific words or phrases help you understand what is being said?” “Why do you think the speaker spoke those words so loudly?” “How does the way the speaker chooses to say words change the meaning of what he or she says?”
Extending Understanding 1.6 Extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them	Examples: <ul style="list-style-type: none"> • brainstorm to connect a topic to their background knowledge of the topic • compare oral texts with similar • themes from different cultures connect messages in oral texts to social issues of relevance to the class
Analysing Texts 1.7 Identify and explain the importance of significant ideas and information in oral texts	Examples: <ul style="list-style-type: none"> • rank information in order of importance • compare key aspects of two oral texts using a Venn diagram • represent the main elements of an oral text on a web organiser or story map
Point of View 1.8 Identify the point of view in different types of oral texts and cite words, phrases, ideas, and information from the texts that confirm their identification	Examples: <ul style="list-style-type: none"> • the use of first or third person personal pronouns in a narrative • the selective use of facts on a given topic • the use of words and phrases that indicate generalisations: all, every, always, never, every single time Teacher prompt: “What helped you determine the point of view in this text?” “What evidence do you have that this is the speaker’s point of view?” “Has the speaker used language that includes everyone?” “Is this point of view a common one in our world today?”
Presentation Strategies 1.9 Identify some of the presentation strategies used in oral texts and explain how they influence the audience	Examples: <ul style="list-style-type: none"> • intonation, eye contact Teacher prompts: “Do you think the speaker used intonation and eye contact in an appropriate and effective way? How did they influence your response?” “What other strategies might be effective in engaging or influencing the audience?”
2. Speaking to communicate	

<p>Purpose 2.1 Identify a variety of purposes for speaking</p>	<p>Examples:</p> <ul style="list-style-type: none"> • to entertain an audience • to establish positive personal and learning relationships with peers • to ask questions or explore solutions to problems in small group and paired activities • to explain to a small group how to play a new game • to present to the class an item or event of personal interest • to share ideas or information in order to contribute to understanding in large or small groups
<p>Interactive Strategies 2.2 Demonstrate an understanding of appropriate speaking behaviour in a variety of situations including small and large group discussions</p>	<p>Examples:</p> <ul style="list-style-type: none"> • paraphrase or restate other group members' contributions • acknowledge another person's point of view • link their responses to the topic of conversation and/or what was said by the previous speaker
<p>Clarity and Coherence 2.3 Communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence</p>	<p>Examples:</p> <ul style="list-style-type: none"> • use an organisational pattern such as comparison or chronological order in presenting a short oral report
<p>Appropriate Language 2.4 Choose a variety of appropriate words and phrases, including descriptive words and some technical vocabulary, and a few elements of style, to communicate their meaning accurately and engage the interest of their audience</p>	<p>Examples:</p> <ul style="list-style-type: none"> • use alliteration for emphasis • use comparatives such as like, instead of, however, the same as, compared to, unlike to clarify similarities and differences • use appropriate technical terms when explaining a scientific investigation
<p>Vocal Skills and Strategies 2.5 identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately, to help communicate their meaning</p>	<p>Examples:</p> <ul style="list-style-type: none"> • pause in appropriate places long enough to allow others to respond during dialogue with peers or in small groups
<p>Non-Verbal Cues 2.6 Identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately to help convey their meaning</p>	
<p>Visual Aids 2.7 Use a variety of appropriate visual aid</p>	<p>Examples:</p> <ul style="list-style-type: none"> • overheads, diagrams, graphic organisers, charts, artefacts to support or enhance oral presentations (e.g., use a large-size labelled diagram to illustrate an explanation of how soil erodes)
<p>3. Reflecting on Oral Communication Skills and Strategies</p>	

