

THE ONTARIO CURRICULUM

GRADES 1–8

Language 2023

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- the Program Planning and Assessment and Evaluation sections of the Curriculum and Resources website that apply to all Ontario curriculum, Grades 1–12;
- the Curriculum Context that is specific to a discipline;
- the strands of the curriculum; and
- glossaries and appendices as applicable.

The Ontario Curriculum, Grades 1–8: Language, 2023

This curriculum policy replaces *The Ontario Curriculum, Grades 1–8: Language, 2006*. Beginning in September 2023, all language programs for Grades 1 to 8 will be based on the expectations outlined in this curriculum policy.

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Program Planning and Assessment and Evaluation Content

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This content is part of official issued curriculum providing the most up-to-date information (i.e., front matter). This content is applicable to all curriculum documents, Grades 1 to 12. Educators must consider this information to guide the implementation of curriculum and in creating the environment in which it is taught.

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Une publication équivalente est disponible en français sous le titre suivant : *le curriculum de l’Ontario de la 1re à la 8e année – Français (2023)*.

Considerations for program planning

Introduction

Ontario elementary and secondary schools strive to support high-quality learning and student well-being. Schools give individual students the opportunity to learn in ways that are best suited to their individual strengths and needs. At the secondary level, students' ability to thrive academically and personally is also supported by their ability to choose courses and programs that best suit their skills, interests, and preferred postsecondary destinations.

Educators plan teaching and learning in every subject and discipline so that the various needs of all students are addressed and so that students can see themselves reflected in classroom resources and activities. This section highlights the key strategies and policies that educators and school leaders consider as they plan effective and inclusive programs for all students.

Student Well-Being and Mental Health

Promoting the healthy development of all students, as well as enabling all students to reach their full potential, is a priority for educators across Ontario. Students' health and well-being contribute to their ability to learn in all disciplines, and that learning in turn contributes to their overall well-being. A well-rounded educational experience prioritizes well-being and academic success for all students by promoting physical and mental health, social-emotional learning, and inclusion. Parents, community partners, and educators all play critical roles in creating this educational experience.

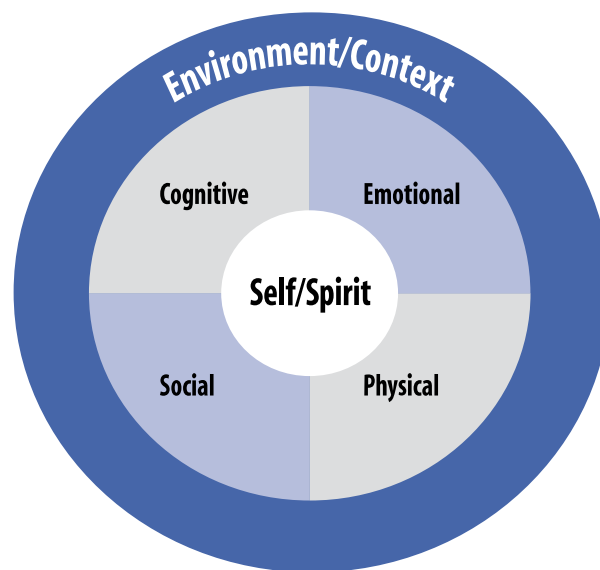
Educators support the well-being of children and youth by creating, fostering, and sustaining a learning environment that is healthy, caring, safe, inclusive, and accepting. A learning environment of this kind supports not only students' cognitive, emotional, social, and physical development but also their sense of self and/or spirit, their mental health, their resilience, and their overall state of well-being. All this will help them achieve their full potential in school and in life.

A variety of factors, known as "determinants of health", have been shown to affect a person's overall state of well-being. Some of these are income, education and literacy, gender and culture, physical and social environment, personal health practices and coping skills, and availability of health services. Together, these factors influence not only whether individuals are physically healthy but also the extent to which they will have the physical, social, and personal resources needed to cope and to identify and achieve personal aspirations. These factors also have an impact on student learning, and it is important to be aware of them as factors contributing to a student's performance and well-being.

An educator's awareness of and responsiveness to students' cognitive, emotional, social, and physical development, and to their sense of self and/or spirit, is critical to their success in school. A number of research-based frameworks, including those described in *Early Learning for Every Child Today: A Framework for Ontario Early Childhood Settings, 2007*, [On My Way: A Guide to Support Middle Years](#)

[Childhood Development, 2017](#), and [Stepping Stones: A Resource on Youth Development, 2012](#), identify developmental stages that are common to the majority of students from Kindergarten to Grade 12. At the same time, these frameworks recognize that individual differences, as well as differences in life experiences and exposure to opportunities, can affect development, and that developmental events are not specifically age dependent.

The framework described in *Stepping Stones* is based on a model that illustrates the complexity of human development. Its components – the cognitive, emotional, physical, and social domains – are interrelated and interdependent, and all are subject to the influence of a person’s environment or context. At the centre is an “enduring (yet changing) core” – a sense of self, and/or spirit – that connects the different aspects of development and experience (p. 17).



Source: *Stepping Stones: A Resource on Youth Development*, p. 17

Educators who have an awareness of a student’s development are taking all of the components into account. They focus on the following elements of each component:

- **cognitive development** – brain development, processing and reasoning skills, use of strategies for learning
- **emotional development** – emotional regulation, empathy, motivation
- **social development** – self-development (self-concept, self-efficacy, self-esteem); identity formation (gender identity, social group identity, spiritual identity); relationships (peer, family, romantic)
- **physical development** – physical activity, sleep patterns, changes that come with puberty, body image, nutritional requirements

The Role of Mental Health and Well-Being

Mental health and well-being touch all components of development. Mental health is much more than the absence of mental illness. Well-being depends not only on the absence of problems and risks but also on the presence of factors that contribute to healthy growth and development. By nurturing and supporting students' strengths and assets, educators help promote positive mental health and well-being in the classroom. At the same time, they can identify students who need additional support and connect them with the appropriate supports and services.

What happens at school can have a significant influence on a student's overall well-being. With a broader awareness of mental health, educators can plan instructional strategies that contribute to a supportive classroom climate for learning in all subject areas, build awareness of mental health, and reduce stigma associated with mental illness. Taking students' well-being, including their mental health, into account when planning instructional approaches helps establish a strong foundation for learning and sets students up for success.

Instructional Approaches

Effective instruction is key to student success. To provide effective instruction, teachers need to consider what they want students to learn, how they will know whether students have learned it, how they will design instruction to promote the learning, and how they will respond to students who are not making progress.

When planning what students will learn, teachers identify the main concepts and skills described in the curriculum expectations, consider the contexts in which students will apply the learning, and determine students' learning goals.

Instructional approaches should be informed by evidence from current research about instructional practices that are effective in the classroom. For example, research has provided compelling evidence about the benefits of explicitly teaching strategies that can help students develop a deeper understanding of concepts. Strategies such as "compare and contrast" (e.g., through Venn diagrams and comparison matrices) and the use of analogy enable students to examine concepts in ways that help them see what the concepts *are* and what they *are not*. Although such strategies are simple to use, teaching them explicitly is important in order to ensure that all students use them effectively.

A well-planned instructional program should always be at the student's level, but it should also push the student towards their optimal level of challenge for learning, while providing support and anticipating and directly teaching skills that are required for success.

A Differentiated Approach to Teaching and Learning

A differentiated approach to teaching and learning is an important part of a framework for effective classroom practice. It involves adapting instruction and assessment to suit individual students' interests, learning preferences, and readiness in order to promote learning.

An understanding of students' strengths and needs, as well as of their backgrounds, life experiences, and possible emotional vulnerabilities, can help teachers identify and address the diverse strengths and needs of their students. Teachers continually build their awareness of students' learning strengths and needs by observing and assessing their readiness to learn, their interests, and their learning styles and preferences. As teachers develop and deepen their understanding of individual students, they can respond more effectively to each student's needs by differentiating instructional approaches – for example, by adjusting the method or pace of instruction, using different types of resources, allowing a wider choice of topics, or even adjusting the learning environment, if appropriate, to suit the way the student learns and how the student is best able to demonstrate learning. Differentiation is planned as part of the overall learning design, but it also includes making adaptations during the teaching and learning process based on “assessment for learning”. Common classroom strategies that support differentiated instruction include cooperative learning, project-based approaches, problem-based approaches, and explicit instruction. Unless students have an Individual Education Plan with modified expectations, *what* they learn continues to be guided by the curriculum expectations and is the same for all students.

Lesson Design

Effective lesson design involves several important elements. Teachers engage students in a lesson by activating their prior learning and experiences, clarifying the purpose for learning, and making connections to contexts that will help them see the relevance and usefulness of what they are learning. Teachers select instructional strategies to effectively introduce concepts, and consider how they will scaffold instruction in ways that will best meet the needs of their students. At the same time, they consider when and how to check students' understanding and to assess their progress towards achieving their learning goals. Teachers provide multiple opportunities for students to apply their knowledge and skills and to consolidate and reflect on their learning. A three-part lesson design (e.g., “Minds On, Action, and Consolidation”) is often used to structure these elements. Effective lesson design also incorporates culturally responsive and relevant pedagogy (CRRP), which recognizes that all students learn in ways that are connected to background, language, family structure, and social or cultural identity. CRRP is discussed more fully in the section [Equity and Inclusive Education](#).

Planning for Students with Special Education Needs

Classroom teachers are the key educators of students with special education needs. They have a responsibility to help *all* students learn, and they work collaboratively with special education teachers and educational assistants, where appropriate, to achieve this goal. Classroom teachers commit to assisting every student to prepare for living with the highest degree of independence possible.

[*Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013*](#) describes a set of beliefs, based in research, that should guide program planning for students with special education needs. Teachers planning programs or courses in all disciplines need to pay particular attention to these beliefs, which are as follows:

- All students can succeed.
- Each student has their own unique patterns of learning.
- Successful instructional practices are founded on evidence-based research, tempered by experience.
- Universal design¹ and differentiated instruction² are effective and interconnected means of meeting the learning or productivity needs of any group of students.
- Classroom teachers are the key educators for a student’s literacy and numeracy development.
- Classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs.
- Fairness is not sameness.

