

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Oral Language Purposes	<p>A1 use speaking and listening in exploratory and imaginative play to</p> <ul style="list-style-type: none"> -express themselves -ask for assistance -exchange ideas -experiment with new ideas or materials <p>A3 demonstrate use of social language to interact cooperatively with others to solve problems</p>	<p>A1 use speaking and listening to interact with others for the purposes of</p> <ul style="list-style-type: none"> -contributing to a class goal -exchanging ideas on a topic -making connections -completing tasks -engaging in play 	<p>A1 use speaking and listening to interact with others for the purposes of</p> <ul style="list-style-type: none"> -contributing to a class goal -exchanging ideas on a topic -making connections -completing tasks -engaging in play 	<p>A1 use speaking and listening to interact with others for the purposes of</p> <ul style="list-style-type: none"> -contributing to a class goal -sharing ideas and opinions -making connections -solving problems -completing tasks 	<p>A1 use speaking and listening to interact with others for the purposes of</p> <ul style="list-style-type: none"> -contributing to a class goal -sharing ideas and opinions -improving and deepening comprehension -solving problems -completing tasks 	<p>A1 use speaking and listening to interact with others for the purposes of</p> <ul style="list-style-type: none"> -contributing to a class goal -sharing and explaining ideas, viewpoints, and opinions (e.g., debating) -improving and deepening comprehension -solving problems -completing tasks 	<p>A1 use speaking and listening to interact with others for the purposes of</p> <ul style="list-style-type: none"> -contributing to group success -discussing and comparing ideas and opinions (e.g., debating) -improving and deepening comprehension -discussing concerns and resolving problems -completing a variety of tasks 	<p>A1 use speaking and listening to interact with others for the purposes of</p> <ul style="list-style-type: none"> -contributing to group success -discussing and analyzing ideas and opinions (e.g., debating) -improving and deepening comprehension -discussing concerns and resolving problems -negotiating consensus or agreeing to differ -completing a variety of tasks
	<p>A2 engage in speaking and listening activities to share ideas about pictures, stories, information text and experiences</p> <p>A5 demonstrate being a good speaker (including sustaining conversation on a familiar topic)</p>	<p>A2 use speaking to explore, express, and present ideas, information, and feelings, by</p> <ul style="list-style-type: none"> -generally staying on topic -using descriptive words about people, places, things, and events -telling or retelling stories and experiences in a logical sequence -sharing connections made 	<p>A2 use speaking to explore, express, and present ideas, information, and feelings, by-staying on topic in a focused discussion</p> <ul style="list-style-type: none"> -recounting experience in a logical sequence -retelling stories, including characters, setting, and plot -reporting on a topic with a few supporting facts and details -sharing connections made 	<p>A2 use speaking to explore, express, and present ideas, information, and feelings for different purposes, by</p> <ul style="list-style-type: none"> -staying on topic in a focused discussion -recounting experiences in a logical sequence -presenting a central idea with supporting details -using specific and descriptive vocabulary -sharing connections made 	<p>A2 use speaking to explore, express, and present a range of ideas, information and feelings for different purposes and audiences, by</p> <ul style="list-style-type: none"> -staying on topic in a focused discussion -recounting experiences in a logical order -using an effective introduction and conclusion -using details or examples to enhance meaning -explaining and supporting a viewpoint 	<p>A2 use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by</p> <ul style="list-style-type: none"> -staying on topic in a focused discussion -recounting experiences in a logical order -using an effective introduction and conclusion -using effective details, evidence, or examples to enhance meaning -explaining an supporting a viewpoint 	<p>A2 use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by</p> <ul style="list-style-type: none"> -using prior knowledge and / or other sources of evidence -staying on topic in focused discussions -presenting in a clear, focused, organized and effective manner -explaining and effectively supporting a viewpoint 	<p>A2 use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by</p> <ul style="list-style-type: none"> -using prior knowledge and / or other sources of evidence -staying on topic in focused discussions -presenting in a clear, focused, organized, and effective manner -explaining and effectively supporting viewpoints
	<p>A4 demonstrate a good listener for a sustained period of time</p> <p>A6 use oral language to explain, inquire, and compare</p> <p>A7 experiment with language and demonstrate enhanced vocabulary usage</p>	<p>A3 listen for a variety of purposes and demonstrate comprehension, by</p> <ul style="list-style-type: none"> -retelling or restating -following two-step instructions -asking questions for clarification and understanding -sharing connections made 	<p>A3 listen attentively for a variety of purposes and demonstrate comprehension, by</p> <ul style="list-style-type: none"> -retelling or paraphrasing information shared orally -following three-and-four-step instructions -asking for clarification and explanation -sharing connections made 	<p>A3 listen purposefully to understand ideas and information, by</p> <ul style="list-style-type: none"> -identifying the main ideas and supporting details -generating questions -visualizing and sharing 	<p>A3 listen purposefully to understand ideas and information, by</p> <ul style="list-style-type: none"> -summarizing main ideas and supporting details -generating questions -visualizing and sharing -identifying opinions or viewpoints -ignoring distractions 	<p>A3 listen purposefully to understand ideas and information, by</p> <ul style="list-style-type: none"> -summarizing and synthesizing main ideas and supporting details -generating questions -visualizing and sharing -making inferences and drawing conclusions -interpreting the speaker's verbal and non verbal messages -ignoring distractions 	<p>A3 listen purposefully to understand and analyze ideas and information, by</p> <ul style="list-style-type: none"> -summarizing and synthesizing -generating questions -visualizing and sharing -making inferences and drawing conclusions -interpreting the speaker's verbal and nonverbal messages, purposes and perspectives -analyzing -ignoring distractions 	<p>A3 listen critically to understand and analyze ideas and information, by</p> <ul style="list-style-type: none"> -summarizing and synthesizing -generating questions -visualizing and sharing -making inferences and drawing conclusions -interpreting the speaker's verbal and nonverbal messages, purposes, and perspectives -analyzing and evaluation -ignoring distractions

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Oral Language Strategies	A8 connect what is already known with new experiences during speaking and listening activities	A4 use strategies when interacting with others, including -making and sharing connections -asking questions for clarification and understanding -taking turns as speaker and listener	A4 use strategies when interacting with others, including-accessing prior knowledge -making and sharing connections -asking questions for clarification and understanding -taking turns as speaker and listener	A4 use a variety of strategies when interacting with others, including -accessing prior knowledge -making and sharing connections -asking questions for clarification and understanding -taking turns as speaker and listener	A4 select and use strategies when interacting with others, including -accessing prior knowledge -making and sharing connections -asking questions for clarification and understanding -taking turns as speaker and listener -paraphrasing to clarify meaning	A4 select and use strategies when interacting with others, including -accessing prior knowledge -making and sharing connections -asking questions for clarification and understanding -taking turns as speaker and listener -paraphrasing to clarify meaning	A4 select and use strategies when interacting with others, including -accessing prior knowledge -making and sharing connections -asking questions for clarification and understanding -taking turns as speaker and listener -paraphrasing to clarify meaning	A4 select and use various strategies when interacting with others, including -accessing prior knowledge -making and sharing connections -asking questions for clarification and understanding -taking turns as speaker and listener -paraphrasing to clarify meaning
