English Language Arts—Essential Learning Outcomes 2015–2016

| English Language Arts Primary | English Language Arts 1 | English Language Arts 2 | English Language Arts 3 |
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| ESSENTIAL LEARNING OUTCOMES AND PERFORMANCE INDICATORS |
| **Listening and Speaking**Outcome 1: Students will communicate effectively and clearly and respond personally and critically. (CZ, COM, CI, CT, TF) |
| Indicators:* begin to demonstrate active listening habits (skills) in keeping with the student’s cultural context
* begin to ask and respond to questions and seek information
* describe a personal experience with at least one detail [Note to Teacher: Be mindful of different communication styles.]
* share ideas, express feelings, give simple descriptions, and express opinions (e.g., I like …, I don’t like …) with others in a variety of ways
* engage in small- and whole-group conversation
* engage in and respond to simple, informal oral presentation
* use simple, complete sentences most of the time
* begin to respond to and give simple directions or instructions
 | Indicators:* demonstrate active listening habits (skills) in keeping with the student’s cultural context
* ask and respond to questions to clarify information or gather further information
* describe a personal experience in sequential order with at least two details. [Note to Teacher: Be mindful of different communication styles.]
* express opinions and give simple explanations
* begin to talk in focused one-to-one conversations and contribute to small- and large-group interactions
* begin to demonstrate comprehension of oral language by engaging in, responding to, and reflecting upon informal oral presentations with a growing awareness of audience and purpose
* use simple, complete sentences with a growing vocabulary, using some parts of speech and grammar correctly
* respond to and give simple directions or instructions
 | Indicators:* demonstrate active listening habits (skills) in keeping with the student’s cultural context
* ask and respond to questions to seek clarification of others’ ideas to gather further information
* describe a personal experience in sequential order, and offer an opinion about an idea with at least two to three supporting details [Note to Teacher: Be mindful of different communication styles.]
* express and explain opinions, and respond to questions of others
* sustain focused one-to-one conversations and actively contribute to small- and large-group interaction
* demonstrate comprehension of oral language by engaging in, responding to, and reflecting upon informal oral presentations with sensitivity and respect, considering audience and purpose
* use complex sentences that begin to incorporate rich vocabulary and transition words to connect phrases
* respond to and give directions that are multi-step
 | Indicators:* demonstrate effective active listening habits (skills) in keeping with the student’s cultural context
* ask and respond to questions to seek clarification of others’ ideas to consolidate information
* describe a personal experience in sequential order, and offer an opinion about a topic with at least three supporting details [Note to Teacher: Be mindful of different communication styles.]
* express and explain opinions, and respond to questions and reactions of others
* use intonation, expression, and tone in small- and whole-group interactions that contribute to conversation
* demonstrate comprehension of oral language by engaging in, responding to, and reflecting upon informal and formal oral presentations with sensitivity and respect, considering audience and purpose
* use complex sentences that incorporate rich vocabulary and transition words to connect phrases
* respond to and give directions that are multi-step with increased complexity
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| **Listening and Speaking**Outcome 2: Students will interact with sensitivity and respect, considering audience, purpose, and situation. (CZ, COM, CI, CT, TF, PCD) |
| Indicators:* begin to develop an awareness of social conventions (turn-taking, politeness, when to speak, and when to listen) in group work and co-operative play, in multiple cultural contexts
* begin to use expression and appropriate volume to communicate ideas and feelings
* begin to develop an awareness of respectful and non-hurtful vocabulary choices
* begin to demonstrate that different kinds of language are appropriate to different situations, dependent upon audience and purpose
 | Indicators:* demonstrate a growing awareness of social conventions (turn-taking, politeness, when to speak, and when to listen) in group work and co-operative play, in multiple cultural contexts
* begin to use expression and tone to communicate ideas and feelings in small- and whole-group situations considering purpose and audience
* demonstrate a growing awareness of respectful and non-hurtful vocabulary choices
* begin to use different kinds of language as appropriate to different situations, dependent upon audience and purpose
 | Indicators:* use social conventions, in a range of conversations and co-operative play situations, (turn taking, politeness, when to speak, and when to listen) in multiple cultural contexts
* use intonation, expression, and tone to communicate ideas and feelings in small- and whole-group situations
* recognize and apply respectful and non-hurtful vocabulary, and begin to make vocabulary choices that affirm sensitivity to the personal ideas and experiences of others
* use different kinds of language dependent upon audience and purpose
 | Indicators:* use social conventions (turn-taking, politeness, when to speak, and when to listen) in a range of conversations and co-operative play situations, in multiple cultural contexts
* choose when and where to use intonation, tone, and expression to communicate ideas and feelings in selected small- and whole-group situations
* use thoughtful, respectful, and non-hurtful vocabulary, considering audience and purpose, and begin to make vocabulary choices that affirm sensitivity to the personal ideas and experiences of others
* use different kinds of language as appropriate to audience and purpose
* use established courtesies and conventions of conversation in group work and co-operative play situations with consideration for audience and purpose
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| **Reading and Viewing**Outcome 3: Students will demonstrate a variety of ways to comprehend and select from a range of culturally relevant texts. (CZ, COM, CI, CT, TF, PCD) |
| Indicators:Strategic Processing* understand beginning concepts about print
* begin to search using meaning (picture and background knowledge), structure/syntax, and visual information (sometimes uses beginning consonants, ending consonants, or known word parts to word solve)
* begin to monitor and self-correct using meaning, structure, and/or visual information
* begin to read with increasing stamina
* identify punctuation and describe its use
* read simple patterned texts and non-patterned texts, within levels C–D