Metacognition 3.1 Identify, in conversation with the teacher and peers, what strategies they found most helpful before, during, and after listening and speaking	Teacher prompts: “What questions do you ask yourself after listening to check that you have understood?” “How do you check to be sure that the audience understands what you are saying?”
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GRADE FOUR	
Overall Expectations By the end of Grade 4, students will: <ol style="list-style-type: none"> 1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes 2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes 3. Reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations 	
Content (Outcomes-reported on)	Examples and Teacher Prompts
Listening to understand	
Purpose 1.1 Identify purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks	Examples: <ul style="list-style-type: none"> • to summarise the theme of a small-group drama presentation • to record important details about an upcoming event announced online • to clarify suggestions for improvements in a peer writing conference • to identify persuasive speeches
Active Listening Strategies 1.2 Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups	Examples: <ul style="list-style-type: none"> • demonstrate an understanding of when to speak, when to listen, and how much to say • summarise information and ideas from a small-group meeting • ask relevant questions to clarify meaning and link responses appropriately to the topic of conversation • adapt listening behaviour to the requirements of informal social settings and more formal settings
Comprehension Strategies 1.3 Identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts	Examples: <ul style="list-style-type: none"> • make notes to summarise what has been heard • use graphic organisers, diagrams, or sketches to record information or ideas presented orally • prepare for a field trip by discussing topics with peers and how to take notes during videos and reflecting afterwards
Demonstrating Understanding	Examples:

1.4 Demonstrate an understanding of the information and ideas in a variety of oral texts by summarising important ideas and citing important details	<ul style="list-style-type: none"> • <i>present an oral report to the class after listening to a guest speaker</i> • <i>use a graphic organiser to map the important ideas in a text</i> • <i>represent the important ideas of an oral text through visual art, music, or drama</i> • <i>following multi-step instructions and repeating instructions from others</i>
Making Inferences/Interpreting Texts 1.5 Make inferences using stated and implied ideas in oral texts	Examples: <ul style="list-style-type: none"> • <i>listen “between the lines” to detect bias in an oral text</i>
Extending Understanding 1.6 Extend understanding of oral texts by connecting the ideas in them to to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them	Examples: <ul style="list-style-type: none"> • <i>relate the topic of an oral presentation to prior knowledge and information from personal experiences,</i> • <i>articles, movies, stories, or television shows</i> • <i>ask questions about relevant stated and implied details</i> • <i>relate the ideas of other speakers in a dialogue group to their own experiences</i> • <i>use role play and drama to connect the themes and emotions depicted in an oral text to real-life situations</i>
Analysing Texts 1.7 Analyse oral texts and explain how specific elements in them contribute to meaning	Examples: <ul style="list-style-type: none"> • <i>ideas and information, body language, tone of voice</i> <p>Teacher prompt: “How did the speaker’s body language and tone of voice contribute to the meaning?”</p>
Point of View 1.8 Identify the point of view presented in oral texts and ask questions about possible bias	Examples: <ul style="list-style-type: none"> • <i>identify the use of words and/or phrases that signal generalisations or stereotypes about gender, culture, ability, or age</i> <p>Teacher prompts: “Whose point of view is presented in this poem?” “Whose point of view is excluded?” “Does this reflect the way the world is today?” “How might this text be different if another point of view were presented?”</p>
Presentation Strategies 1.9 Identify the presentation strategies used in oral texts and analyse their effect on the audience	Example: <ul style="list-style-type: none"> • <i>the use of emotive language</i> <p>Teacher prompt: “Do you think this type of emotive language influences the audience in the way the speaker intends?”</p>
Speaking to communicate	
Purpose 2.1 Identify a variety of purposes for speaking	Examples: <ul style="list-style-type: none"> • <i>to entertain a wider school audience</i> • <i>to establish positive personal and learning</i>