		A5 use strategies when expressing and presenting ideas, information, and feelings, including -accessing prior knowledge -organizing thinking by following a simple framework -predicting some things the audience needs to know	A5 use strategies when expressing and presenting ideas, information, and feelings, including -accessing prior knowledge -organizing thinking by following a framework or rehearsing -clarifying and confirming Meaning -predicting what the audience needs to know for understanding -adjusting volume and tone to the needs of the audience	A5 use strategies when expressing and presenting ideas, information, and feelings, including -setting a purpose -accessing prior knowledge -generating ideas -making and sharing connections -asking questions to clarify and confirm meaning -organizing information -practicing delivery -self-monitoring and self-correcting in response to feedback	-A5 select and use strategies when expressing and presenting ideas, information, and feelings, including -setting a purpose -accessing prior knowledge -generating ideas -making and sharing connections -asking questions to clarify and confirm meaning -organizing information -practicing delivery -self monitoring and self correcting in response to feedback	-A5 select and use strategies when expressing and presenting ideas, information, and feelings, including -setting a purpose -accessing prior knowledge -generating ideas -making and sharing connections -asking questions to clarify and confirm meaning -organizing information -practicing delivery -self monitoring and self correcting in response to feedback	A5 select and use strategies when expressing and presenting ideas, information, and feelings, including -setting a purpose -accessing prior knowledge -generating ideas -making and sharing connections -asking questions to clarify and confirm meaning -organizing information -practicing delivery -self monitoring and self correcting in response to feedback	A5 select and use strategies when expressing and presenting ideas, information, and feelings, including -setting a purpose -accessing prior knowledge -generating ideas -making and sharing connections -asking questions to clarify and confirm meaning -organizing information -practicing delivery -self-monitoring and self-correcting in response to feedback
	A9 ask questions to construct and clarify meaning	A6 use strategies when listening to make and clarify meaning, including -preparing for listening -focusing on the speaker -asking questions -recalling ideas	A6 use strategies when listening to make and clarify meaning, including -making a prediction -focusing on the speaker -asking questions -recalling main ideas	A6 use a variety of strategies when listening to make and clarify meaning, including -accessing prior knowledge -making predictions about content before listening -focusing on speaker -listening for specifics -asking questions -recalling and summarizing -visualizing -monitoring comprehension	A-6 select and use strategies when listening to make and clarify meaning, including -accessing prior knowledge -making predications about content before listening -focusing on the speaker -listening for specifics -generating questions -recalling, summarizing,, and synthesizing -visualizing -monitoring comprehension	A6 select and use strategies when listening to make and clarity meaning, including -accessing prior knowledge -making predictions about content before listening -focusing on the speaker -listening for specifics -generating questions -recalling, summarizing, and synthesizing -drawing inferences and conclusions -distinguishing between fact and opinion -visualizing -monitoring comprehension	A6 select and use strategies when listening to make and clarify meaning, including -accessing prior knowledge -making predictions about content before listening -focusing on the speaker -listening for specifics -generating questions -recalling, summarizing, and synthesizing -drawing inferences and conclusions -distinguishing between fact and opinion -visualizing -monitoring comprehension	A6 select and use various strategies when listening to make and clarify meaning, including -accessing prior knowledge -making predications about content before listening -focusing on the speaker -listening for specifics -generating questions -recalling, summarizing, and synthesizing -drawing inferences and conclusions -distinguishing between fact and opinion -visualizing -monitoring comprehension

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Oral Language Thinking		A7 demonstrate enhanced vocabulary knowledge and usage	A7 demonstrate enhanced vocabulary knowledge and usage	A7 demonstrate enhanced vocabulary knowledge and usage	A7 demonstrate enhanced vocabulary knowledge and usage	A7 demonstrate enhanced vocabulary knowledge and usage	A7 demonstrate enhanced vocabulary knowledge and usage	A7 demonstrate enhanced vocabulary knowledge and usage
		A8 engage in speaking and listening activities to develop a deeper understanding of Texts (e.g. presenting a personal collection, listening to the telling of a story from an oral tradition	A8 engage in speaking and listening activities to develop a deeper understanding of texts (e.g. listening to the telling of a story from an oral tradition, listening to information text from science or social studies)	A8 engage in speaking and listening activities to develop a deeper understanding of texts (e.g., creative responses to text)	A8 use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts	A8 use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts	A8 use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts	A8 use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts
		A9 use speaking and listening in group activities (including creative exploration and play) to develop thinking by identifying relationships and acquiring new ideas	A9 use speaking and listening to develop thinking, by -acquiring new ideas -making connections -inquiring -comparing and contrasting -summarizing	A-9 use speaking and listening to extend thinking, by -acquiring new ideas -making connections -inquiring -comparing and contrasting -summarizing	A9 use speaking and listening to improve and extend thinking, by -acquiring new ideas -making connections and asking questions -comparing and analyzing ideas -developing explanations -considering alternative viewpoints -investigating problems and creating solutions	A9 use speaking and listening to improve and extend thinking, by -questioning and speculating -acquiring new ideas -analyzing and evaluating ideas -developing explanations -considering alternative viewpoints -problem solving	A9 use speaking and listening to improve and extend thinking, by -questioning and speculating -acquiring new ideas -analyzing and evaluating ideas -developing explanations -considering alternative viewpoints -summarizing and synthesizing -problem solving	A9 use speaking and listening to improve and extend thinking, by -questioning and speculating -acquiring new ideas -analyzing and evaluation ideas -developing explanations -considering alternative viewpoints -summarizing and synthesizing -problem solving
	A10 use meaningful syntax when speaking (e.g. include a subject and verb, and simple connecting words when needed)	A10 reflect on their speaking and listening to identify their strengths and to discuss attributes of good speakers and listeners	A10 reflect on and assess their speaking and listening, by -referring to class-generated criteria -setting a goal for improvement -making a simple plan to work on their goal	A10 reflect on and assess their speaking and listening, by -referring to class generated criteria -reflecting on and discussing peer and adult feedback -setting goals and creating a plan for improvement -taking steps toward achieving goals	A10 reflect on and assess their speaking and listening, by -referring to class generated criteria -reflecting on and discussing peer and adult feedback -setting goals and creating a plan for improvement -taking steps toward achieving goals	A10 reflect on and assess their speaking and listening, by -referring to class generated criteria -considering and incorporating peer and adult feedback -setting goals and creating a plan for improvement -taking steps toward achieving goals	A10 reflect on an assess their speaking and listening, by -referring to class-generated criteria -considering and incorporating peer and adult feedback -setting goals and creating a plan for improvement -taking steps toward achieving goals	A10 reflect on and assess their speaking and listening, by -referring to class generated criteria -considering and incorporating peer and adult feedback -setting goals and creating a plan for improvement -taking steps toward achieving goals