In any given classroom, students may demonstrate a wide range of strengths and needs. Teachers plan programs that are attuned to this diversity and use an integrated process of assessment and instruction that responds to the unique strengths and needs of each student. An approach that combines principles of universal design and differentiated instruction enables educators to provide personalized, precise teaching and learning experiences for all students.

In planning programs or courses for students with special education needs, teachers should begin by examining both the curriculum expectations in the grade or course appropriate for the individual

¹ The goal of Universal Design for Learning (UDL) is to create a learning environment that is open and accessible to all students, regardless of age, skills, or situation. Instruction based on principles of universal design is flexible and supportive, can be adjusted to meet different student needs, and enables all students to access the curriculum as fully as possible.

² Differentiated instruction is effective instruction that shapes each student’s learning experience in response to the student’s particular learning preferences, interests, and readiness to learn. See the section [Instructional Approaches](#) for more information.

student and the student’s particular strengths and learning needs to determine which of the following options is appropriate for the student:

- no accommodations³ or modified expectations; or
- accommodations only; or
- modified expectations, with the possibility of accommodations; or
- alternative expectations, which are not derived from the curriculum expectations for the grade or course and which constitute alternative programs and/or courses.

If the student requires either accommodations or modified expectations, or both, the relevant information, as described in the following paragraphs, must be recorded in their Individual Education Plan (IEP). More detailed information about planning programs for students with special education needs, including students who require alternative programs⁴ and/or courses, can be found in [Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide, 2017 \(Draft\)](#) (referred to hereafter as *Special Education in Ontario, 2017*). For a detailed discussion of the ministry’s requirements for IEPs, see Part E of *Special Education in Ontario*.

Students Requiring Accommodations Only

Some students with special education needs are able, with certain “accommodations”, to participate in the regular grade or course curriculum and to demonstrate learning independently. Accommodations allow the student with special education needs to access the curriculum without changes to the regular expectations. Any accommodations that are required to facilitate the student’s learning must be identified in the student’s IEP ([Special Education in Ontario, 2017, p. E38](#)). A student’s IEP is likely to reflect the same required accommodations for many, or all, subjects or courses.

Providing accommodations to students with special education needs should be the first option considered in program planning. Instruction based on principles of universal design and differentiated instruction focuses on providing accommodations to meet the diverse needs of learners.

There are three types of accommodations:

- *Instructional accommodations* are changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia. Some examples include the use of graphic organizers, photocopied notes, adaptive equipment, or assistive software.
- *Environmental accommodations* are changes that the student may require in the classroom and/or school environment, such as preferential seating or special lighting.

³ “Accommodations” refers to individualized teaching and assessment strategies, human supports, and/or individualized equipment (see *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010*, p. 72).

⁴ Alternative programs are identified on the IEP by the term “alternative (ALT)”.

- *Assessment accommodations* are changes in assessment procedures that enable the student to demonstrate their learning, such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

(For more examples, see page E39 of *Special Education in Ontario, 2017*.)

If a student requires “accommodations only”, assessment and evaluation of their achievement will be based on the regular grade or course curriculum expectations and the achievement levels outlined for the particular curriculum. The IEP box on the student’s Provincial Report Card will not be checked, and no information on the provision of accommodations will be included.

Students Requiring Modified Expectations

Modified expectations for most students with special education needs will be based on the regular grade or course expectations, with changes in the number and/or complexity of the expectations. Modified expectations must represent specific, realistic, observable, and measurable goals, and must describe specific knowledge and/or skills that the student can demonstrate independently, given the appropriate assessment accommodations.

It is important to monitor, and to reflect clearly in the student’s IEP, the extent to which expectations have been modified. At the secondary level, the principal will determine whether achievement of the modified expectations constitutes successful completion of the course, and will decide whether the student is eligible to receive a credit for the course. This decision must be communicated to the parents and the student.

Modified expectations must indicate the knowledge and/or skills that the student is expected to demonstrate and that will be assessed in each reporting period (*Special Education in Ontario, 2017*, p. E27). Modified expectations should be expressed in such a way that the student and parents can understand not only exactly what the student is expected to know or be able to demonstrate independently, but also the basis on which the student’s performance will be evaluated, resulting in a grade or mark that is recorded on the Provincial Report Card. The student’s learning expectations must be reviewed in relation to the student’s progress at least once every reporting period, and must be updated as necessary (*Special Education in Ontario, 2017*, p. E28).

If a student requires modified expectations, assessment and evaluation of their achievement will be based on the learning expectations identified in the IEP and on the achievement levels outlined under [Levels of Achievement](#) in the “Assessment and Evaluation” section.

Elementary: The IEP box on the Elementary Progress Report Card and the Elementary Provincial Report Card must be checked for any subject in which the student requires modified expectations, and, on the Elementary Provincial Report Card, the appropriate statement from *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010*, page 61, must be inserted.

Secondary: If some of the student’s learning expectations for a course are modified but the student is working towards a credit for the course, it is sufficient simply to check the IEP box on the Provincial Report Card, Grades 9–12. If, however, the student’s learning expectations are modified to such an extent that the principal deems that a credit will not be granted for the course, the IEP box must be checked and the appropriate statement from *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010*, pages 62–63, must be inserted.

In both the elementary and secondary panels, the teacher’s comments should include relevant information on the student’s demonstrated learning of the modified expectations, as well as next steps for the student’s learning in the subject or course.

Planning for English Language Learners

English Language Learners in Ontario Schools

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 28 per cent of the students in Ontario’s English-language schools is a language other than English. In addition, some students use varieties of English – sometimes referred to as dialects – that differ significantly from the English required for success in Ontario schools. Many English language learners were born in Canada and have been raised in families and communities in which languages other than English, or varieties of English that differ from the language used in the classroom, are spoken. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited.

When they start school in Ontario, many of these students are entering a new linguistic and cultural environment. All teachers share in the responsibility for these students’ English-language development.

As students who are learning English as a second or additional language in English-language schools, English language learners bring a rich diversity of background knowledge and experience to the classroom. These students’ linguistic and cultural backgrounds not only support their learning in their new environment but also become a cultural asset in the classroom community. Effective teachers find positive ways to incorporate this diversity into their instructional programs and into the classroom environment.

Most English language learners in Ontario schools have age-appropriate proficiency in their first language, as well as age-appropriate literacy skills. Although they need frequent opportunities to use English at school, they also derive important educational and social benefits from continuing to develop their first language while they are learning English. Teachers should encourage parents to continue to use their own language at home, both to preserve the language as part of their children’s heritage and identity and to provide a foundation for their language and literacy development in English. It is also important for teachers to find opportunities to bring students’ languages into the classroom, using parents and community members as a resource.

English as a Second Language and English Literacy Development Programs

During their first few years in Ontario schools, English language learners may receive support through one of two distinct programs designed to meet their language-learning needs:

English as a Second Language (ESL) programs are for students born in Canada or newcomers whose first language is a language other than English, or is a variety of English significantly different from that used for instruction in Ontario schools. Students in these programs have had educational opportunities to develop age-appropriate first-language literacy skills.

English Literacy Development (ELD) programs are primarily for newcomers whose first language is a language other than English, or is a variety of English significantly different from that used for instruction in Ontario schools, and who arrive with significant gaps in their education. These students generally come from countries where access to education is limited or where there are limited opportunities to develop language and literacy skills in any language. Schooling in their countries of origin may have been inconsistent, disrupted, or even completely unavailable throughout the years that these children would otherwise have been in school.

Supportive Learning Environments

In planning programs for students with linguistic backgrounds other than English, teachers need to recognize the importance of the orientation process, understanding that every learner needs to adjust to the new social environment and language in a unique way and at an individual pace. For example, students who are in an early stage of English-language acquisition may go through a “silent period” during which they closely observe the interactions and physical surroundings of their new learning environment. They may use body language rather than speech or they may use their first language until they have gained enough proficiency in English to feel confident of their interpretations and responses. Students thrive in a safe, supportive, and welcoming environment that nurtures their self-confidence while they are receiving focused literacy instruction. When they are ready to participate, in paired, small-group, or whole-class activities, some students will begin by using a single word or phrase to communicate a thought, while others will speak quite fluently.

In a supportive learning environment, most students will develop oral language proficiency quite quickly. Teachers can sometimes be misled by the high degree of oral proficiency demonstrated by many English language learners in their use of everyday English and may mistakenly conclude that these students are equally proficient in their use of academic English. Most English language learners who have developed oral proficiency in everyday English will still require instructional scaffolding to meet curriculum expectations. Research has shown that it takes five to seven years for most English language learners to catch up to their English-speaking peers in their ability to use English for academic purposes.

Program Adaptations

Responsibility for students' English-language development is shared by all teachers, including the ESL/ELD teacher (where available), and other school staff. Volunteers and peers may also be helpful in supporting English language learners in the classroom. By adapting the instructional program, teachers facilitate these students' learning. Appropriate adaptations include modifications and accommodations, as follows:

- modification of some or all of the grade or course expectations so that they are challenging but attainable for the learners at their current level of English proficiency, with the necessary support from the teacher;
- use of a variety of instructional strategies;⁵
- use of a variety of learning resources;⁶
- use of assessment accommodations that support students in demonstrating the full range of their learning.⁷

Teachers need to adapt the program for English language learners as they acquire English proficiency. For English language learners at the early stages of English language acquisition, teachers are required to modify curriculum expectations as needed. Most English language learners require accommodations for an extended period, long after they have achieved proficiency in everyday English.

Assessment and Evaluation

When curriculum expectations are modified in order to meet the language-learning needs of English language learners, assessment and evaluation will be based on the documented modified expectations. Teachers will check the ESL/ELD box on the Provincial Report Card only when modifications have been made to curriculum expectations to address the language needs of English language learners (the box should *not* be checked to indicate simply that they are participating in ESL/ELD programs or if they are

⁵ Examples include: small-group instruction; extensive use of visual cues, images, diagrams; visual representations of key ideas; graphic organizers; scaffolding; previewing of text; modelling; use of music, movement, and gestures; open-ended activities; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages.

⁶ Examples include: visual material; simplified text; bilingual dictionaries; subject-specific glossaries; resources available in languages that students speak at home; concrete materials; learning materials and activities – displays, music, dances, games, and so on – that reflect cultural diversity.