View with Understanding (Print and Digital Text)* use picture cues to support understanding
* talk about a narrative in terms of what happens in the beginning, middle, and end
* talk about information in a non-fiction text
* talk about a character’s personality in a fiction text
* make predictions about what a text might be about or what might happen next
* make personal connections to understand a text
* discuss similarities and differences between texts written by the same author or on the same topic
* begin to visualize, to support comprehension, using a variety of culturally relevant texts

Selecting (Print and Digital Texts)* talk about why particular texts are interesting
* talk about learning from reading based on pictures and print
* select just-right\*\* texts with assistance and beginning independence
* reread a familiar text to practice reading smoothly and with expressions
* imitate the fluent reading of a short, familiar passage of a text

**\*\*being mindful of interests, background knowledge, and level**Fluency (Accuracy/Automaticity/Prosody [Rhythm and Intonation])* begin to show an awareness of what fluency sounds like
 | Indicators:Strategic Processing* expand understanding of beginning concepts about print
* use finger pointing when reading
* identify a growing number of high-frequency words
* use all sources of information (meaning, structure, visual) to search, monitor, check, and self-correct
* predict on the basis of what makes sense, what sounds right, and what looks right
* monitor and self-correct more consistently, considering if it makes sense, sounds right, and looks right
* read independently with increasing stamina
* use beginning consonants, ending consonants, or known word parts to word solve
* begin to use punctuation to appropriately guide reading with pauses and appropriate inflection
* use some text features (e.g., Table of Contents to predict and locate information in a text)
* read texts with understanding, within levels H–I

View with Understanding (Print and Digital Text)* use picture cues to support understanding
* retell a simple narrative, making reference to vocabulary such as characters, problem, and solution
* identify the major points in a non-fiction text
* talk about a character’s personality in a fiction text
* make predictions about what a text might be about or what might happen next
* make personal connections to better understand a text
* discuss similarities and differences between texts written by the same author or on the same topic
* visualize, to support comprehension, a variety of culturally relevant texts
* begin to question culturally relevant texts
* follow simple written directions

Selecting (Print and Digital Texts)* talk about why particular texts are interesting to them
* talk about information in texts based on print and pictures
* select just-right\*\* texts with assistance and beginning independence
* talk about one or more favourite authors
* talk about texts with reference to titles, authors, and/or illustrators
* identify whether a text is a poem, poster, letter, story, or information text