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Oral Language Features	A11 speak clearly enough to be understood by peers and adults	A11 use the features of oral language to convey and derive meaning, including using most words correctly and expressing ideas clearly	A11 use the features of oral language to convey and derive meaning, including -text structure -grammar and usage -enunciation -receptive listening posture	A11 use the features of oral language to convey and derive meaning, including -text structure -sentence lengths and types -transitions -syntax (i.e., grammar and usage) -enunciation -receptive listening posture	A11 use the features of oral language to convey and derive meaning, including -text structure -a variety of sentence lengths, structures, and types -smooth transitions -syntax (i.e., grammar and usage) -enunciation -non verbal communication -receptive listening posture	A11 use the features of oral language to convey and derive meaning, including -text structure -a variety of sentence lengths, structures, and types -smooth transitions and connecting words -syntax (i.e., grammar and usage) -diction -nonverbal communication -receptive listening posture	A11 recognize and apply the features of oral language to convey and derive meaning, including -context (e.g., audience, purpose, situation) -text structure -a variety of sentence lengths, structures, and types -smooth transitions and connecting words -syntax (i.e., grammar and usage) -diction -nonverbal communication -receptive listening posture	A11 recognize and apply the features of oral language to convey and derive meaning , including -context (e.g., audience, purpose, situation) -text structure -a variety of sentence lengths, structures, and types -smooth transitions and connecting words -syntax (i.e., grammar and usage) -diction -nonverbal communication -receptive listening posture
	A12 demonstrate auditory discrimination and orally manipulate sounds in words (i.e. use phonological awareness)	A12 demonstrate phonological awareness, by -identifying and creating rhyming words Identifying and creating alliteration -segmenting the flow of speech into separate words -using sound segmenting and sound blending of syllables and phonemes in words	A12 recognize structures and patterns of language in oral texts, including -word families -root words -rhyme -structural sequencing cues	A12 recognize the structures and patterns of language in oral texts, including -word families -root words -sound devices, such as rhyme, repetition, and alliteration -structural sequencing -idiomatic expressions	A12 recognize the structures and patterns of language in oral texts, including -sound devices -root words -word families -structural sequencing cues -idiomatic expressions	A12 recognize the structures and patterns of language in oral texts, including, -literacy devices -sound devices -structural sequencing cues -idiomatic expressions	A12 recognize the structures and patterns of language in oral texts, including -literary devices -sound devices -structural sequencing cues -idiomatic expressions	A12 recognize the structures and patterns of language in oral texts, including -literary devices -sound devices -structural sequencing cues -idiomatic expressions

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Reading and Viewing Purposes	B1 demonstrate awareness of the connection between reading, writing, and oral language	B1 read and demonstrate comprehension of grade-appropriate literary texts (e.g., stories, legends poems)	B1 read fluently and demonstrate comprehension of grade-appropriate literary texts (e.g., stories, legends, poems)	B1 read fluently and demonstrate enjoyment and comprehension of a range of grade-appropriate literary texts, such as: - stories from various Aboriginal and other cultures - stories from a variety of genres (e.g., folk tales, legends, adventure, humour, biographies and mysteries) - series and chapter books - picture books - poems	B1 read fluently and demonstrate enjoyment and comprehension of a range of grade-appropriate literary texts including: - stories from various Aboriginal and other cultures - stories from a variety of genres (e.g., folk tales, legends, autobiography, historical fiction) - poems that make obvious use of literary devices	B1 read fluently and demonstrate enjoyment and comprehension of a range of grade-appropriate literary texts including: - stories from various Aboriginal and other cultures - literature from Canada and other countries - stories from a variety of genres (e.g., myths, fantasy) - poems that make use of literary devices	B1 read fluently and demonstrate enjoyment, comprehension and interpretation of a range of grade-appropriate literary texts featuring variety and theme and writing techniques, including: - stories from Aboriginal and other cultures - literature from Canada and other countries - short stories and novels exposing students to unfamiliar contexts - short plays that are straightforward in form and content - poetry in a variety of forms	B1 read fluently and demonstrate enjoyment, comprehension, and interpretation of a range of grade-appropriate literary texts featuring some complexity in theme and writing techniques, including: - stories from Aboriginal and other cultures - literature reflecting a variety of ancient and modern cultures - short stories and novels exposing students to unfamiliar contexts - short plays that are straightforward in form and content - poetry in a variety of forms
	B2 respond to literature through a variety of activities (e.g. role playing, art music, choral reading, talking)	B2 read and demonstrate comprehension of grade-appropriate information texts	B2 read fluently and demonstrate comprehension of grade-appropriate information texts	B2 read fluently and demonstrate enjoyment and comprehension of grade-appropriate information texts such as: - non-fiction books - grade-level text books and other instructional materials - materials that contain simple diagrams, charts, or maps - reports and articles from children’s magazines - reference materials - websites designed for children - instructions and procedures	B2 read fluently and demonstrate enjoyment and comprehension of grade-appropriate information texts such as: - non-fiction books - grade-level text books and other instructional materials - materials that contain diagrams, charts, illustrations or graphs - reports and articles from newspapers and children’s magazines - reference materials - websites designed for children - instructions and procedures	B2 read fluently and demonstrate enjoyment and comprehension of grade-appropriate information texts including: - non-fiction books - text books and other instructional materials - visual or graphic materials - reports and articles from magazines and journals - reference materials - appropriate websites - instructions and procedures - advertising and promotional materials	B2 read fluently and demonstrate enjoyment and comprehension of grade-appropriate information texts with some specialized language including: - non-fiction books - text books and other instructional materials - visual or graphic materials - reports and articles from magazines and journals - reference materials - appropriate websites - instructions and procedures - advertising and promotional materials	B2 read fluently and demonstrate enjoyment and comprehension of grade-appropriate information texts with some specialized language and some complex ideas, including: - non-fiction books - text books and other instructional materials - visual or graphic materials - reports and articles - reference materials - appropriate web sites - instructions and procedures - advertising and promotional materials
	B3 engage in reading or reading-like behaviour	B3 read and re-read just-right texts independently for 10 to 15 minutes daily for enjoyment and to improve fluency and comprehension	B3 read and re-read just-right texts independently 15 to 20 minutes daily for enjoyment and to increase fluency and comprehension	B3 read and re-read just-right texts independently for 20 minutes daily for enjoyment and to increase fluency and comprehension	B3 read and re-read just-right texts independently for 30 minutes daily for enjoyment and to increase fluency and comprehension	B3 read and re-read just-right texts independently for 30 minutes daily for enjoyment and to increase fluency and comprehension	B3 read and re-read just-right texts for at least 30 minutes daily for enjoyment and to increase fluency and comprehension	B3 read and re-read just-right texts for at least 30 minutes daily for enjoyment and to increase fluency and comprehension
		B4 view and demonstrate understanding that visual texts are sources of information	B4 view and demonstrate comprehension of visual texts (e.g., sign, illustrations, diagrams)	B4 view and demonstrate comprehension of visual texts (e.g., cartoons, illustrations, diagrams, posters)	B4 view and demonstrate comprehension of visual texts (e.g., cartoons, illustrations, diagrams, posters, photographs,	B4 view and demonstrate comprehension of visual texts (e.g., signs, cartoons, illustrations, newspapers,	B4 demonstrate comprehension of visual texts with specialized features (e.g., visual components of media, such as magazines, newspapers, websites, comic	B4 demonstrate comprehension of visual texts with specialized features and complex ideas (e.g., visual components of media, such as magazines, newspapers, web sites, reference books,

					advertising)	diagrams, posters, videos, advertising)	books, broadcast media, videos, advertising and promotional materials)	graphic novels, broadcast media, videos, advertising and promotional materials)