	<p><i>relationships with peers</i></p> <ul style="list-style-type: none"> • <i>to ask questions or explore solutions to problems in small-group and paired activities</i> • <i>to solicit opinions and react to information and ideas in a discussion or dialogue group; to explain to another person how something works</i> • <i>to summarise and comment</i> • <i>on an event or oral text for the class</i> • <i>to clarify and organise thinking in order to contribute to understanding in large and small groups</i>
<p>Interactive Strategies</p> <p>2.2 Demonstrates appropriate speaking behaviour in a variety of situations, including paired sharing and small and large group discussions</p>	<p>Examples:</p> <ul style="list-style-type: none"> • <i>acknowledge and extend other group members' contributions</i> • <i>make relevant and constructive comments on the contributions of other group members</i> • <i>taking turns when in group situations</i> • <i>contributing to group discussions</i>
<p>Clarity and Coherence</p> <p>2.3 Communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form</p>	<p>Examples:</p> <ul style="list-style-type: none"> • <i>respond in an appropriate order to multi-part, higher-level questions in a student-teacher conference or a group discussion</i> • <i>explain the results of research in an oral presentation, including a statement of the research focus, the procedures followed, and the conclusions reached</i> • <i>use an organisational pattern such as chrono- logical order or cause and effect to present ideas in a dialogue or discussion</i>
<p>Appropriate Language</p> <p>2.4 Use appropriate words, phrases and elements of style, to communicate their meaning accurately and engage the interest of their audience</p>	<p>Examples: <i>use evaluative terms to clarify opinions and for emphasis; use descriptive words to give specificity and detail to personal anecdotes; use humour or emotive language to engage the audience's interest or sympathy</i></p>
<p>Vocal Skills and Strategies</p> <p>2.5 Identify some vocal effects, including tone, pace, pitch, volume, and a range of sound effects to help communicate their meaning</p>	<p>Examples:</p> <ul style="list-style-type: none"> • <i>adjust the pace of speaking for effect and to hold the listener's attention</i>
<p>Non-Verbal Cues</p> <p>2.6 Identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately, to help convey their meaning</p>	<p>Examples:</p> <ul style="list-style-type: none"> • <i>use body language, such as moving closer, leaning forward, nodding or shaking their head for emphasis, to connect with their audience</i>
<p>Visual Aids</p> <p>2.7 Use a variety of appropriate visual aids to</p>	<p>Examples:</p> <ul style="list-style-type: none"> • <i>videos or music, computer-generated</i>

support or enhance oral presentations	<i>graphic organisers, concrete materials, artefacts) to support or enhance oral presentations (e.g., use pictures or samples of different kites to illustrate a talk on how to build a kite)</i>
Reflecting on Oral Communication Skills and Strategies	
Metacognition 3.1 Identify, in conversation with the teacher and peers, what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills	Teacher prompts: <ul style="list-style-type: none"> • “What strategies do you use to monitor your listening to be sure that you are understanding the speaker?” • “If, after listening, you think you don’t understand, what steps do you take to clear up your confusion?” • “How do you identify the things that you do well as a speaker and what you would like to improve upon?”

GRADE FIVE	
Overall Expectations By the end of Grade 5, students will: <ol style="list-style-type: none"> 1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes; 2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes; 3. Reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations. 	
Content (Outcomes-reported on)	Examples and Teacher Prompts
Listening to understand	
Purpose 1.1 Identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks	Examples: <ul style="list-style-type: none"> • to understand learning strategies modelled by the teacher during think-alouds • to develop a response to a commentary on an issue • to share information and ideas about a topic with peers during conversations, discussions, and meetings; to become familiar with and appreciate the sounds of different types of poetry
Active Listening Strategies 1.2 Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a range of situations, including work in groups	Examples: <ul style="list-style-type: none"> • ask questions to clarify understanding before responding • affirm and build on the ideas of others • summarise and respond constructively to ideas expressed by others • use brief vocal prompts to signal agreement or interest

	<ul style="list-style-type: none"> during conversations: Yes; Say that again, please; Tell me more
Comprehension Strategies 1.3 Identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts	Examples: <ul style="list-style-type: none"> ask questions about facts, inferences, and value judgements to focus and clarify understanding of the themes in an oral text summarise and synthesise ideas to deepen understanding of an oral text use self-questioning and predict questions that might be asked to monitor understanding while listening
Demonstrating Understanding 1.4 Demonstrate an understanding of the information and ideas in oral texts by summarising important ideas and citing a variety of supporting details	Examples: <ul style="list-style-type: none"> summarise an episode of a favourite television program for a small group summarise the ideas in a book read aloud to the class Summarising main ideas from a video and being able to share it with others listening to guest speakers/presentations and sharing those ideas with others following multi-step instructions and repeating instructions from others
Making Inferences/Interpreting Texts 1.5 Make inferences about oral texts using stated and implied ideas in the texts as evidence	Example: <ul style="list-style-type: none"> ask questions to generate inferences about an oral text: What would happen if...? I wonder what was meant by...? during read alouds students can make inferences based on their own knowledge and experiences Teacher Prompts <ul style="list-style-type: none"> “Why would a character do that?” “What would their motivations be?” “Knowing what you know about a character, how would they react to this?” “How would a different character react to this?”
Extending Understanding 1.6 Extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them	Examples: <ul style="list-style-type: none"> relate the content of data; to entertain; to interact in social situations to contribute meaningfully and work constructively in groups connecting shared articles to their exhibition topics or focus within their topic seeing how their topic relates to other key concepts
Analysing Texts 1.7 Analyse oral texts and explain how specific elements in them contribute to meaning	Examples: <ul style="list-style-type: none"> ideas and information word choice tone of voice pace of delivery