⁷ Examples include: provision of additional time; provision of options for students to choose how they will demonstrate their learning, such as portfolios, oral interviews, presentations, oral or visual representations, demonstrations and models, dramatic activities, and songs and chants; use of tasks requiring completion of graphic organizers or cloze sentences instead of essay questions or other assessment tasks that depend heavily on proficiency in English.

only receiving accommodations). There is no requirement for a statement to be added to the “Comments” section of the report cards when the ESL/ELD box is checked.

Although the degree of program adaptation required will decrease over time, students who are no longer receiving ESL or ELD support may still need some program adaptations to be successful.

Related Policy and Resource Documents

For further information on supporting English language learners, refer to the following documents:

- [*Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010*](#)
- [*The Ontario Curriculum, Grades 9–12: English as a Second Language and English Literacy Development, 2007*](#)
- [*English Language Learners – ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007*](#)
- [*Supporting English Language Learners with Limited Prior Schooling: A Practical Guide for Ontario Educators, Grades 3 to 12, 2008*](#)
- [*Supporting English Language Learners: A Practical Guide for Ontario Educators, Grades 1 to 8, 2008*](#)
- [*Many Roots, Many Voices: Supporting English Language Learners in Every Classroom, 2005.*](#)

Healthy Relationships

Every student is entitled to learn in a safe, caring environment, free from discrimination, violence, and harassment. Research has shown that students learn and achieve better in such environments. A safe and supportive social environment in a school is founded on healthy relationships – the relationships between students, between students and adults, and between adults. Healthy relationships are based on respect, caring, empathy, trust, and dignity, and thrive in an environment in which diversity is honoured and accepted. Healthy relationships do not tolerate abusive, controlling, violent, bullying/harassing, or other inappropriate behaviours. To experience themselves as valued and connected members of an inclusive social environment, students need to be involved in healthy relationships with their peers, educators, and other members of the school community.

Several provincial policies, programs, and initiatives, including [Foundations for a Healthy School](#), the [Equity and Inclusive Education Strategy](#), and [Safe Schools](#), are designed to foster caring and safe learning environments in the context of healthy and inclusive schools. These policies and initiatives promote positive learning and teaching environments that support the development of healthy relationships, encourage academic achievement, and help all students reach their full potential.

In its 2008 report, [Shaping a Culture of Respect in Our Schools: Promoting Safe and Healthy Relationships](#), the Safe Schools Action Team confirmed “that the most effective way to enable all

students to learn about healthy and respectful relationships is through the school curriculum” (p. 11). Educators can promote this learning in a variety of ways. For example, by giving students opportunities to apply critical thinking and problem-solving strategies and to address issues through group discussions, role play, case study analysis, and other means, they can help them develop and practise the skills they need for building healthy relationships. Co-curricular activities such as clubs and intramural and interschool sports provide additional opportunities for the kind of interaction that helps students build healthy relationships. Educators can also have a positive influence on students by modelling the behaviours, values, and skills that are needed to develop and sustain healthy relationships, and by taking advantage of “teachable moments” to address immediate relationship issues that may arise among students.

Human Rights, Equity, and Inclusive Education

A positive, inclusive, equitable, and non-discriminatory elementary and secondary school experience is vitally important to a student’s personal, social, and academic development, to their future economic security, and to a realization of their full potential. Human rights principles recognize the importance of creating a climate of understanding and mutual respect for the dignity and worth of each person, so that each person can contribute fully to the development and well-being of their community. Indeed, human rights law guarantees a person’s right to equal treatment in education. It requires educators and school leaders to prevent and respond appropriately to discrimination and harassment, to create an inclusive environment, to remove barriers that limit the ability of students, and to provide accommodations, where necessary.

Ontario’s education system, at all levels, must respect diversity, promote inclusive education, and work towards identifying and eliminating barriers to equal treatment in education that limit the ability of students to learn, grow, and contribute to society. Discriminatory biases, harassment, non-inclusive environments, lack of accommodation, systemic barriers, power dynamics, societal poverty, and racism make it difficult for students to acquire the skills they need to be successful, competitive, and productive members of society. Ontario schools aim to improve the academic outcomes and experiences of students who have traditionally not benefited from the promise of public education.

In an environment based on the principles of inclusive education, all students, parents, caregivers, and other members of the school community – regardless of ancestry, culture, ethnicity, sex, disability, race, colour, religion, age, marital or family status, creed, gender identity/expression, gender, sexual orientation, socio-economic status, or other factors – are welcomed, included, treated fairly, and respected. Diversity is valued when all members of the school community feel safe, welcomed, and accepted. Every student is supported and inspired to succeed in a culture of high expectations for learning.

Research has shown that students who do not see themselves reflected in what they are learning, in their classrooms, and in their schools become disengaged and do not experience as great a sense of well-being or as high a level of academic achievement as those who do.

Culturally Responsive and Relevant Pedagogy (CRRP)

In an inclusive education system, students must see themselves reflected in the curriculum, their physical surroundings, and the broader environment, so that they can feel engaged in and empowered by their learning experiences. Students need to experience teaching and learning that reflect their needs and who they are. To ensure that this happens, educators in Ontario schools embrace *culturally responsive and relevant pedagogy* (CRRP), which recognizes that all students learn in ways that are connected to background, language, family structure, and social or cultural identity.

CRRP provides a framework for building positive environments, improving student responsibility and success, encouraging parent-school relationships, and building strong community connections. It also emphasizes that it is important for educators and school leaders to examine their own biases and to analyse how their own identities and experiences affect how they view, understand, and interact with all students. This can help to prevent discrimination, harassment, and the creation of poisoned environments. Educators are responsible for meaningful teaching and learning that recognizes and responds to *who is in the classroom and the school*.

By knowing “who our students are”, educators and leaders can tailor policies, programs, and practices to better meet the needs of their diverse student populations, to provide accommodation of the needs specified by human rights law, and to ensure that every student has the opportunity to succeed. CRRP involves recognizing that “culture” encompasses various aspects of social and personal identity. It also means acknowledging students’ multiple social and personal identities and the social issues that arise where identities intersect. The CRRP approach is designed to spark conversation and support educators and school leaders as they seek to implement effective equity strategies and policies. Educators are encouraged to engage in meaningful inquiry, in collaboration with colleagues, to address equity issues and the particular needs of the students they serve.

Implementing Principles of Inclusive Education

The implementation of inclusive education principles in education influences all aspects of school life. It promotes a school climate that encourages all students to work to high levels of achievement, affirms the worth of all students, and helps students strengthen their sense of identity and develop a positive self-image. It encourages staff and students alike to value and show respect for diversity in the school and the broader society. Inclusive education promotes equity, healthy relationships, and active, responsible citizenship. The absence of inclusive approaches to education can create discriminatory environments, in which certain individuals or groups cannot expect to receive fair treatment or an equitable experience based on aspects of their identity.

Teachers can give students a variety of opportunities to learn about diversity and diverse perspectives. By drawing attention to the contributions and perspectives of historically marginalized groups, and by creating opportunities for their experiences to be affirmed and valued, teachers can enable students from a wide range of backgrounds to see themselves reflected in the curriculum. It is essential that learning activities and materials used to support the curriculum reflect the diversity of Ontario society.

In addition, teachers should differentiate instruction and assessment strategies to take into account the background and experiences, as well as the interests, aptitudes, and learning needs, of all students.

Interactions between the school and the community should reflect the diversity of both the local community and the broader society. A variety of strategies can be used to communicate with and engage parents and members of diverse communities, and to encourage their participation in and support for school activities, programs, and events. Family and community members should be invited to take part in teacher interviews, the school council, and the parent involvement committee, and to attend and support activities such as plays, concerts, co-curricular activities and events, and various special events at the school. Schools need to be prepared and ready to welcome families and community members. Schools may consider offering assistance with child care or making alternative scheduling arrangements in order to help caregivers participate. Special outreach strategies and encouragement may be needed to draw in the parents of English language learners and First Nations, Métis, or Inuit students, and to make them feel more welcomed in their interactions with the school.

The Role of the School Library

The school library program can help build and transform students' knowledge in order to support lifelong learning in our information- and knowledge-based society. The school library program supports student success across the curriculum by encouraging students to read widely, teaching them to examine and read many forms of text for understanding and enjoyment, and helping them improve their research skills and effectively use information gathered through research.

The school library program enables students to:

- develop a love of reading for learning and for pleasure;
- develop literacy skills using fiction and non-fiction materials;
- develop the skills to become independent, thoughtful, and critical researchers;
- obtain access to programs, resources, and integrated technologies that support all curriculum areas;
- understand and value the role of public library systems as a resource for lifelong learning.

The school library program plays a key role in the development of information literacy and research skills. Teacher-librarians, where available, collaborate with classroom or content-area teachers to design, teach, and provide students with authentic information and research tasks that foster learning, including the ability to:

- access, select, gather, process, critically evaluate, create, and communicate information;
- use the information obtained to explore and investigate issues, solve problems, make decisions, build knowledge, create personal meaning, and enrich their lives;
- communicate their findings to different audiences, using a variety of formats and technologies;
- use information and research with understanding, responsibility, and imagination.

In addition, teacher-librarians can work with content-area teachers to help students:

- develop digital literacy in using non-print forms, such as the Internet, social media, and blogs, and knowing the best ways to access relevant and reliable information;
- design inquiry questions for research projects;
- create and produce single-medium or multimedia presentations.

Teachers need to discuss with students the concept of ownership of work and the importance of copyright in all forms of media.

The Role of Information and Communications Technology

The variety and range of information and communications technology (ICT) tools available to educators today enables them to significantly extend and enrich their instructional approaches and to create opportunities for students to learn in ways that best suit their interests and strengths. Technology has also enhanced the ability to connect with communities outside the school, making it possible to engage a diversity of community partners in student learning.