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Reading and Viewing Strategies	B4 in discussions, use strategies before reading and viewing to enhance comprehension, including -accessing prior knowledge -predicting -making connections -asking questions	B5 use strategies before reading and viewing, including -accessing prior knowledge to make connections -making predictions -asking questions -setting a purpose	B5 use strategies before reading and viewing, including -accessing prior knowledge to make connections -making predictions -asking questions -setting purpose	B5 use a variety of strategies before reading and viewing, including -accessing prior knowledge to make connections -setting a purpose -making predictions -asking questions -previewing texts	B5select and use strategies before reading and viewing to develop understanding of text, including-setting a purpose and constructing personal goals -accessing prior knowledge to make connections -making predictions -asking questions -previewing texts	B5select and use strategies before reading and viewing to develop understanding of text, including -setting a purpose and considering personal reading goals -accessing prior knowledge to make connections -making predictions -asking questions -previewing texts	B5 select and use strategies before reading and viewing to develop understanding of text, including -setting a purpose and considering personal reading goals -accessing prior knowledge to make connections -making predictions -asking questions -previewing texts	B5 select and use various strategies before reading and viewing to develop understanding of text, including -setting a purpose and considering personal reading goals -accessing prior knowledge to make and share connections -making predictions -asking questions -previewing texts
	B5 in discussions, use strategies during reading and viewing to monitor comprehension, including -predicting and confirming unknown words and events by using language patterns and pictures -making pictures in their heads (visualizing) -asking the question, "Does that make sense?"	B6 use some comprehension and word-decoding strategies during reading and viewing to construct, monitor, and confirm meaning, including -predicting and making connections -visualizing -figuring out unknown words -self-monitoring and self-correcting -retelling	B6 use strategies during reading and viewing to construct, monitor, and confirm meaning, including -predicting and making connections -visualizing -figuring out unknown words - self-monitoring and self-correcting -retelling and beginning to summarize	B6 use a variety of strategies during reading and viewing to construct, monitor, and confirm meaning, including -predicting -making connections -visualizing -asking and answering questions -using 'text features -- self-monitoring and self-correcting -figuring out unknown words -reading selectively -summarizing	B6 select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including -predicting -making connections -visualizing -asking and answering questions -making inferences and drawing conclusions -using 'text features - self-monitoring and self-correcting -figuring out unknown words -reading selectively -determining the importance of ideas/events -visually representing texts -summarizing and synthesizing	B6 select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including -predicting -making connections -visualizing -asking and answering questions -making inferences and drawing conclusions -using 'text features - self-monitoring and self-correcting -figuring out unknown words -reading selectively -determining the importance of ideas/events -summarizing and synthesizing	B6 select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including -predicting -making connections -visualizing -asking and answering questions -making inferences and drawing conclusions -using 'text features - self-monitoring and self-correcting -figuring out unknown words -reading selectively -determining the importance of ideas/events -summarizing and synthesizing	B6 select and use various strategies during reading and viewing to construct, monitor, and confirm meaning, including -predicting -making connections -visualizing -asking and answering questions -making inferences and drawing conclusions -using 'text features" - self-monitoring and self-correcting -figuring out unknown words -reading selectively -determining the importance of ideas/events -summarizing and synthesizing
	B6 engage in discussions and create representations after reading and viewing to reflect on the text to confirm meaning	B7 use strategies after reading and viewing to confirm and extend meaning, including -rereading or "re-viewing" -discussing with others -retelling -sketching -writing a response	B7 use strategies after reading and viewing to confirm and extend meaning, including -rereading or "re-viewing" -discussing with others -retelling and beginning to summarize -sketching -writing a response	B7 use a variety of strategies after reading and viewing to confirm and extend meaning, including - self-monitoring and self-correcting -generating and responding to questions -generating a response -visualizing -retelling and summarizing -using 'text features' to locate information -using graphic organizers to record information	B7select and use strategies after reading and viewing to confirm and extend meaning, including - self-monitoring and self-correcting -generating and responding to questions -making inferences and drawing conclusions -reflecting and responding -visualizing -using 'text features' to locate information -using graphic organizers to record information -summarizing and synthesizing	B7select and use strategies after reading and viewing to confirm and extend meaning, including - self-monitoring and self-correcting -generating and responding to questions -making inferences and drawing conclusions -reflecting and responding -visualizing -using 'text features' to locate information -using graphic organizers to record information -summarizing and synthesizing	B7select and use strategies after reading and viewing to confirm and extend meaning, including - self-monitoring and self-correcting -generating and responding to questions -making inferences and drawing conclusions -reflecting and responding -visualizing -using 'text features' to locate information -using graphic organizers to record information -summarizing and synthesizing	B7select and use various strategies after reading and viewing to confirm and extend meaning, including - self-monitoring and self-correcting -generating and responding to questions -making inferences and drawing conclusions -reflecting and responding -visualizing -using 'text features' to locate information -using graphic organizers to record information -summarizing and synthesizing

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Reading and Viewing Thinking		B8 respond to selections they read or view, by -expressing an opinion supported with a reason -making text-to-self, text-to-text, and text-to-world connections	B8 respond to selections they read or view, by -expressing an opinion supported with reasons -making text-to-self, text-to-text, and text-to-world connections	B8 respond to selections they read or view, by -expressing an opinion with some supporting evidence -making text-to-self, text-to-text, and text-to-world connections -giving reasons for choosing to read or view particular texts	B8 respond to selections they read or view, by -expressing an opinion with some evidence -explaining connections (text-to-self, text-to-text, and text-to-world) -discussing and giving reasons for their choice of favourite texts	B8 respond to selections they read or view, by -expressing an opinion with supporting evidence -explaining connections (text-to-self, text-to-text, and text-to-world) -identify personally meaningful selections, passages, and images	B8 respond to selections they read or view, by -expressing opinions and making judgment supported by explanations and evidence -explaining connections (text-to-self, text-to-text, and text-to-world) -identify personally meaningful selections, passages, and images	B8 respond to selections they read or view, by -expressing opinions and making judgments supported by reasons, explanations, and evidence -explaining connections (text-to-self, text-to-text, and text-to-world) -identifying personally meaningful selections, passages, and images
		B9 read and view to expand knowledge, by -predicting and connecting -comparing and inferring -inquiring and explaining	B9 read and view to expand knowledge, by -predicting and connecting -comparing and inferring -inquiring and generalizing	B9 read and view to extend thinking by -predicting -developing connections and explanations -distinguishing between fact and fiction -drawing conclusions	B9 read and view to improve and extend thinking, by -predicting and explaining -visualizing -distinguishing between fact and opinion -analyzing texts to consider alternatives -drawing conclusions -recognizing alternative viewpoints -summarizing and synthesizing	B9 read and view to improve and extend thinking, by -developing explanations -distinguishing between fact and opinion -analyzing texts to consider alternatives -drawing conclusions -comparing alternative viewpoints -summarizing and synthesizing	B9 read and view to improve and extend thinking, by -analyzing texts and developing explanations -comparing various viewpoints -summarizing and synthesizing to create new ideas	B9 read and view to improve and extend thinking, by -analyzing and evaluating ideas and information -comparing various viewpoints -summarizing and synthesizing to create new ideas