**\*\*being mindful of interests, background knowledge, and level**Fluency (Accuracy/Automaticity/Prosody [Rhythm and Intonation])* begin to use punctuation to guide intonation and expression, change the tone, and emphasis for bold print
 | Indicators:Strategic Processing* make minimal use of finger pointing when reading
* use all sources of information (meaning, structure, visual) to search, monitor, check, and self-correct
* monitor and self-correct with consistency
* read independently with increasing stamina
* use a variety of word-solving strategies
* use punctuation to appropriately guide reading with pauses, appropriate inflection of what makes sense, looks right, and sounds right
* use a variety of text features to locate information (table of contents, index)
* predict on the basis of what makes sense, looks right, and sounds right
* read texts with understanding, within levels K–M through a variety of genres

View with Understanding (Print and Digital Text)* use picture cues to support understanding
* retell a narrative, making reference to vocabulary, such as characters, problem, and solution
* explain understanding of fiction, non-fiction, and poetry texts orally
* talk about texts with reference to titles, authors, and illustrators
* demonstrate understanding within and beyond the text
* visualize, to support comprehension, with a variety of culturally relevant texts
* begin to infer meaning within and beyond a variety of culturally relevant texts
* begin to discuss how prior knowledge supports comprehension of culturally relevant text
* talk about how using comprehension strategies enhanced their understanding
* demonstrate literal comprehension about and within culturally relevant texts
* begin to apply a variety of comprehension strategies to synthesize meaning of texts
* use before-, during-, and after-reading strategies with culturally relevant texts

Selecting (Print and Digital Texts)* talk about why particular texts are interesting to them
* talk about what makes a text just right\*\* for them
* select just-right\*\* texts with assistance, with growing independence
* talk about one or more favourite authors
* describe how a non-fiction text is usually illustrated (photographs) versus a fiction text (drawings)

**\*\* being mindful of interests, background knowledge, and level**Fluency (Accuracy/Automaticity/Prosody [Rhythm and Intonation])* use punctuation marks to guide intonation and expression
* begin to change the rate of reading, depending on the mood of the text
 | Indicators:Strategic Processing* use all sources of information (meaning, structure, visual) to search, monitor, check, and self-correct)
* monitor and self-correct quickly, confidently, and independently with automaticity
* read independently with stamina
* apply a variety of word-solving strategies
* use punctuation to appropriately guide reading such as pausing, and use of inflection to support comprehension and fluency
* use text features to gather information and support comprehension (captions, diagrams, maps)
* read texts with understanding, at level P or beyond, through a variety of genres

View with Understanding (Print and Digital Text)* use picture cues to support understanding
* retell a narrative, making reference to vocabulary, such as characters, problem, solution
* explain orally and/or in writing their understanding of and reactions to fiction, non-fiction, and poetry texts they are reading
* demonstrate comprehension—thinking within, thinking about, and thinking beyond the text
* visualize, to support comprehension, with a variety of culturally relevant texts
* infer meaning within and beyond a variety of texts
* discuss how prior knowledge supports comprehension of culturally relevant text
* talk about how using comprehension strategies enhanced their understanding
* use before-, during-, and after-reading strategies

Selecting (Print and Digital Texts)* recognize growing range of genres—narrative (realistic fiction, adventure, mysteries, etc.), non-fiction (information text, biography, procedural text), and poetry
* talk about what makes a text just right\*\* for them
* select just-right\*\* texts for independent reading
* explain how a non-fiction text is usually illustrated (photographs) versus a fiction text (drawings)