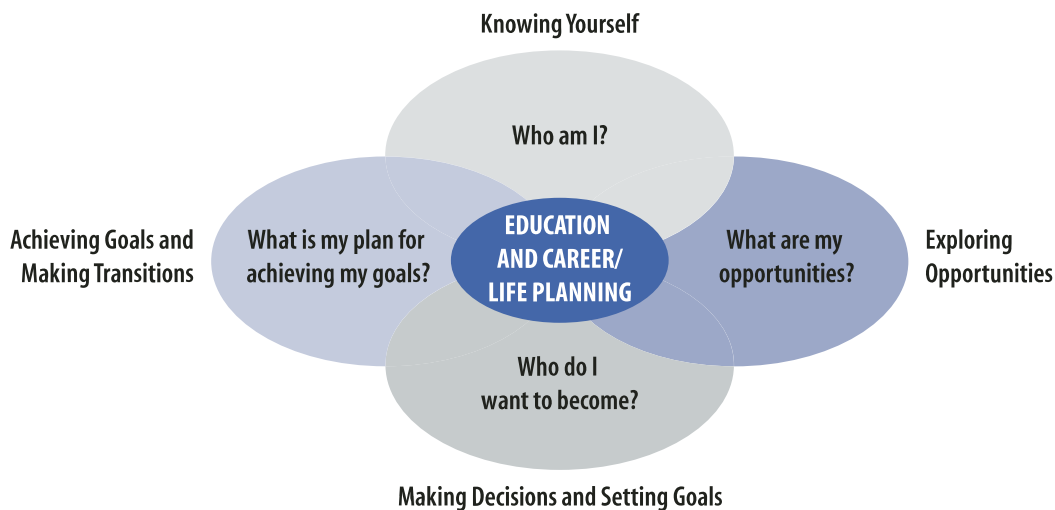
Rich opportunities can be tapped to support students in developing [digital literacy](#), an essential transferable skill.

Education and Career/Life Planning

The goals of the Kindergarten to Grade 12 education and career/life planning program are to:

- ensure that all students develop the knowledge and skills they need to make informed education and career/life choices;
- provide classroom and school-wide opportunities for this learning; and
- engage parents and the broader community in the development, implementation, and evaluation of the program, to support students in their learning.

The framework of the program is a four-step inquiry process based on four questions linked to four areas of learning: (1) Knowing Yourself – Who am I?; (2) Exploring Opportunities – What are my opportunities?; (3) Making Decisions and Setting Goals – Who do I want to become?; and (4) Achieving Goals and Making Transitions – What is my plan for achieving my goals?



The curriculum expectations in most subjects and disciplines of the Ontario curriculum provide opportunities to relate classroom learning to the education and career/life planning program as outlined in [Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools – Policy and Program Requirements, Kindergarten to Grade 12, 2013](#). All classroom teachers support students in education and career/life planning by providing them with learning opportunities, filtered through the lens of the four inquiry questions, that allow them to reflect on and apply subject-specific knowledge and skills; explore subject-related education and career/life options; and become competent, self-directed planners who will be prepared for success in school, life, and work. Education and career/life planning will support students in their transition from secondary school to their initial postsecondary destination, whether it be in apprenticeship training, college, community living, university, or the workplace. For more information on postsecondary pathway choices, see the [Education and Training](#) and [Skilled Trades](#) pages on the Ontario government website.

Experiential Learning

Experiential learning is hands-on learning that occurs in person or virtually and provides developmentally appropriate opportunities for students of all ages to:

- **participate** in rich experiences connected to the world outside the school;
- **reflect** on the experiences to derive meaning; and
- **apply** the learning to their decisions and actions.

Adapted from David A. Kolb, *Experiential Learning: Experience as the Source of Learning and Development*, 2nd ed. (Upper Saddle River, N.J.: Pearson Education, 2015)

Planned learning experiences in the community may include outdoor education, project/program-based learning, job shadowing and job twinning, field trips, field studies, work experience, and cooperative education. These experiences provide opportunities for students to see the relevance of their classroom learning and its connection to the broader world. They also help them develop transferable and interpersonal skills and work habits that prepare them for their future, and enable them to explore careers of interest as they plan their pathway through school to their postsecondary destination, whether in apprenticeship training, college, community living, university, or the workplace.

Experiential learning opportunities associated with various aspects of the curriculum help broaden students' knowledge of themselves and of a range of career opportunities – two areas of learning outlined in [Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools – Policy and Program Requirements, Kindergarten to Grade 12, 2013](#). The key to providing successful experiential learning opportunities is to ensure that the experiential learning cycle (participate, reflect, apply) is a planned part of the experience.

In secondary school, pathways programs that incorporate experiential learning are available to students. They include the following courses and programs:

- cooperative education courses, outlined in [The Ontario Curriculum, Grades 11–12: Cooperative Education, 2018](#)
- Ontario Youth Apprenticeship Program (OYAP) (see [“Prepare for Apprenticeship”](#) on the Ontario government website)
- [Specialist High Skills Major \(SHSM\)](#) program
- [Dual credit](#) programs

Pathways to a Specialist High Skills Major (SHSM)

The [Specialist High Skills Major \(SHSM\)](#) is a specialized, ministry-approved program that allows students in Grades 11 and 12 to focus their learning on a specific economic sector while meeting the requirements of the Ontario Secondary School Diploma (OSSD).

The SHSM program assists students in their transition from secondary school to apprenticeship training, college, university, or the workplace.

This program enables students to gain sector-specific skills and knowledge in engaging, career-related learning environments and to prepare in a focused way for graduation and postsecondary education, training, or employment.

Course offerings and program planning should support students who are pursuing specialized programs, including the SHSM program. Bundles of credits provide students with knowledge and skills that are connected with the specific sector of their SHSM program and that are required for success in their chosen destination.

Health and Safety

In Ontario, various laws, including the [Education Act](#), the [Occupational Health and Safety Act](#) (OHSA), [Ryan's Law \(Ensuring Asthma Friendly Schools\), 2015](#), and [Sabrina's Law, 2005](#), collectively ensure that school boards provide a safe and productive learning and work environment for both students and employees. Under the Education Act, teachers are required to ensure that all reasonable safety procedures are carried out in courses and activities for which they are responsible. Teachers should model safe practices at all times; communicate safety requirements to students in accordance with school board policies, Ministry of Education policies, and any applicable laws; and encourage students to assume responsibility for their own safety and the safety of others.

Concern for safety should be an integral part of instructional planning and implementation. Teachers are encouraged to review:

- their responsibilities under the [Education Act](#);
- their rights and responsibilities under the [Occupational Health and Safety Act](#);
- their school board's health and safety policy for employees;
- their school board's policies and procedures on student health and safety (e.g., on concussions; on medical conditions such as asthma; with respect to outdoor education excursions);
- relevant provincial subject association guidelines and standards for student health and safety, such as Ophea's [Ontario Physical Activity Safety Standards in Education](#) (formerly the Ontario Physical Education Safety Guidelines);
- any additional mandatory requirements, particularly for higher-risk activities (e.g., field trips that involve water-based activities), including requirements for approvals (e.g., from the Supervisory Officer), permissions (e.g., from parents/guardians), and/or qualifications (e.g., proof of students' successful completion of a swim test).

Wherever possible, potential risks should be identified and procedures developed to prevent or minimize, and respond to, incidents and injuries. School boards provide and maintain safe facilities and equipment, as well as qualified instruction. In safe learning environments, teachers will:

- be aware of up-to-date safety information;
- plan activities with safety as a primary consideration;
- inform students and parents of risks involved in activities;
- observe students to ensure that safe practices are being followed;
- have a plan in case of emergency;
- show foresight;
- act quickly.

Students should be made aware that health and safety is everyone's responsibility – at home, at school, and in the community. Teachers should ensure that students have the knowledge and skills needed for safe participation in all learning activities. Students must be able to demonstrate knowledge of the equipment being used and the procedures necessary for its safe use. Health and safety resource guides

for [Kindergarten to Grade 8](#) and for [Grades 9 to 12](#) provide the scope and sequence of Ontario curriculum expectations to assist teachers in bringing health and safety education into the classroom in every subject area. The guides identify expectations in the Ontario curriculum that can help students develop knowledge and skills related to health and safety (injury prevention and health protection), safe behaviours, and safe practices.

Learning outside the classroom, such as on field trips or during field studies, can provide a meaningful and authentic dimension to students' learning experiences, but they also take the teacher and students out of the predictable classroom environment and into unfamiliar settings. Teachers must plan these activities carefully in accordance with their school board's relevant policies and procedures and in collaboration with other school board staff (e.g., the principal, outdoor education lead, Supervisory Officer) to ensure students' health and safety.

The information provided in this section is not exhaustive. Teachers are expected to follow school board health and safety policies and procedures.

Ethics

The Ontario curriculum provides varied opportunities for students to learn about ethical issues and to explore the role of ethics in both public and personal decision making. Students may make ethical judgements when evaluating evidence and positions on various issues, and when drawing their own conclusions about issues, developments, and events. Teachers may need to help students determine which factors they should consider when making such judgements. It is crucial that teachers provide support and supervision to students throughout the research and inquiry process, ensuring that students engaged in an inquiry are aware of potential ethical concerns and that they address such concerns in acceptable ways. Teachers may supervise students' use of surveys and/or interviews, for example, to confirm that their planned activities will respect the dignity, privacy, and confidentiality of their participants. When students' activities involve Indigenous communities and/or individuals, teachers need to ensure the appropriate use and protection of Indigenous knowledge. Teachers also supervise the choice of the research topics to protect students from exposure to information and/or perspectives for which they may not be emotionally or intellectually prepared (for example, where a student's investigation might involve personal interviews that could lead to the disclosure of abuse or other sensitive topics).

Teachers must thoroughly address the issues of plagiarism and cultural appropriation with students. In a digital world that provides quick access to abundant information, it is easy to copy the words, music, or images of others and present them as one's own. Even at the secondary level, students need to be reminded of the ethical issues related to plagiarism and appropriation. Before starting an inquiry, students should have an understanding of the range of forms of plagiarism and appropriation, from blatant to nuanced, as well as of their consequences. Students often struggle to find a balance between creating works in their own voice or style and acknowledging the work of others. It is not enough to tell them not to plagiarize or appropriate others' work, and to admonish those who do. Teachers need to

explicitly teach all students how to use their own voice or style while appropriately acknowledging the work of others, using accepted forms of documentation.