		B10 reflect on their reading and viewing to identify their strengths and to discuss attributes of good readers and viewers	B10 reflect on and assess their reading and viewing, by -referring to class-generated criteria -setting a goal for improvement -making a simple plan to work on their goal	B10 reflect on and assess their reading and viewing, by -referring to class-generated criteria -setting goals and creating a plan for improvement -taking steps toward achieving goals	B10 reflect on and assess their reading and viewing, by -referring to class-generated criteria -setting goals and creating a plan for improvement -taking steps toward achieving goals	B10 reflect on and assess their reading and viewing, by -referring to class-generated criteria -setting goals and creating a plan for improvement -taking steps toward achieving goals	B10 reflect on and assess their reading and viewing, by -referring to class-generated criteria -setting goals and creating a plan for improvement -taking steps toward achieving goals	B10 reflect on and assess their reading and viewing, by -referring to class-generated criteria -setting goals and creating a plan for improvement -taking steps toward achieving goals

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Reading and Viewing Features	B7 demonstrate understanding of concepts about print and concepts about books (e.g. there is a directionality to print; books are fore reading)	B11 recognize and derive meaning from the structures and features of texts, including -concepts about print and concepts about books -elements of stories (e.g. beginning, middle, end; character, setting, events) -‘text features’ -the vocabulary needed to talk about texts (e.g. book, author, title, illustrator, pictures)	B11 recognize and derive meaning from the structures and features of texts, including -concepts about print and concepts about books -elements of stories (e.g. character, setting, problem, solution) -‘text features’ -the vocabulary associated with texts (e.g. pictures, headings, table of contents, key facts)	B11 recognize and derive meaning from the structures and features of texts, including -form, function, and genre of text (e.g. brochure about smoking to inform students, genre is persuasive) - - literary elements (e.g. plot, conflict, theme, character, setting) -literary devices (e.g. imagery, simile, rhyme, rhythm, alliteration_ -‘text features’ (e.g. headings, diagrams, columns, sidebars)	B11 explain how structures and features of text work to develop meaning, including -form, function, and genre of text (e.g. brochure about smoking to inform students; genre is persuasive) - ‘text features’ (e.g. copyright, table of contents, headings, index, glossary, diagrams, sidebars, pull-quotes) -literary elements (e.g. character, setting, problem, plot, climax, conflict, theme, conclusion, resolution) -non-fiction elements (e.g. topic sentence development of ideas with supporting details, central idea) -literary devices (e.g. imagery, sensory detail, simile, metaphor) -idiomatic expressions	B11 explain how structures and features of text work to develop meaning, including -form, function, and genre of text (e.g. brochure about smoking to inform students; genre is persuasive) - ‘text features’ (e.g. copyright, table of contents, headings, index, glossary, diagrams, sidebars, pull-quotes) -literary elements (e.g. character, setting, problem, plot, climax, conflict, theme, conclusion, resolution) -non-fiction elements (e.g. topic sentence development of ideas with supporting details, central idea) -literary devices (e.g. imagery, sensory detail, simile, metaphor) -idiomatic expressions	B11 explain how structures and features of text work to develop meaning, including -form, function, and genre of text (e.g. brochure about smoking to inform students; genre is persuasive) - ‘text features’ (e.g. copyright, table of contents, headings, index, glossary, diagrams, sidebars, hyperlinks, pull-quotes) -literary elements (e.g. characterization, mood, viewpoint, foreshadowing, conflict, protagonist, antagonist, theme) -non-fiction elements (e.g. topic sentence development of ideas with supporting details, central idea) -literary devices (e.g. imagery, onomatopoeia, simile, metaphor, symbolism, and personification) -idiomatic expressions	B11 explain how structures and features of text work to develop meaning, including -form, function, and genre of text (e.g. brochure about smoking to inform students; genre is persuasive) - ‘text features’ (e.g. copyright, table of contents, headings, index, glossary, diagrams, sidebars, hyperlink, pull-quotes) -literary elements (e.g. characterization, mood, viewpoint, foreshadowing, conflict, protagonist, antagonist, theme) -non-fiction elements (e.g. topic sentence development of ideas with supporting details, central idea) -literary devices (e.g. imagery, onomatopoeia, simile, metaphor, symbolism, and personification) -idiomatic expressions
	B8 identify most of the letters of the alphabet and their sounds, and a few high-frequency words, including their name and names of significant others	B12 recognize and fluently identify all alphabetic letters and their associated sounds, and recognize word patterns and some high-frequency words	B12 use knowledge of word patterns, word families, and letter-sound relationships to decode unknown words and recognize an increasing number of high-frequency words					

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Writing and Representing Purposes	C1 create simple messages using a combination of pictures, symbols, letters, and words to convey meaning	C1 create straightforward personal writing and representations that express simple ideas, feelings, likes, and dislikes, featuring -ideas represented through words, sentences, and images that connect to a topic -developing sentence fluency by using simple sentences that relate to each other -developing word choice by attempting to use descriptive words and interesting details -developing voice by showing some evidence of individuality -an organization that follows a form or text presented or modeled by the teacher, such as a list, card, or letter	C1 create personal writing and representations that express connections to personal experiences, ideas, likes, and dislikes, featuring -ideas developed through use of relevant details that connect to a topic - sentence fluency using some variety in sentence length and pattern - developing word choice by using some varied and descriptive language -developing voice by showing some evidence of individuality -a logical organization	C1 create a variety of clear personal writing and representations that express connections to personal experiences, ideas, and opinions, featuring -ideas supported by related details - sentence fluency using a variety of sentence lengths and patterns -experimentation with word choice by using new and different words -an emerging voice demonstrating a developing writing style -an organization that is meaningful and logical	C1 write clear, focused personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring -clearly developed ideas using effective supporting details and explanations -sentence fluency through a variety of sentence lengths and patterns, with some emerging fluidity -experimentation with word choice by using new, different, more precise and powerful words -an authentic voice demonstrating a developing writing style -and organization that is meaningful, logical, and effective, and showcases a central idea or theme	C1 write a variety of clear, focused personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring -clearly developed ideas using effective supporting details, explanations, and comparisons -sentence fluency through sentence variety and lengths, with increasing rhythm and flow -effective word choice by using a greater number of new, powerful, and more precise words -an emerging and honest voice -and organization that is meaningful, logical, and effective, and showcases a central idea or theme	C1 write a variety of clear, focused personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring -clearly developed ideas by using effective supporting details, explanations, comparisons and insights -sentence fluency through sentence variety and lengths, with increasing rhythm and flow -effective word choice through the use of an increasing number of new, varied, and powerful words -an honest voice -an organization that is meaningful, logical, and effective, and showcases a central idea or theme	C1 write a variety of clear, focused personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring -clearly developed ideas by using effective supporting details, explanations, analysis, and insights -sentence fluency through sentence variety and patterns with increasingly natural rhythm and flow -effective word choice through the use of precise nouns, and powerful verbs and modifiers -an honest and engaging voice -an organization that is meaningful, logical, and effective, and showcases a central idea or theme