	<ul style="list-style-type: none"> ● body language ● ties in to <i>How We Express Ourselves</i> unit and <i>Who We Are</i> <p>Teacher prompt: “Did the speaker’s tone of voice communicate a different message from his or her actual words?”</p>
<p>Point of View</p> <p>1.8 Identify the point of view presented in oral texts and ask questions to identify missing or possible alternative points of view</p>	<p>Examples:</p> <ul style="list-style-type: none"> ● use drama or role play to explore the perspective of the minor characters in a play ● respond to a speaker who expresses an alternative point of view on an issue ● ask a variety of people for their views about a topic <p>Teacher prompts:</p> <ul style="list-style-type: none"> ● “How would the content of this text change if it were presented from a different point of view?” ● “How would the language the author uses need to change to reflect a different point of view?” ● “What other voices do you think should be heard on this topic?” “Is the text fair?” ● How can you see others perspectives when in a conflict or disagreement?
<p>Presentation Strategies</p> <p>1.9 Identify a range of presentation strategies used in oral texts and analyse their effect on the audience</p>	<p>Examples:</p> <ul style="list-style-type: none"> ● the use of emotive language ● one-sided arguments ● exaggerated claims <p>Teacher prompt:</p> <ul style="list-style-type: none"> ● “Why do you think the speaker repeats that phrase so often?” ● “What is the speaker doing to keep the audience's attention?” ● “What is the speaker doing to convince you of their point of view?” ● “How does the speaker gain empathy or evoke emotion?”
Speaking to communicate	
<p>Purpose</p> <p>2.1 Identify a variety of purposes for speaking</p>	<p>Examples:</p> <ul style="list-style-type: none"> ● to justify opinions and thinking in discussion and dialogue groups ● to ask questions or explore solutions to problems in small groups ● to share information or ideas about a topic with a group to share data ● to entertain ● to interact in social situations ● to contribute meaningfully and work constructively in group ● ties into <i>How We Express Ourselves</i> unit

<p>Interactive Strategies</p> <p>2.2 Demonstrates appropriate speaking behaviour in a variety of situations, including paired sharing, small and large group discussions</p>	<p>Examples:</p> <ul style="list-style-type: none"> ask questions to clarify understanding before responding respond to a group member's comment by making a personal connection to their own experience show awareness of and sensitivity towards the background and experiences of other group members when expressing their own views working in exhibition groups and being able to communicate ideas expressing ideas respectfully when doing activities for How We Express Ourselves activities
<p>Clarity and Coherence</p> <p>2.3 Communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form</p>	<p>Examples:</p> <ul style="list-style-type: none"> present an argument that has a clearly stated purpose, point-by-point development, and relevant supporting details wax museum and exhibition presentations
<p>Appropriate Language</p> <p>2.4 Use appropriate words, phrases, and stylistic devices suited to the purpose, to communicate their meaning accurately and engage the interest of their audience</p>	<p>Examples:</p> <ul style="list-style-type: none"> use evocative images, personal anecdotes, quotations, vocabulary from curriculum subject areas, and appropriate technical terminology to achieve particular effects using appropriate maths terminology when discussing maths problems using unit related vocabulary
<p>Vocal Skills and Strategies</p> <p>2.5 Identify some vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately to help communicate their meaning</p>	<p>Example:</p> <ul style="list-style-type: none"> use a formal or informal tone as required by the context can give feedback to others about their vocal effects
<p>Non-Verbal Cues</p> <p>2.6 Identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately to help convey their meaning</p>	<p>Examples:</p> <ul style="list-style-type: none"> Use facial expression appropriately to indicate agreement or confusion during a discussion
<p>Visual Aids</p> <p>2.7 Use a variety of appropriate visual aids to support or enhance oral presentations</p>	<p>Examples:</p> <ul style="list-style-type: none"> posters, charts, maps, globes, computer-generated organisers) to support or enhance oral presentations create a Venn diagram to compare two different biographies
<p>Reflecting on Oral Communication Skills and Strategies</p>	

Metacognition

3.1 Identify, in conversation with the teacher and peers, what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills

Teacher prompts: “How do you check to be sure you understand correctly what others are saying during a discussion?” “How do you make decisions about when to speak and when to listen?”