Cross-curricular and integrated learning

Introduction

A variety of overarching perspectives, themes, and skills are intentionally incorporated by educators, on an ongoing basis, into teaching and learning across all subjects and disciplines of the curriculum – they are part of “cross-curricular learning”. Educators plan programs to include learning in these areas, which are relevant in the context of most curriculum subjects, and are critical to students in navigating their world. They range from environmental education, Indigenous education, and financial literacy to social-emotional learning, critical literacy, mathematical literacy, and STEM education. These various themes, perspectives, and skills are explored in this section.

Another approach to teaching and learning “across subjects” is called “integrated learning”. This approach differs from cross-curricular learning because it involves combining curriculum expectations from more than one subject in a single lesson, and evaluating student achievement of the expectations within the respective subjects from which they are drawn.

Scope and Sequence Resource Guides

“Scope and sequence” resource guides are compilations of existing curriculum expectations, from all subjects and disciplines, that relate to specific ministry priorities and initiatives. For example, scope and sequence resource guides have been developed for **environmental education** ([elementary](#) and [secondary](#)); **financial literacy** ([elementary](#) and [secondary](#)); **First Nations, Métis, and Inuit connections** ([elementary](#) and [secondary](#)); and **health and safety** ([elementary](#) and [secondary](#)).

These documents identify expectations that involve learning about the particular topic, as well as teacher supports that touch on the topic or that describe opportunities for addressing it. The teacher supports include the examples, sample questions, teacher prompts, student responses, and/or instructional tips that accompany the expectations and describe optional ways in which teachers can elicit the learning described in the expectation. Teachers can glean ideas from the teacher supports, based on their professional judgement and taking into account the interests of the students and the local communities represented in their classrooms, for incorporating learning about these topics across subjects. The scope and sequence resource guides can also support divisional/school planning on particular topics or issues across classrooms and grades.

Integrated Learning

Integrated learning engages students in a rich learning experience that helps them make connections across subjects and brings the learning to life. Integrated learning provides students with opportunities to work towards meeting expectations from two or more subjects within a single unit, lesson, or activity. It can be a solution to the problems of fragmented learning and isolated skill instruction, because it provides opportunities for students to learn and apply skills in meaningful contexts across subject boundaries. In such contexts, students have opportunities to develop their ability to think and reason and to transfer knowledge and skills from one subject area to another. Although the learning is integrated, *the specific knowledge and skills from the curriculum for each subject are taught.*

Elementary Curriculum

By linking expectations from different subjects within a single unit, lesson, or activity, elementary teachers can provide students with multiple opportunities to reinforce and demonstrate their knowledge and skills in a variety of contexts. Teachers then evaluate student achievement in terms of the individual expectations, towards assigning a grade for each of the subjects involved.

One example would be a unit linking expectations from the science and technology curriculum and from the social studies curriculum. Connections can be made between these curricula in a number of areas – for example, the use of natural resources, considered from a scientific and an economic perspective; variations in habitat and ecosystems across the regions of Canada, exploring both the biology and the geography of those regions; historical changes in technology; and the impact of science and technology on various peoples and on the environment. In addition, a unit combining science and technology and social studies expectations could teach inquiry/research skills common to the two subjects, while also introducing approaches unique to each.

Secondary Curriculum

Ontario's secondary curriculum is designed to provide opportunities for educators to integrate student learning across disciplines and subjects. Some secondary expectations are written to implicitly connect with and support content learning and skill development outlined in other curricula. For example, the secondary math and science curricula are aligned so that students can apply what they learn in math to what they are learning in the sciences. For instance, in Grade 11 and 12 math courses, students learn the mathematical concepts needed to support learning in chemistry and physics courses in those grades. As another example, expectations in social sciences and humanities are aligned with some of the expectations in the English curriculum.

Financial Literacy

The education system has a vital role to play in preparing young people to take their place as informed, engaged, and knowledgeable citizens in the global economy. Financial literacy education can provide the preparation Ontario students need to make informed decisions and choices in a complex and fast-changing financial world.

Because making informed decisions about economic and financial matters has become an increasingly complex undertaking in the modern world, students need to build knowledge and skills in a wide variety of areas. In addition to learning about the specifics of saving, spending, borrowing, and investing, students need to develop broader skills in problem solving, research and inquiry, decision making, critical thinking, and critical literacy related to financial issues, so that they can analyse and manage the risks that accompany various financial choices. They also need to develop an understanding of world economic forces and the effects of those forces at the local, national, and global level. In order to make wise choices, they will need to understand how such forces affect their own and their families' economic and financial circumstances. Finally, to become responsible citizens in the global economy, they will need to understand the social, environmental, and ethical implications of their own choices as consumers. For all of these reasons, financial literacy is an essential component of the education of Ontario students in a twenty-first century context – one that can help ensure that Ontarians will continue to prosper in the future.

Resource documents – [*The Ontario Curriculum, Grades 4–8: Financial Literacy Scope and Sequence of Expectations, 2016*](#) and [*The Ontario Curriculum, Grades 9–12: Financial Literacy Scope and Sequence of Expectations, 2016*](#) – have been prepared to assist teachers in bringing financial literacy into the classroom. These documents identify the curriculum expectations and related examples and prompts, in disciplines across the Ontario curriculum, through which students can acquire skills and knowledge related to financial literacy.

STEM Education

K–12 STEM education is the study of science, technology, engineering, and mathematics, including cross-curricular and/or integrative study, and the application of those subjects in real-world contexts. As students engage in STEM education, they develop [transferable skills](#) that they need to meet the demands of today's global economy and society.

STEM education helps students develop an understanding and appreciation of each of the core subjects of mathematics, science, and technological education. At the same time, it supports a more holistic understanding and application of skills and knowledge related to engineering design and innovation. STEM learning integrates and applies concepts, processes, and ways of thinking associated with these subjects to design solutions to real-world problems.

Engineering design and innovation engages students in *applying* the principles of science, technology, and mathematics to develop economical and sustainable solutions to technical and complex societal problems to meet human needs.

Among the transferable skills developed through STEM education are computational thinking, coding, design thinking, innovating, use of the scientific method, scientific inquiry skills, and engineering design skills. These skills are in high demand in today's globally connected world, with its unprecedented advancements in technology.

Approaches to STEM education may vary across Ontario schools. STEM subjects may be taught separately, but with an effort to make cross-curricular connections a part of student learning. Problem-solving application projects may be designed to combine two or more STEM subjects. Alternatively, content from all four STEM subjects might be fully integrated to reinforce students' understanding of each subject, by enhancing their understanding of the interrelationships among them, and by providing the opportunity to apply a spectrum of knowledge and skills in novel ways in real-world contexts. As STEM education is implemented, it is important to engage diverse perspectives and ways of thinking, including those inherent in the arts and humanities. Diverse perspectives engage students in a variety of creative and critical thinking processes that are essential for developing innovative and effective solutions that impact communities or ecosystems.

A robust K–12 STEM education enables Ontario educators and students to become innovators and leaders of change in society and the workforce, and creates opportunities in our diverse communities to foster integrative thinking and problem solving.

Indigenous Education

To move forward on their learning journey, students must have a solid understanding of where we have been as a province and as a country. Consistent with Ontario's vision for Indigenous education, all students will have knowledge of the rich diversity of First Nations, Métis, and Inuit histories, cultures, perspectives, and contributions, as well as an awareness of the importance of Indigenous ways of knowing in a contemporary context. Ontario is committed to ensuring that First Nations, Métis, and Inuit survivors and communities bring their perspectives to students' learning about our shared history.

It is essential that learning activities and resources used to support Indigenous education are authentic and accurate and do not perpetuate culturally and historically inaccurate ideas and understandings. It is important for educators and schools to select resources that represent the uniqueness of First Nations, Métis, and Inuit histories, perspectives, and world views authentically and respectfully. It is also important to select resources that reflect local Indigenous communities as well as First Nations, Métis, and Inuit individuals and communities from across Ontario and Canada. Resources that best support Indigenous education feature Indigenous voices and narratives and are developed by, or in collaboration with, First Nations, Métis, and Inuit communities. Schools can contact their board's Indigenous lead and work with their Indigenous Education Councils for assistance in evaluating and selecting resources.

Cultural Safety

It is important to create a learning environment that is respectful and that makes students feel safe and comfortable not only physically, socially, and emotionally but also in terms of their cultural heritage. A culturally safe learning environment is one in which students feel comfortable about expressing their ideas, opinions, and needs and about responding authentically to topics that may be culturally sensitive. Educators should be aware that some students may experience emotional reactions when learning about issues that have affected their own lives, their family, and/or their community, such as the legacy of the residential school system. Before addressing such topics in the classroom, teachers need to consider how to prepare and debrief students, and they need to ensure that appropriate resources are available to support students both inside and outside the classroom.

Literacy



Literacy is the ability to use language and images in rich and varied forms to read, write, listen, speak, view, represent, discuss, and think critically about ideas. Literacy enables us to share information and to interact with others. Literacy is an essential tool for personal growth and active participation in a democratic society.

- Ontario Ministry of Education, [*Paying Attention to Literacy: Six Foundations for Improvement in Literacy, K-12, 2013*](#)

The Importance of Literacy

Literacy⁸ continues to evolve as the world changes and its demands shift and become more complex. A focus on literacy goes beyond traditional forms of reading and writing. Today's students live with technological innovations that previous generations never experienced. They are accustomed to receiving information quickly, and often in a non-linear format, and they may engage in social interactions using a variety of technologies.

Literacy skills are embedded in the expectations for all subjects and disciplines of the Ontario curriculum. Each subject provides opportunities for literacy development, often in specialized ways.

⁸ This page has been adapted from Adolescent Literacy Learning, [*Adolescent Literacy Guide: A Professional Learning Resource for Literacy, Grades 7–12. Revised 2016*](#), pages 4–19, and the [*2016 Student Achievement Literacy Planning Resource: Grades 7–12*](#), page 7.

Literacy needs to be explicitly taught in all subjects. Literacy demands, such as vocabulary acquisition and accessing and managing information, become more complex across subjects and disciplines as students progress through the grades.

The Scope of Literacy

In Ontario schools, all students are equipped with the literacy skills necessary to be critical and creative thinkers, effective meaning-makers and communicators, collaborative co-learners, and innovative problem-solvers. These are the skills that will enable them to achieve personal, career, and societal goals. Students develop literacy skills as they think, express, and reflect.