	C2 recognize that writing can be “talk written down” and that print carries a constant message	C2 create straightforward informational writing and representations, using prompts to elicit ideas and knowledge, featuring -ideas represented through words, sentences, and images that connect to a topic -developing sentence fluency by using simple sentences, patterns, labels, and captions -developing word choice by beginning to use content-specific vocabulary and some detail -developing voice by showing how they think and feel about a topic -an organization that follows a form modeled by the teacher, such as a list, web, chart, cluster or other graphic organizer	C2 create informational writing and representations about non-complex topics and procedures, featuring -ideas beginning to be developed through the use of relevant details -sentence fluency using some variety of sentence length and an emerging variety in pattern -developing word choice by using some content-specific vocabulary and details -developing voice by showing how they think and feel about a topic -an organization that includes a beginning that signals a topic and ideas that are generally logically sequenced	C2 create a variety of clear, easy- to –follow informational writing and representations, featuring -ideas that are adequately developed through relevant details and explanations -sentence fluency through a variety of correctly constructed sentences - word choice by using some new and precise words including content-specific vocabulary -a voice that demonstrates interest in and knowledge of the topic -an organization that includes an introduction, and logically connected and sequenced details	C2 write a variety of clear, informational writing for a range of purposes and audiences, featuring -clearly developed ideas by using clear, focused, useful, and interesting details and explanations -sentence fluency through a variety of sentence lengths and patterns, with some emerging fluidity - word choice by using some new and precise words including content-specific vocabulary -a voice demonstrating an appreciation of, interest in, and knowledge of the topic -an organization that includes an introduction that states the purpose, with easy to follow and logically sequenced details, and an ending that makes sense	C2 write a variety of clear, focused informational writing for a range of purposes and audiences, featuring -clearly developed ideas by using interesting supporting details and explanations -sentence fluency through clear, well-constructed sentences that demonstrate a variety of sentence lengths and pattern, with increasing fluid style - effective word choice through the use of new words, words selected for specificity, and powerful adverbs and verbs -a voice demonstrating an appreciation of, and interest in, the topic -an organization that includes a purposeful introduction, followed by a well-developed and logical sequence of details, with a conclusion that summarizes the details	C2 write a variety of effective informational writing for a range of purposes and audiences that communicate ideas to inform or persuade, featuring -clearly developed ideas by using focused and useful supporting details, analysis and explanations -sentence fluency through clear, well-constructed sentences that demonstrate a variety of lengths and pattern, with increasing fluid style - effective word choice through the use of new vocabulary words, selected for specificity, and powerful adverbs and verbs -a voice demonstrating an appreciation and interest in, the topic -an organization with an inviting lead that clearly indicates the purpose, and flows smoothly with logically sequenced paragraphs or sections to a satisfying conclusion that summarizes the details	C2 write a variety of effective informational writing for a range of purposes and audiences that communicate ideas to inform or persuade, featuring -clearly developed ideas by using focused and useful supporting details, analysis, and explanations -sentence fluency through strong, well-constructed sentences that demonstrate a variety of lengths and patterns, with an increasingly fluid style - effective word choice by using content words, precise nouns, and powerful verbs and modifiers -a voice demonstrating an appreciation and interest in, topic -an organization that includes an inviting lead that clearly indicates the purpose, followed by a well –developed and Clear sequence of paragraphs or sections that lead to a strong conclusion

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Writing and Representing Purposes (continued)	C3 show an interest in, and a positive attitude toward, writing and representing	C 3 create imaginative writing and representations, often modeled on those they have read, heard, or viewed, featuring -ideas represented through sentences and images that generally connect to a topic -developing sentence fluency by using simple sentences, dialogue, phrases, and poetic language -developing word choice by attempting to use new and descriptive words -developing voice by showing some evidence of individuality -an organization that generally follows a form presented or modeled by the teacher, stories include a beginning, middle, and end	C3 create imaginative writing and representations, sometimes based on models they have read, heard, or viewed, featuring - ideas developed through the use of details that enhance the topic or mood - sentence fluency using sentence variety , dialogue , phrases, and poetic language -developing word choice by using some varied descriptive and sensory language -developing voice by showing some evidence of individuality -an organization that includes a well-developed beginning and logically ordered, imaginative ideas or details	C3 create a variety of imaginative writing and representations following patterns modeled from literature, featuring -ideas developed through interesting sensory detail -sentence fluency developed through experimenting with some smooth patterns, and phrasing that is beginning to sound natural -experimentation with word choice by using new, unusual words and varied descriptive and sensory language -an emerging voice demonstrating a developing writing style - an organization that develops logically from an engaging opening through to a satisfying ending	C3 write a variety of imaginative writing modeled from literature, featuring -well developed ideas through the use of supporting details, especially interesting sensory detail -sentence fluency through a variety of sentence lengths and patterns, with some emerging fluidity -effective word choice by experimenting with new, more powerful and varied words, especially descriptive words -a voice demonstrating some sense of individuality -an organization that develops smoothly y with a logical sequence, beginning with an engaging opening through to a satisfying ending	C3 write a variety engaging imaginative writing for a range of purposes and audiences, including short stories, passages. and poems modeled from literature, featuring -well developed ideas through the use of supporting details, especially interesting sensory detail -sentence fluency through a variety of sentence lengths and patterns, with increasing fluidity -effective word choice by using engaging figurative and sensory language -a voice demonstrating an emerging sense of individuality -an organization that includes an engaging opening, followed by a sequence of effectively described ideas that leads to a satisfying conclusion	C3 write a variety of imaginative writing for a range of purposes and audiences that convey meaning, including short stories, passages. and poems modeled from literature, featuring -well developed ideas through the use of interesting, sensory detail -sentence fluency through a variety of sentence lengths and patterns, with increasing fluidity -effective word choice by using engaging figurative and sensory language -an authentic voice -an organization that includes an enticing opening, followed by a sequence of effective detail which elaborates events, ideas, and images, that lead to an imaginative or interesting conclusion	C3 write a variety of imaginative writing for a range of purposes and audiences, including short stories, passages, .and poems modeled from literature, featuring -strategically developed ideas by using interesting, sensory detail -sentence fluency by using a variety of sentence lengths and patterns, with increasing fluidity -effective word choice by using purposeful figurative and sensory language with some sophistication and risk-taking -an engaging and authentic voice -an organization that includes an enticing opening, followed by a purposeful sequence of well-developed ideas that lead to an imaginative or interesting conclusion