**\*\*being mindful of interests, background knowledge, and level**Fluency (Accuracy/Automaticity/Prosody [Rhythm and Intonation])* uses punctuation marks effectively to convey meaning
* change the rate of reading depending on the mood of the text
* chunk words into phrases to sound like talking
* change expression for dialogue when signalled by words such as “screamed,” “whispered,” and “murmured.”
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| **Reading and Viewing**Outcome 4: Students will select, interpret, and combine information in multiple cultural contexts. (CZ, COM, CI, CT, TF, PCD) |
| Indicators:* identify print and digital texts that are fiction and those that are non-fiction
* find information in simple print and digital texts
* ask questions about topics of interest
 | Indicators:* identify print and digital texts that are fiction and those that are non-fiction
* ask questions about topics they are interested in
* gather information from non-fiction print and digital texts and/or other sources
* talk about information they have found in print and digital texts about a topic
 | Indicators:* formulate questions to guide their research
* use a table of contents and index (print) and navigation menus (digital) to locate information
* begin to determine important information in a text
* discuss how they researched and found answers to their questions
 | Indicators:* formulate questions to guide their research
* use a table of contents and index (print) and navigation menus (digital) to locate information
* generate higher-level thinking questions (“in the head” versus “in the text”)
* use key words in a search engine to locate information electronically
* discuss how they researched and found answers to their questions
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| **Reading and Viewing**Outcome 5: Students will respond personally and critically to a range of diverse texts. (CZ, COM, CI, CT, TF, PCD) |
| Indicators:* choose a face from a selection of faces (e.g., happy, sad, neutral) to represent feelings about a print and/or digital text
* draw pictures (or pictures with labels and/or text) about personal reactions
* talk about a personal reaction to a print and/or digital text (e.g., favourite part, character)
* back up an opinion with prior knowledge and/or experiences
* begin to ask questions of text
* talk about print and/or digital texts written by the same author
* talk about print and/or digital text written about the same topic
* begin to develop an understanding and respect for diversity
* discuss what they are wondering about and questions they have of texts
* begin to recognize different points of view
 | Indicators:* discuss personal reaction to a print and/or digital text (e.g., favourite part, character)
* talk about print and/or digital texts written about the same topic
* begin to ask questions of text
* talk about print and/or digital texts written by the same author or illustrated by the same illustrator
* identify and use some text features of fiction and non-fiction texts that support comprehension
* begin to develop an understanding and respect for diversity
* back up opinions with prior knowledge and/or experiences
* begin to recognize different points of view
 | Indicators:* make meaningful personal connections that enhance comprehension
* share connections orally
* share opinions about the print and/or digital text orally
* ask questions of texts and make connections between the text and their world
* recognize different points of view of the author of print and/or digital text
* identify and use text features of fiction and non-fiction texts that support comprehension
* begin to develop an understanding and respect for diversity
* recognize different points of view
 | Indicators:* make meaningful personal connections that enhance comprehension
* share connections orally and/or in writing
* share opinions about the print and/or digital text and give reasons for those opinions in a variety of contexts
* ask critical-thinking questions such as, who/what group is included/considered/represented in this text?
* identify the point of view of the author of print and/or digital text
* identify and use text features of fiction and non-fiction texts that support comprehension
* give opinions about information in or message of a print and/or digital text based on a personal point of view
* identify examples of stereotyping, bias, or prejudice
* recognize different points of view
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| **Reading and Viewing**Outcome 6: Students will convey meaning by creating print and digital texts, collaboratively and independently, using personal experiences, feelings, and imagination. (CZ, COM, CI, CT, TF, PCD) |
| Indicators:* understand that print carries a messages
* play with words and sounds to express an idea
* begin to label some drawings to explain some ideas/topics
* begin to understand readers’/listeners’ comments to clarify meaning
 | Indicators:* understand that writing and other forms of representing convey meaning
* express ideas in complete thoughts
* label drawings to explain ideas/topics
* understand readers’/listeners’ comments to clarify meaning
 | Indicators:* express ideas in complete thoughts using simple and compound sentences