In every subject, before, during, and after they read, view, listen, speak, or write, students select and use a variety of literacy strategies and subject-specific processes. This helps them comprehend and organize information and ideas, and communicate meaning. Teachers assist students in learning and selecting appropriate literacy strategies based on assessment of their individual needs and learning preferences.

Students learn to think, express, and reflect in discipline-specific ways. Teachers purposefully teach students about the literacy demands of the particular subject area. Students learn the vocabulary and terminology that are unique to a particular subject area and must be able to interpret symbols, charts and diagrams. Cross-curricular and subject-specific literacy skills are essential to students' success in all subjects of the curriculum, and in all areas of their lives.

Critical Thinking and Critical Literacy

Critical thinking is the process of thinking about ideas or situations in order to understand them fully, identify their implications, make a judgement, and/or guide decision making. It is an essential transferable skill that enables students to become independent, informed, and responsible members of society, and so is a focus of learning across all subjects and disciplines. Critical thinking includes skills such as questioning, predicting, analysing, synthesizing, examining opinions, identifying values and issues, detecting bias, and distinguishing between alternatives. Students who are taught these skills become critical thinkers who can move beyond superficial conclusions to a deeper understanding of the issues they are examining. They are able to engage in an inquiry process in which they explore complex and multifaceted issues, and questions for which there may be no clear-cut answers.

Students use critical-thinking skills when they assess, analyse, and/or evaluate the impact of something and when they form an opinion and support that opinion with a rationale. In order to think critically, students need to ask themselves effective questions in order to interpret information; detect bias in their sources; determine why a source might express a particular bias; examine the opinions, perspectives, and values of various groups and individuals; look for implied meaning; and use the information gathered to form a personal opinion or stance, or a personal plan of action with regard to making a difference.

Students approach critical thinking in various ways. Some students find it helpful to discuss their thinking, asking questions and exploring ideas. Other students may take time to observe a situation or consider a text carefully before commenting; they may prefer not to ask questions or express their thoughts orally while they are thinking.

Critical literacy is the term used to refer to a particular aspect of critical thinking. Critical literacy involves looking beyond the literal meaning of a text to determine what is present and what is missing, in order to analyse and evaluate the text's complete meaning and the author's intent. Critical literacy is concerned with issues related to fairness, equity, and social justice. Critically literate students adopt a critical stance, asking what view of the world the text advances and whether they find this view acceptable, who benefits from the text, and how the reader is influenced.

Critically literate students understand that meaning is not found in texts in isolation. People make sense of a text, or determine what a text means, in a variety of ways. Students therefore need to take into account: points of view (e.g., those of people from various cultures); context (e.g., the beliefs and practices of the time and place in which a text was created and those in which it is being read or viewed); the background of the person who is interacting with the text (e.g., upbringing, friends, communities, education, experiences); intertextuality (e.g., information that a reader or viewer brings to a text from other texts experienced previously); gaps in the text (e.g., information that is left out and that the reader or viewer must fill in); and silences in the text (e.g., the absence of the voices of certain people or groups).

Students who are critically literate are able, for example, to actively analyse media messages and determine possible motives and underlying messages. They are able to determine what biases might be contained in texts, media, and resource material and why that might be, how the content of these materials might be determined and by whom, and whose perspectives might have been left out and why. Only then are students equipped to produce their own interpretation of an issue. Opportunities should be provided for students to engage in a critical discussion of "texts", including books and textbooks, television programs, movies, documentaries, web pages, advertising, music, gestures, oral texts, newspaper and magazine articles, letters, cultural text forms, stories, and other forms of expression. Such discussions empower students to understand the impact on members of society that was intended by the text's creators. Language and communication are never neutral: they are used to inform, entertain, persuade, and manipulate.

The literacy skill of *metacognition* supports students' ability to think critically through reflection on their own thought processes. Acquiring and using metacognitive skills has emerged as a powerful approach for promoting a focus on thinking skills in literacy and across all disciplines, and for empowering students with the skills needed to monitor their own learning. As they reflect on their strengths and needs, students are encouraged to advocate for themselves to get the support they need in order to achieve their goals.

Mathematical Literacy



Mathematical literacy is an individual's capacity to formulate, employ, and interpret mathematics in a variety of contexts. It includes reasoning mathematically and using mathematical concepts, procedures, facts, and tools to describe, explain, and predict phenomena. It assists individuals to recognize the role that mathematics plays in the world and to make the well-founded judgments and decisions needed by constructive, engaged, and reflective citizens.

- Council of Ministers of Education, Canada (CMEC), [*Measuring Up: Canadian Results of the OECD PISA Study*](#), 2016, p. 10

The Importance of Mathematical Literacy⁹

Mathematical literacy involves more than executing procedures. It implies a knowledge base and the competence and confidence to apply this knowledge in the practical world. A mathematically literate person can estimate; interpret data; solve day-to-day problems; reason in numerical, graphical, and geometric situations; and communicate using mathematics.

As knowledge expands and the economy evolves, more people are working with technologies or working in settings where mathematics is a cornerstone. Problem solving, the processing of information, and communication are becoming routine job requirements. Outside the workplace, mathematics arises in many everyday situations. Mathematical literacy is necessary both at work and in daily life.

Mathematical literacy is as important as proficiency in reading and writing. Mathematics is so entwined with today's way of life that we cannot fully comprehend the information that surrounds us without a basic understanding of mathematical ideas. Confidence and competence in mathematics lead to productive participation in today's complex information society, and open the door to opportunity.

The Scope of Mathematical Literacy

Mathematical literacy encompasses the ability to:

- estimate in numerical or geometric situations
- know and understand mathematical concepts and procedures
- question, reason, and solve problems
- make connections within mathematics and between mathematics and life

⁹ Adapted from *Leading Math Success: Mathematical Literacy, Grades 7–12 – The Report of the Expert Panel on Student Success in Ontario*, 2004, pages 10 and 24.

- generate, interpret, and compare data
- communicate mathematical reasoning

Mathematical literacy has several dimensions – for example, numerical literacy, spatial literacy, and data literacy – and extends beyond the mathematics classroom to other fields of study.

Teachers should take advantage of the abundant opportunities that exist for fostering mathematical literacy across the curriculum. All teachers have a responsibility to communicate the view that all students can and should do mathematics.

Environmental Education

Environmental education is both the responsibility of the entire education community and a rich opportunity for cross-curricular learning. It can be taught across subjects and grades, providing context that can enrich and enliven learning in all subject areas. It also provides opportunities for critical thinking, learning about citizenship, and developing personal responsibility. It offers students the opportunity to develop a deeper understanding of themselves, their role in society, and their dependence on one another and on the Earth’s natural systems.

The curriculum provides opportunities for students to learn about environmental processes, issues, and solutions, and to demonstrate their learning as they practise and promote environmental stewardship at school and in their communities.

[*Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools*](#) outlines an approach to environmental education that recognizes the need for all Ontario students to learn “in, about and/or for” the environment, and promotes environmental responsibility on the part of students, school staff, and leaders at all levels of the education system.

Resource documents – [*The Ontario Curriculum, Grades 1–8 and The Kindergarten Program: Environmental Education, Scope and Sequence of Expectations, 2017*](#) and [*The Ontario Curriculum, Grades 9–12: Environmental Education, Scope and Sequence of Expectations, 2017*](#) – have been prepared to assist teachers in planning lessons that integrate environmental education with other subject areas. They identify curriculum expectations and related examples and prompts in disciplines across the Ontario curriculum that provide opportunities for student learning “in, about, and/or for” the environment. Teachers can use these documents to plan lessons that relate explicitly to the environment, or they can draw on them for opportunities to use the environment as the *context for learning*. These documents can also be used to make curriculum connections to school-wide environmental initiatives.

Social-Emotional Learning Skills

The development of social-emotional learning (SEL) skills helps students foster overall health and well-being, positive mental health, and the ability to learn, build resilience, and thrive.

Students will learn skills to:	So that they can:
<ul style="list-style-type: none">• identify and manage emotions	<ul style="list-style-type: none">• express their feelings and understand the feelings of others
<ul style="list-style-type: none">• recognize sources of stress and cope with challenges	<ul style="list-style-type: none">• develop personal resilience
<ul style="list-style-type: none">• maintain positive motivation and perseverance	<ul style="list-style-type: none">• foster a sense of optimism and hope
<ul style="list-style-type: none">• build relationships and communicate effectively	<ul style="list-style-type: none">• support healthy relationships and respect diversity
<ul style="list-style-type: none">• develop self-awareness and self-confidence	<ul style="list-style-type: none">• develop a sense of identity and belonging
<ul style="list-style-type: none">• think critically and creatively	<ul style="list-style-type: none">• make informed decisions and solve problems

Social-emotional learning skills are an explicit component of learning in the elementary health and physical education curriculum. However, there are opportunities for students to develop SEL skills in connection with their learning in all subjects and disciplines. Skills to support mental health and well-being can be developed across the curriculum, in the context of school activities, at home, and in the community.

It is beneficial for students to make connections between SEL skills, [transferable skills](#), and learning skills and work habits (see [Growing Success](#), 2010, Chapter 2). Taken together, these interrelated skills support students' overall health and well-being, positive mental health, and the ability to learn and to become lifelong learners. They enhance students' experience in school and beyond, preparing them to succeed personally and to become economically productive and actively engaged citizens. [School Mental Health Ontario](#) (SMHO) has resources to support the development of social-emotional learning in Ontario schools.

Transferable skills

Introduction

The Importance of Transferable Skills in the Curriculum

Today's graduates will enter a world that is more competitive, more globally connected, and more technologically engaged than it has been in any other period of history. Over the course of the next decade, millions of young Canadians will enter a workforce that is dramatically different from the one we know today. With the growing automation of jobs, extraordinary technological advancements, and the realities of a global economy, students will need to be prepared for job flexibility, frequent career re-orientation, and work and civic life in a globalized, digital age. Equipping students with transferable skills and a desire for lifelong learning will help to prepare them for these new realities, and to navigate and shape their future successfully.