					C4create meaningful visual representations that communicate personal response, information, and ideas relevant to the topic, featuring -development of ideas through clear, focused and useful details -reveal connections to personal feelings, experiences, opinions, and information -an expressive voice -an organization in which key ideas are evident	C4create meaningful visual representations for a variety of purposes and audiences that communicate personal response, information, and ideas relevant to the topic, featuring -development of ideas by making connections to personal feelings, experiences, opinions, and information -an expressive voice -an organization in which key ideas are evident	C4create meaningful visual representations for a variety of purposes and audiences that communicate personal response, information, and ideas relevant to the topic, featuring -development of ideas using clear, focused, and useful details, and by making connections to personal feelings, experiences, opinions, and information -an expressive voice -an organization in which key ideas are evident	C4create meaningful visual representations for a variety of purposes and audiences, that communicate personal response, information, and ideas relevant to the topic, featuring -development of ideas by making connections to personal feelings, experiences, opinions, and information -an expressive and individualistic voice -an organization in which key ideas are evident

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Writing and Representing Strategies	C 4 engage in discussions before writing and representing to generate ideas when responding to text and classroom experiences (e.g. observing, listening, using the other senses, drawing, brainstorming, listing, webbing, partner-talk)	C 4 use strategies before writing and representing, including -setting a purpose -identifying an audience -participating in developing class-generated criteria -generating, selecting, and organizing ideas from home and/ or school experiences	C4 use strategies before writing and representing, including -setting a purpose -identifying an audience -participating in developing class-generated criteria -generating , selected developing , and organizing ideas from personal interest, prompts, models of good literature, and /or graphics	C4 use a variety of strategies before writing and representing, including -setting a purpose -identifying an audience -participating in developing class-generated criteria -generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and /or graphics	C5 select and use strategies before writing and representing, including -setting a purpose -identifying an audience -selecting a genre and form from samples provided- - developing class-generated criteria based on analysis of the form of writing or representing -generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and /or graphic	C5 select and use strategies before writing and representing, including -setting a purpose -identifying an audience, genre and form -analyzing examples of successful writing and representing in different forms and genres to identify key criteria -developing class-generated criteria based on analysis of the form of writing or representing -generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics	C5 select and use strategies before writing and representing, including -setting a purpose -identifying an audience, genre and form -analyzing examples of successful writing and representing in different forms and genres to identify key criteria -developing class-generated criteria -generating, selecting, developing, and organizing ideas from personal interest, prompts, texts, and /or research	C5 select and use strategies before writing and representing, including -setting a purpose -identifying an audience, genre, and form -analyzing examples of successful writing and representing in different forms and genres to identify key criteria -developing class-generated criteria -generating, selecting, developing, and organizing ideas from personal interest, prompts, texts, and /or research
	C5 express meaning during writing and representing by using invented spelling and copying existing words/ representations	C5 use strategies during writing and representing to express thoughts in written and visual form (e.g. looking at picture books and student writing samples as models)	C5 use strategies during writing and representing to express thoughts, including -referring to class-generated criteria -referring to word banks -examining models of literature/visuals -revising and editing	C5 use a variety of strategies during writing and representing to express thoughts, including -referring to class-generated criteria -referring to word banks -examining models of literature/visuals -using information from multiple sources -consulting reference materials - revising and editing	C6 select and use strategies during writing and representing to express and refine thoughts, including -referring to class-generated criteria -examining models of literature -combining multiple sources of information -consulting reference material -considering and applying feedback from conferences to revise ideas, organization, voice, word choice, and sentence fluency -ongoing revising and editing	C6 select and use strategies during writing and representing to express and refine thoughts, including -referring to class-generated criteria -analyzing models of literature -accessing multiple sources of information -consulting reference materials -considering and applying feedback to revise ideas, organization, voice, word choice, sentence fluency -ongoing revision and editing	C6 select and use strategies during writing and representing to express and refine thoughts, including -referring to class-generated criteria -analyzing models of literature -accessing multiple sources of information -consulting reference materials -considering and applying feedback from conferences to revise ideas, organization, voice, word choice, and sentence fluency -ongoing revision and editing	C6 select and use various strategies during writing and representing to express and refine thoughts, including -referring to class-generated criteria -analyzing models of literature -accessing multiple sources of information -consulting reference materials -considering and applying feedback from conferences to revise ideas, organization, voice, word choice, and sentence fluency -ongoing revision and editing
	C6 engage in discussions after writing or representing about the experience of writing or representing and share with others	C6 use a strategy after writing and representing to improve their work (e.g. sharing their written work and representations, checking for completeness, adding details)	C 6 use strategies after writing and representing to improve their work, including -checking their work against established criteria -revising to enhance a writing trait (e.g. ideas, sentence fluency, word choice, voice, organization) -editing for conventions (e.g. capitals, punctuation, spelling)	C 6 use a variety of strategies after writing and representing to improve their work, including -checking their work against established criteria -revising to enhance a writing traits (e.g. ideas, sentence fluency, word choice, voice, organization) -editing for conventions (e.g. capitals, punctuation, spelling)	C7 select and use strategies after writing and representing to improve their work, including -checking their work against criteria -reading aloud and listening for fluency -revising to enhance writing traits (e.g. ideas, sentence fluency, word choice, voice, organization) -editing for conventions (e.g. grammar and usage, capitalization, punctuation, spelling)	C7 select and use strategies after writing and representing to improve their work, including -checking their work against established criteria -revising to enhance writing traits (e.g., ideas, sentence fluency, word choice, voice, organization) -editing for conventions (e.g., grammar and usage, capitalization, punctuation, spelling)	C7 select and use strategies after writing and representing to improve their work, including -checking their work against established criteria -reading aloud and listening for fluency -revising to enhance writing traits (e.g., ideas, sentence fluency, word choice, voice, organization) -editing for conventions (e.g., grammar and usage, capitalization, punctuation, spelling)	C7 select and use strategies after writing and representing to improve their work, including -checking their work against established criteria -reading aloud and listening for fluency -revising to enhance writing traits (e.g., ideas, sentence fluency, word choice, voice, organization) -editing for conventions (e.g., grammar and usage, capitalization, punctuation, spelling)

				punctuation, spelling)	spelling)			