* label drawings to explain ideas/topics
* understand and begin to use readers’/listeners’ comments to clarify meaning
 | Indicators:* express ideas in complete thoughts using simple, compound, and complex sentences
* label and define drawings to explain ideas/topics
* understand and apply readers’/listeners’ comments to clarify meaning
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| **Writing and Other Ways of Representing**Outcome 7: Students will use writing and other forms of representing, including digital, to explore, clarify, and reflect on thoughts, feelings, experiences, and learnings. (CZ, COM, CI, CT, TF, PCD) |
| Indicators:* write, using drawings, a combination of letters with some sound associations, and known words to explain thinking, feelings, and ideas, to record experiences, record personal opinions, inform, and communicate information
* talk about writing and/or reading the text written
* begin to talk about word choice for specific reasons
* create and record questions in both print and/or digital format
 | Indicators:* write, using drawings, a combination of letters with some sound associations, and known words, a variety of poetry, fiction, and non-fiction texts to explain thinking, feelings, and ideas; record experiences (e.g., recounts) and personal opinions in both print and/or digital format; and to inform and communicate information
* begin to explain the purpose for the writing
* begin to make decisions about word choice for specific reasons—concrete nouns, precise verbs, description, etc.
* create print and digital texts (draw or write) with a beginning, middle, and end
 | Indicators:* write a variety of poetry, fiction, and non-fiction texts
* explain the purpose for writing
* make decisions about word choice for specific reasons—concrete nouns, accurate verbs, description, etc.
* create and record questions, both in print and/or digital format
* write in both print and/or digital format an organized text with a beginning, middle, and end
* begin to select appropriate print and/or digital graphic organizers from several options
* recognize differing points of view in own writing and the writing of others
 | Indicators:* write a variety of poetry, fiction, and non-fiction texts
* explain the purpose for writing
* write with attention to descriptive detail and word choice (e.g., about a character)—concrete nouns, adjectives, adverbs, precise verbs, description, etc.
* create and record questions, both in print and/or digital format
* write an organized text with a beginning, middle, and end; write an effective lead, write a descriptive middle, write a satisfying conclusion
* select appropriate print and digital graphic organizers from several options
* begin to make their own print and digital graphic organizers to plan their writing
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| **Writing and Other Ways of Representing**Outcome 8: Students will create text, including digital, collaboratively and independently, using a variety of forms for a range of audiences and purposes. (CZ, COM, CI, CT, TF, PCD) |
| Indicators:* identify audiences for some of their writing
* explain the reason for the writing (e.g., to remember an important event, to explain what happened, to thank a guest speaker, to share an idea with a classmate)
* work with a partner, in small groups, and independently to create writing (e.g., lists, notes, stories, poems)
* begin to use role plays to convey meaning (other ways of representing)
 | Indicators:* identify different forms of print and digital writing that are appropriate to specific purposes and audiences
* identify print and digital information that is relevant and purposeful for an intended audience
* work with a partner, in small groups and independently, to create writing in both print and digital format
* use role plays to convey and enhance meaning (other ways of representing)
 | Indicators:* begin to choose forms of writing that are appropriate to specific purposes and audiences
* begin to include information that is relevant and purposeful for an intended audience
* work with a partner, in small groups, and independently, to create writing
* use role plays to convey, enhance, and enrich meaning (other ways of representing)
 | Indicators:* choose forms of writing that are appropriate to specific purposes and audiences (e.g., narrative, expository, descriptive, and persuasive)
* include information that is relevant and purposeful for an intended audience
* work with a partner, in small groups, and independently to create writing
* use role plays to convey, enhance, and enrich meaning (other ways of representing)
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| **Writing and Other Ways of Representing**Outcome 9: Students will use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness. (CZ, COM, CI, CT, TF) |
| Indicators:Writing Processes* prewriting
* talk about the ideas they plan to write about
* begin to draw pictures to help develop ideas for writing
* drafting
* develop some complete thoughts through drawing, using letter-like forms, random letters, sound-symbol matching, and some words
* write left to right and top to bottom most of the time
* begin to use some conventional spacing