Transferable skills are the skills and attributes that students need in order to thrive in the modern world. Based on international research, information provided by employers, and its work with jurisdictions across Canada, the Ontario Ministry of Education has defined seven important categories of transferable skills – sometimes referred to as “competencies”¹⁰ – that will help students navigate the world of work and meet with success in the future:

- critical thinking and problem solving
- innovation, creativity, and entrepreneurship
- self-directed learning
- collaboration
- communication
- global citizenship and sustainability
- digital literacy

These seven broad categories of skills, necessary in today's rapidly changing world, can be seen as a framework encompassing the wide range of discrete transferable skills that students acquire over time. Developing transferable skills essentially means “learning for transfer” – that is, taking what is learned in

¹⁰ These categories of transferable skills are aligned with the [six “global competencies”](#) developed collaboratively by ministers of education across Canada on the basis of the competencies outlined in *21st Century Competencies: Foundation Document for Discussion* (Ontario Ministry of Education, 2016). The global competencies were then published by the Council of Ministers of Education, Canada (CMEC) as part of an effort to prepare students across the nation for a complex and unpredictable future with rapidly changing political, social, economic, technological, and environmental landscapes. The new categories of transferable skills outlined here have been updated on the basis of current research, and a seventh category – “digital literacy” – has been added.

one situation and applying it to other, new situations. Students in Ontario schools “learn for transfer” in all of the subjects and disciplines of the Ontario curriculum, from Kindergarten to Grade 12. In fact, in every grade and subject, their learning is assessed, in part, in terms of their ability to apply or transfer what they have learned to familiar and new contexts (see the category “Application” in the [Sample Achievement Charts](#)). The curriculum provides opportunities for students to develop transferable skills in age- and grade-appropriate ways throughout their school years. Students develop transferable skills not in isolation but as part of their learning in all subjects of the curriculum. These skills are developed through students’ cognitive, social, emotional, and physical engagement in learning. Educators facilitate students’ development of transferable skills explicitly through a variety of teaching and learning methods, models, and approaches, and assessment practices, in a safe, inclusive, and equitable learning environment.

Critical Thinking and Problem Solving

Definition

Critical thinking and problem solving involve locating, processing, analysing, and interpreting relevant and reliable information to address complex issues and problems, make informed judgements and decisions, and take effective action. With critical thinking skills comes an awareness that solving problems can have a positive impact in the world, and this contributes to achieving one’s potential as a constructive and reflective citizen. Learning is deepened when it occurs in the context of authentic and meaningful real-world experiences.

Student Descriptors

- Students engage in inquiry processes that include locating, processing, interpreting, synthesizing, and critically analysing information in order to solve problems and make informed decisions. These processes involve critical, digital, and data literacy.
- Students solve meaningful and complex real-life problems by taking concrete steps – identifying and analysing the problem, creating a plan, prioritizing actions to be taken, and acting on the plan – as they address issues and design and manage projects.
- Students detect patterns, make connections, and transfer or apply what they have learned in a given situation to other situations, including real-world situations.
- Students construct knowledge and apply what they learn to all areas of their lives – at school, home, and work; among friends; and in the community – with a focus on making connections and understanding relationships.
- Students analyse social, economic, and ecological systems to understand how they function and how they interrelate.

Innovation, Creativity, and Entrepreneurship

Definition

Innovation, creativity, and entrepreneurship support the ability to turn ideas into action in order to meet the needs of a community. These skills include the capacity to develop concepts, ideas, or products for the purpose of contributing innovative solutions to economic, social, and environmental problems. Developing these skills involves a willingness to assume leadership roles, take risks, and engage in independent, unconventional thinking in the context of experimenting, conducting research, and exploring new strategies, techniques, and perspectives. An entrepreneurial mindset understands the importance of building and scaling ideas for sustainable growth.

Student Descriptors

- Students formulate and express insightful questions and opinions to generate novel ideas.
- Students contribute solutions to economic, social, and environmental problems in order to meet a need in a community by: enhancing concepts, ideas, or products through a creative process; taking risks in their creative thinking as they devise solutions; making discoveries through inquiry research, by testing hypotheses and experimenting with new strategies or techniques.
- Students demonstrate leadership, initiative, imagination, creativity, spontaneity, and ingenuity as they engage in a range of creative processes, motivating others with their ethical entrepreneurial spirit.

Self-Directed Learning

Definition

Self-directed learning involves becoming aware of and managing one's own process of learning. It includes developing dispositions that support motivation, self-regulation, perseverance, adaptability, and resilience. It also calls for a growth mindset – a belief in one's ability to learn – combined with the use of strategies for planning, reflecting on, and monitoring progress towards one's goals, and reviewing potential next steps, strategies, and results. Self-reflection and thinking about thinking (metacognition) support lifelong learning, adaptive capacity, well-being, and the ability to transfer learning in an ever-changing world.

Student Descriptors

- Students learn to think about their own thinking and learning (metacognition) and to believe in their ability to learn and grow (growth mindset). They develop their ability to set goals, stay motivated, and work independently.
- Students who regulate their own learning are better prepared to become lifelong learners. They reflect on their thinking, experiences, and values, and respond to critical feedback, to enhance their learning. They also monitor the progress of their learning.

- Students develop a sense of identity in the context of Canada’s various and diverse communities.
- Students cultivate emotional intelligence to better understand themselves and others and build healthy relationships.
- Students learn to take the past into account in order to understand the present and approach the future in a more informed way.
- Students develop personal, educational, and career goals and persevere to overcome challenges in order to reach those goals. They learn to adapt to change and become resilient in the face of adversity.
- Students become managers of the various aspects of their lives – cognitive, emotional, social, physical, and spiritual – to enhance their mental health and overall well-being.

Collaboration

Definition

Collaboration involves the interplay of the cognitive (thinking and reasoning), interpersonal, and intrapersonal competencies needed to work with others effectively and ethically. These skills deepen as they are applied, with increasing versatility, to co-construct knowledge, meaning, and content with others in diverse situations, both physical and virtual, that involve a variety of roles, groups, and perspectives.

Student Descriptors

- Students participate successfully in teams by building positive and respectful relationships, developing trust, and acting cooperatively and with integrity.
- Students learn from others and contribute to their learning as they co-construct knowledge, meaning, and content.
- Students assume various roles on the team, respect a diversity of perspectives, and recognize different sources of knowledge, including Indigenous ways of knowing.
- Students address disagreements and manage conflict in a sensitive and constructive manner.
- Students interact with a variety of communities and/or groups and use various technologies appropriately to facilitate working with others.

Communication

Definition

Communication involves receiving and expressing meaning (e.g., through reading and writing, viewing and creating, listening and speaking) in different contexts and with different audiences and purposes.

Effective communication increasingly involves understanding local and global perspectives and societal and cultural contexts, and using a variety of media appropriately, responsibly, safely, and with a view to creating a positive digital footprint.

Student Descriptors

- Students communicate effectively in different contexts, orally and in writing, using a variety of media.
- Students communicate using the appropriate digital tools, taking care to create a positive digital footprint.
- Students ask effective questions to acquire knowledge; listen to all points of view and ensure that those views are heard; voice their own opinions; and advocate for ideas.
- Students learn about a variety of languages, including Indigenous languages, and understand the cultural importance of language.

Global Citizenship and Sustainability

Definition

Global citizenship and sustainability involves understanding diverse world views and perspectives in order to effectively address the various political, environmental, social, and economic issues that are central to living sustainably in today's interconnected and interdependent world. It also involves acquiring the knowledge, motivation, dispositions, and skills required for engaged citizenship, along with an appreciation of the diversity of people and perspectives in the world. It calls for the ability to envision and work towards a better and more sustainable future for all.

Student Descriptors

- Students understand the political, environmental, economic, and social forces at play in the world today, how they interconnect, and how they affect individuals, communities, and countries.
- Students make responsible decisions and take actions that support quality of life for all, now and in the future.
- Students recognize discrimination and promote principles of equity, human rights, and democratic participation.
- Students recognize the traditions, knowledge, and histories of Indigenous peoples, appreciate their historical and contemporary contributions to Canada, and recognize the legacy of residential schools.
- Students learn from and with people of diverse cultures and backgrounds and develop cross-cultural understanding.
- Students engage in local, national, and global initiatives to make a positive difference in the world.

- Students contribute to society and to the culture of local, national, and global communities, both physical and virtual, in a responsible, inclusive, sustainable, ethical, and accountable manner.
- Students, as citizens, participate in various groups and online networks in a safe and socially responsible manner.

Digital Literacy

Definition

Digital literacy involves the ability to solve problems using technology in a safe, legal, and ethically responsible manner. With the ever-expanding role of digitalization and big data in the modern world, digital literacy also means having strong data literacy skills and the ability to engage with emerging technologies. Digitally literate students recognize the rights and responsibilities, as well as the opportunities, that come with living, learning, and working in an interconnected digital world.

Student Descriptors

- Students select and use appropriate digital tools to collaborate, communicate, create, innovate, and solve problems.
- Students understand how to manage and regulate their use of technology to support their mental health and well-being.
- Students use digital tools to define and plan data searches, collect data, and identify relevant data sets. They analyse, interpret, and graphically represent, or “visualize”, data in various ways to solve problems and inform decisions.
- Students demonstrate a willingness and confidence to explore and use new or unfamiliar digital tools and emerging technologies (e.g., open source software, wikis, robotics, augmented reality). Students understand how different technologies are connected and recognize their benefits and limitations.
- Students manage their digital footprint by engaging in social media and online communities respectfully, inclusively, safely, legally, and ethically. Students understand their rights with respect to personal data and know how to protect their privacy and security and respect the privacy and security of others.
- Students analyse and understand the impact of technological advancements on society, and society’s role in the evolution of technology.

Assessment and Evaluation

Introduction

[*Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010*](#) sets out the Ministry of Education’s assessment, evaluation, and reporting policy. The policy aims to maintain high standards, improve student learning, and benefit students, parents¹¹, and teachers in elementary and secondary schools across the province. Successful implementation of this policy depends on the professional judgement¹² of educators at all levels as well as on their ability to work together and to build trust and confidence among parents and students.

A brief summary of some major aspects of the current assessment, evaluation, and reporting policy is given below. Teachers should refer to *Growing Success* for more detailed information.