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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Writing and Representing Thinking		C7 use writing and representing to express personal responses and likes or dislikes about experiences or texts	C 7 use writing and representing to express personal responses and opinions about experience or texts	C 7 use writing and representing to express personal responses and opinions about experiences or texts	C 8 use writing and representing to express personal responses and relevant opinions in response to experiences or texts	C 8 use writing and representing to express personal responses and relevant opinions about experiences or texts	C 8 use writing and representing to express personal responses and relevant opinions about experiences or texts	C 8 use writing and representing to critique, express personal responses and relevant opinions, and respond to experiences and texts
		C8 use writing and representing to extend their thinking	C8 use writing and representing to extend thinking by presenting new understandings in a variety of forms (e.g. comic strips, poem, skit, graphic organizer)	C8 use writing and representing to extend thinking by – developing explanations -expressing and alternative viewpoint -demonstrating new understandings	C9 use writing and representing to extend thinking by – developing explanations -expressing alternative viewpoints -creating new understandings	C9 use writing and representing to extend thinking by – developing explanations -expressing alternative opinions or perspectives -exploring new ideas (e.g., expressing an unfamiliar viewpoint)	C9 use writing and representing to extend thinking by – developing explanations -analyzing the relationships in ideas and information -exploring new ideas (e.g., examining alternative viewpoints, transposing from one form to another)	C9 use writing and representing to extend thinking by – developing explanations -analyzing the relationships in ideas and information -exploring new ideas (e.g., making generalizations, speculating about alternative viewpoints)
		C 9 reflect on their writing and representing to identify their strengths and to discuss attributes of good writers and representers	C9 reflect on and assess their writing and representing, by – referring to class-generated criteria -setting a goal for improvement -making a simple plan to work on their goal	C9 reflect on and assess their writing and representing, by –referring to class-generated criteria -setting goal s and creating a plan for improvement -taking steps toward achieving goals	C10 reflect on and assess their writing and representing, by –referring to class-generated criteria -setting goal s and creating a plan for improvement -taking steps toward achieving goals	C10 reflect on and assess their writing and representing, by –referring to class-generated criteria -setting goal s and creating a plan for improvement -taking steps toward achieving goals	C10 reflect on and assess their writing and representing, by –referring to class-generated criteria -setting goal s and creating a plan for improvement -taking steps toward achieving goals	C10 reflect on and assess their writing and representing, by –relating their work to criteria -setting goal s and creating a plan for improvement -taking steps toward achieving goals

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Writing and Representing Features	C7 print most of the letters of the alphabet, own name, and a few simple words, and record a prominent sound in a word	C10 use some features and conventions of language to express meaning in their writing and representing, including -complete simple sentences -“s” to form plural of familiar words -capital letters at the beginning of people’s names and of sentences, and capitalize the pronoun “I” - a period to mark the end of a sentence -words from their oral language vocabulary as well as less familiar words from class- displayed lists - knowledge of consonant and short vowel sounds to spell phonically regular one syllable words -spell phonically irregular high-frequency words from memory -attempt to spell unknown words through phonic knowledge and skills and visual memory -legible printing from left to right of all capital and lowercase letters -appropriate spacing between letters and between words	C10 use some features and conventions of language to express meaning in their writing and representing ,including -complete simple sentences, and begin to use compound sentences -some paragraph divisions -generally correct noun-pronoun and subject-verb agreement -past and present tenses -capital letters at the beginning of proper nouns and sentences - periods, question marks, or exclamation marks at the end of sentences -commas to separate items in a series - words from their oral vocabulary, personal wordlist, and class lists -spell words of more than one syllable, high-frequency irregular words, and regular plurals by applying phonic knowledge and skills, and visual memory -attempt to spell unfamiliar words by applying phonic knowledge and skills, and visual memory -conventional Canadian phonic knowledge and skills and visual memory to spelling of common words - letters printed legibly, consistent in shape and size, with appropriate spacing between letters and words	C10 use features and conventions of language to express meaning in their writing and representing, including -complete simple and compound sentences -various sentence types (e.g. declarative, interrogative, imperative, exclamatory) -paragraphs, with some accuracy - correct subject-verb agreement -past and present tenses - noun and pronoun agreement -capitalization in titles of books and stories -punctuation at the end of sentences -apostrophes to form common contractions and to show possession - commas in a series, dates, addresses, and locations - new words from their oral language and reading experiences -spelling of phonically regular, three-syllable words, by applying phonic knowledge and skills and visual memory -conventional Canadian spelling of familiar words, and spelling of unfamiliar words, including irregular plurals, by applying generalizations to assist - strategies for correctly spelling frequently misspelled words -legible print, and begin to show proper alignment, shape, and slant of cursive writing -spacing words and sentences consistently on a line and page	C11 use features and conventions of language to express meaning in their writing and representing, including -complete simple and compound sentences -paragraphs to show beginning of new ideas - correct noun-pronoun agreement -past, present , and future tenses -capitalization to designate organizations and to indicate beginning of quotations - commas after introductory words in sentences and when citing addresses Capitalization and punctuation (e.g. commas, apostrophes, begin to use quotation marks and commas in dialogue) -spell multi-syllable words by applying phonic knowledge and skills and visual memory -common spelling generalizations -conventional Canadian spelling for familiar and frequently used words, and spell unfamiliar words by applying strategies (e.g. phonic knowledge, use of common spelling patterns, dictionaries, word walls, and thesaurus), -legible writing, that demonstrates awareness of alignment, shape, and slant -spacing words and sentences consistently on a line and page	C11 use features and conventions of language to express meaning in their writing and representing, including -complete simple and compound sentences and begin to use complex sentences -effective paragraphing -past, present, and future tenses -capitalization in titles, headings, and subheadings -passages of dialogue indicated with quotation marks and paragraphs -appropriate uses of apostrophes -conventional Canadian spelling for familiar and frequently used words, and spell unfamiliar words by applying strategies (e.g., phonic knowledge, use of common spelling patterns, dictionaries, word walls, and thesaurus) -legible writing with alignment, shape, and slant	C11 use features and conventions of language to express meaning in their writing and representing, including -complete simple and compound and complex sentences -subordinate (i.e. dependent) clauses -comparative and superlative forms of adjectives -past, present, and future tenses - effective paragraphing -effective use of punctuation and quotation marks -conventional Canadian spelling for familiar and frequently used words, and spell unfamiliar words by applying strategies (e.g., phonic knowledge, use of common spelling patterns, dictionaries, and thesaurus) -legible writing appropriate to context and purpose	C11 use the features and conventions of language to express meaning in their writing and representing, including -complete simple, and compound, and complex sentences -subordinate and dependent clauses -correct subject- verb and pronoun agreement in sentences with compound subjects -correct and effective use of punctuation -conventional Canadian spelling for familiar and frequently used words, and spell unfamiliar words by applying strategies to (e.g., phonic knowledge, use of common spelling patterns, dictionaries, and thesaurus) -legible writing appropriate to context and purpose