* begin to reread their writing to monitor meaning and message
* revision
* add details to a picture
* add labels to a picture
* editing
* observe and develop an awareness of a teacher-modelled editing process
* proofreading
* talk with teacher about scribbles/drawing and/or writing
* publishing/information sharing
* share and publish student-selected pieces of writing
 | Indicators:Writing Processes* prewriting
* talk about the ideas they plan to write about
* draw pictures to help develop ideas for writing
* begin to use simple graphic organizers (such as the five-finger plan)
* drafting
* write some complete thoughts
* match text to their drawings
* write from left to right and from top to bottom consistently
* use some conventional spacing
* reread their writing to monitor meaning and message
* revision
* recognize where they can make changes to writing to clarify meaning
* editing
* use environmental print to check some high-frequency words
* begin to add a few grade-level conventions
* proofreading
* reread with a partner and/or teacher
* publishing / information sharing
* publish student-selected final pieces of writing that demonstrate grade-level traits and conventions
 | Indicators:Writing Processes* prewriting
* talk about the ideas they plan to write about
* draw pictures to develop ideas for writing
* choose and use simple graphic organizers, such as the five-finger plan, web, list, five Ws
* drafting
* understand that writing is connected to prewriting
* write on a single topic
* begin to choose forms of writing that are appropriate to specific purposes and audiences (i.e., narrative, expository, descriptive, and persuasive)
* begin to include information that is relevant and purposeful for an intended audience
* reread my writing to monitor meaning and message
* revision
* make changes to writing to clarify meaning through strategies, such as inserting a word, using a caret, crossing out a word, and adding details
* editing
* use the word wall to check high-frequency words
* begin to use simple self-editing checklists to edit for conventions
* proofreading
* begin to use simple proofreading checklist
* make final corrections against edited draft
* publishing / information sharing
* publish student-selected final pieces of writing that demonstrate grade-level traits and conventions
 | Indicators:Writing Processes* prewriting
* talk about the ideas they plan to write about
* draw pictures to develop ideas for writing
* choose, use, and create simple graphic organizers (such as the five-finger plan, story map, web, list, five Ws, and graphic organizers for specific forms of writing.)
* create jot notes for research writing
* drafting
* recognize that writing is reflective of prewriting
* write on a single topic, with a beginning, middle, and end; some elaboration and organization
* reread their writing to monitor meaning and message
* revision
* make changes to writing to clarify meaning through strategies, such as crossing out words, inserting words using a caret, adding details, and replacing overused words (e.g., said, good, like)
* begin to use a thesaurus
* editing
* use the word wall and personal spelling references to check high-frequency words
* use self-editing checklists to edit for grade-level conventions
* proofreading
* use a co-created anchor chart of proofreading strategies
* conduct a final reread of their draft before publishing
* publishing / information sharing
* publish student-selected final pieces of writing that demonstrate grade-level traits and conventions
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| Writing Traits* ideas
* begin to develop a topic
* begin to tell a story related to a topic (storytelling, drawing, and/or writing)
* organization
* recognize a sense of flow (beginning, middle, and end) in writing
* understand that print and illustrations go together
* language use (sentence fluency, word choice, voice)
* create a thought with a beginning and end
* begin to experiment with a variety of words
* recognize voice through shared reading/read-aloud
* begin to use personal expression through storytelling, drawing, and/or writing
* begin to experiment with a connection to audience through storytelling, drawing, and/or writing
* writing conventions
* begin to write from left to right and from top to bottom
* begin to use spacing between words
 | Writing Traits* ideas
* write several sentences on an identifiable topic, begin to elaborate on the topic
* organization
* experiment with a sense of flow, create a “how-to list.”
* language use (sentence fluency, word choice, voice)
* show some variety in sentence beginnings
* continue to experiment with a variety of words
* experiment with using attribute words—colour, size, shape, texture
* experiment with using multi-sensory words (hearing, smell)
* begin to use comparison words to distinguish one thing from another—size, shape, texture
* use expressive language through storytelling, drawing, and/or writing
* recognize voice across a growing range of texts
* experiment through writing a growing connection to audience
* writing conventions
* write from left to right and from top to bottom
* use spacing between words
* begin to use capitals at the beginning of sentences and capital “I”
* begin to write simple sentences as one complete thought
 | Writing Traits* ideas
* write several sentences on a single, identifiable topic
* elaborate on a topic
* organization
* experiment with leads
* experiment with sequencing (first, next, then, finally)
* language use (sentence fluency, word choice, voice)
* use varied sentence beginnings
* use simple sentences
* begin to use transitional words and phrases
* experiment with compound sentences (using “and” or “but”)
* use concrete nouns and avoid words like “stuff” or “things”
* use accurate verbs
* use attribute words—colour, size, shape, texture
* use multi-sensory words—hearing, smell
* use comparison words that compare one thing to another—size, shape, texture
* recognize voice through a broad range of texts
* begin to demonstrate a unique voice in writing
* demonstrate through writing a growing connection to audience
* writing conventions
* use lower-case letters within words
* use capitals for proper nouns (names or places and days/months) with guidance
* begin to use commas in a date and series
* begin to use periods and capitals correctly
* use compound sentences (two simple sentences combined with a comma and conjunction)
* demonstrate an awareness of when to use quotation marks
 | Writing Traits* ideas
* write about specific topics with elaboration
* begin to experiment with dialogue
* organization
* experiment with a sense of flow throughout a piece, experimenting with leads, using sequencing (first, next, then, finally) when appropriate for the text
* develop a sense of flow throughout a piece of writing
* experiment with effective leads
* experiment with transitional words (in the morning, later that day, etc.)
* experiment with conclusions
* language use (sentence fluency, word choice, voice)
* use a variety of sentence beginnings (including people’s names)
* use transitional words and phrases
* use a variety of simple and compound sentences
* use concrete nouns
* use precise verbs
* use multi-sensory details
* use comparison words
* begin to demonstrate a unique, energetic voice in writing
* recognize voice through a comprehensive range of texts
* demonstrate through writing a connection to audience
* writing conventions
* use proper page margins
* use lower-case letters within words
* use capitals for proper nouns (names or places and days/months)
* use a comma in a date and series
* edit for end punctuation and capitals
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|  |  |  | * use compound sentences (two simple sentences combined with a comma and conjunction)
* begin to use apostrophes for singular possessives and contractions
* begin to use quotation marks (simple quote)
* begin to use new paragraphs when starting a new idea/topic
* use verb tense correctly
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| Word Study (Word Work)* rhyming
* generate rhyming words with a beginning sound prompt
* segmenting
* segment the sounds in a word with three sounds (CVC)
* isolating
* tell which word does not end with the same sound, with three spoken words
* deleting
* delete ending sounds from words
* blending
* blend three sounds to make a word
* substituting
* add sounds to the beginning and ending of words, use the names of letters to spell words, begin to use letters to represent sound, demonstrate an awareness of letter-sound relationship (most)
 | Word Study (Word Work)* rhyming
* recognize and generate spoken words that rhyme
* segmenting
* segment the sounds in a word with three to four sounds
* isolating
* identify the beginning, middle, and ending sounds in words
* deleting
* delete beginning or ending sounds from words
* blending
* blend an increasing number of sounds to make a word (three to four or more)
* substituting
* use an increasing number of letters to represent sound
 | Word Study (Word Work) * use meaning, syntax patterns, and sound cues to spell words
* spell many high-frequency words conventionally
* use a range of spelling strategies
* use a variety of strategies to edit for spelling
* demonstrate increasing knowledge of spelling patterns, including long vowel patterns (ai, ay, oa, ou, ee, ea)
* chunk words into syllables
* begin to use an appropriate short vowel in each syllable of a word
* begin to use apostrophes for contractions
* begin to use plurals and past tense
* sequence letters when spelling words
* use an increasing numbers of accurately spelled words
* apply a wider range of spelling strategies resulting in more conventional or close to conventional spellings
 | Word Study (Word Work) * demonstrate an increasing knowledge of spelling patterns and use patterns from simple words to spell more complex multi-syllabic words
* use increasing numbers of accurately spelled high-frequency words
* use meaning and syntax patterns as well as sound cues to spell words
* use a range of spelling strategies with independence
* begin to use other vowel combinations (au, aw, ui, oo, oy, oi, ow)
* begin to spell the r-controlled vowels (ir, er, or, ur, ar) with more consistency
* use apostrophes for contractions
* begin to use possessives
* begin to consider meanings of homophones
* begin to use double consonants when necessary
* use plurals and past tense consistently
* spell many words conventionally
 |