Fundamental Principles

The primary purpose of assessment and evaluation is to improve student learning.

The seven fundamental principles given below (excerpted from *Growing Success*, page 6) lay the foundation for rich and challenging practice. When these principles are fully understood and observed by all teachers, they will guide the collection of meaningful information that will help inform instructional decisions, promote student engagement, and improve student learning.

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable;
- support all students;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;

¹¹ The word *parent(s)* is used on this website to refer to parent(s) and guardian(s). It may also be taken to include caregivers or close family members who are responsible for raising the child.

¹² “Professional judgement”, as defined in [*Growing Success \(p. 152\)*](#), is “judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction”.

- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Culturally Responsive and Relevant Assessment and Evaluation

[Culturally responsive and relevant pedagogy \(CRRP\)](#) reflects and affirms students' cultural and social identities, languages, and family structures. It involves careful acknowledgement, respect, and understanding of the similarities and differences among students, and between students and teachers, in order to respond effectively to student thinking and promote student learning.

Engaging in assessment from a CRRP stance requires that teachers gain awareness of and reflect on their own beliefs about who a learner is and what they can achieve (see the questions for consideration provided below). In this process, teachers engage in continual self-reflection – and the critical analysis of various data – to understand and address the ways in which teacher identity and bias affect the assessment and evaluation of student learning. Assessment from a CRRP stance starts with having a deep knowledge of every student and an understanding of how they learn best.

The primary purpose of assessment is to improve student learning. Assessment *for* learning creates opportunities for teachers to intentionally learn about each student and their sociocultural and linguistic background in order to gather a variety of evidence about their learning in a way that is reflective of and responsive to each student's strengths, experiences, interests, and cultural ways of knowing. Ongoing descriptive feedback and responsive coaching are essential for improving student learning.

Teachers engage in assessment *as* learning by creating ongoing opportunities for all students to develop their capacity to be confident, independent, autonomous learners who set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning in relation to learning goals and curriculum expectations. One way in which teachers differentiate assessment is by providing tasks that allow multiple entry points for all students and that enable all students to design and create personally meaningful assignments, projects, performances, and other demonstrations of their learning.

Assessment *of* learning is used by the teacher to summarize student learning at a given point in time. This summary is used to make judgements about the quality of student learning on the basis of established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to each student and to parents, teachers, and others.

The evidence that is collected about student learning, including through observations and conversations as well as student products, should reflect and affirm the student's lived experiences within their school, home, and community, their learning strengths, and their knowledge of concepts and skills. This process of triangulating evidence of student learning allows teachers to improve their understanding of how each student is progressing in their learning.

When teachers engage in the process of examining their own biases regarding classroom assessment and evaluation practices, they might consider some of the following questions:

- Are the tasks accessible to, and inclusive of, all learners? Do the tasks include appropriate and varied entry points for all students?
- Do the tasks connect to students' prior learning and give them opportunities to be sense makers and to integrate their new learning? Do the selected tasks reflect students' identities and lived experiences?
- Do all students have equitable access to the tools they need to complete the tasks being set?
- What opportunities can teachers build into their practice to offer students descriptive feedback to enhance learning? Are graded assessment tasks used in a way that complements the use of descriptive feedback for growth?
- How can information be conveyed about students' learning progress to students and parents in an ongoing and meaningful way?
- What is the purpose of assigning and grading a specific task or activity? Are student choice and agency considered?
- How do teacher biases influence decisions about what tasks or activities are chosen for assessment?

Learning Skills and Work Habits

The development of learning skills and work habits is an integral part of a student's learning. To the extent possible, however, the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a course, should *not* be considered in the determination of a student's grades. Assessing, evaluating, and reporting on the achievement of curriculum expectations and on the demonstration of learning skills and work habits *separately* allows teachers to provide information to the parents and student that is specific to each of these two areas.

The six learning skills and work habits are responsibility, organization, independent work, collaboration, initiative, and self-regulation.

Content Standards and Performance Standards

The Ontario curriculum for Grades 1 to 12 comprises *content standards* and *performance standards*. Assessment and evaluation will be based on both the content standards and the performance standards.

The content standards are the overall and specific curriculum expectations given in the curriculum for every subject and discipline.

The performance standards are outlined in the achievement chart, also provided in the curriculum for every subject and discipline (each achievement chart is specific to the subject/discipline; see the [sample charts provided](#)). The achievement chart is a standard province-wide guide and is to be used by all teachers as a framework for assessing and evaluating student achievement of the expectations in the particular subject or discipline. It enables teachers to make consistent judgements about the quality of student learning, based on clear performance standards and on a body of evidence collected over time. It also provides teachers with a foundation for developing clear and specific feedback for students and parents.

The purposes of the achievement chart are to:

- provide a common framework that encompasses all curriculum expectations for all subjects/courses across the grades;
- guide the development of high-quality assessment tasks and tools (including rubrics);
- help teachers plan instruction for learning;
- provide a basis for consistent and meaningful feedback to students in relation to provincial content and performance standards;
- establish categories and criteria for assessing and evaluating students' learning.

Assessment “for Learning” and “as Learning”

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a grade or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both “assessment *for* learning” and “assessment *as* learning”. As part of assessment *for* learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment *as* learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

As essential steps in assessment *for* learning and *as* learning, teachers need to:

- plan assessment concurrently and integrate it seamlessly with instruction;

- share learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses;
- gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools;
- use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals;
- analyse and interpret evidence of learning;
- give and receive specific and timely descriptive feedback about student learning;
- help students to develop skills of peer assessment and self-assessment.

Evaluation

Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards, and assigning a value to represent that quality. Evaluation accurately summarizes and communicates to parents, other teachers, employers, institutions of further education, and students themselves what students know and can do with respect to the overall curriculum expectations. Evaluation is based on assessment *of* learning that provides evidence of student achievement at strategic times throughout the course, often at the end of a period of learning.

All curriculum expectations must be accounted for in instruction and assessment, but *evaluation focuses on students' achievement of the overall expectations*¹³. Each student's achievement of the overall expectations is evaluated on the basis of the student's achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment but not necessarily evaluated.

Determining a report card grade involves the interpretation of evidence collected through observations, conversations, and student products (tests/exams, assignments for evaluation), combined with the teacher's professional judgement and consideration of factors such as the number of tests/exams or assignments for evaluation that were not completed or submitted and the fact that some evidence may carry greater weight than other evidence.

¹³ Beginning in the 2021–22 school year, schools are asked not to assess, evaluate or report on the overall expectations related to social-emotional learning skills in *The Ontario Curriculum, Grades 1–8, Mathematics (2020)* and *The Ontario Curriculum, Grades 1–8, Health and Physical Education (2019)*. It is the ministry's expectation that instruction of the social-emotional learning skills will continue while educators engage in ongoing professional learning.

Secondary

Seventy per cent of the final grade (a percentage mark) in a course will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence. Thirty per cent will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

Reporting Student Achievement

Elementary

Three formal report cards are issued in Ontario's publicly funded elementary schools, as described below.

The Elementary Progress Report Card shows a student's development of learning skills and work habits during the fall of the school year, as well as the student's general progress in working towards achievement of the curriculum expectations in each subject (reported as "progressing very well", "progressing well", or "progressing with difficulty").

The Elementary Provincial Report Card shows a student's achievement at specific points in the school year. The first Provincial Report Card reflects student achievement of the overall curriculum expectations introduced and developed from September to January/February of the school year, as well as the student's development of learning skills and work habits during that period. The second reflects achievement of curriculum expectations introduced or further developed from January/February to June, as well as further development of learning skills and work habits during that period. The Provincial Report Card for Grades 1–6 uses letter grades; the report card for Grades 7 and 8 uses percentage grades.

Secondary

The Provincial Report Card, Grades 9–12, shows a student's achievement at specific points in the school year or semester. There are two formal reporting periods for a semestered course and three formal reporting periods for a non-semestered course. The reports reflect student achievement of the overall curriculum expectations, as well as development of learning skills and work habits.

Communication with parents and students

Although there are formal reporting periods, communication with parents and students about student achievement should be continuous throughout the year or course, by a variety of means, such as parent-teacher or parent-student-teacher conferences, portfolios of student work, student-led conferences, interviews, phone calls, checklists, and informal reports. Communication about student achievement should be designed to provide detailed information that will encourage students to set goals for learning, help teachers to establish plans for teaching, and assist parents in supporting learning at home.

Categories of Knowledge and Skills

The categories represent four broad areas of knowledge and skills within which the expectations for any given subject or course can be organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning.

The categories help teachers focus not only on students' acquisition of knowledge but also on their development of the skills of thinking, communication, and application.

The categories of knowledge and skills are as follows:

Knowledge and Understanding. Subject-specific content acquired in each grade or course (knowledge), and the comprehension of its meaning and significance (understanding).

Thinking. The use of critical and creative thinking skills and/or processes.

Communication. The conveying of meaning and expression through various forms.

Application. The use of knowledge and skills to make connections within and between various contexts.

In all subjects and courses, students should be given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations across all four categories of knowledge and skills.

Teachers will ensure that student learning is assessed and evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories. The emphasis on "balance" reflects the fact that all categories of the achievement chart are important and need to be a part of the process of instruction, learning, assessment, and evaluation. However, it also indicates that for different courses, the *relative* importance of each of the categories may vary. The importance accorded to each of the four categories in assessment and evaluation should reflect the emphasis accorded to them in the curriculum expectations for the subject or course and in instructional practice.

Criteria and Descriptors

To further guide teachers in their assessment and evaluation of student learning, the achievement chart provides “criteria” and “descriptors”.

A set of criteria is identified for each category in the achievement chart. The criteria are subsets of the knowledge and skills that define the category. The criteria identify the aspects of student performance that are assessed and/or evaluated, and they serve as a guide to what teachers look for. Each curriculum has subject- or discipline-specific criteria and descriptors. For example, in the English curriculum, in the Knowledge and Understanding category, the criteria are “knowledge of content” and “understanding of content”. The former includes examples such as forms of text and elements of style, and the latter includes examples such as relationships among facts. “Descriptors” indicate the characteristics of the student’s performance, with respect to a particular criterion, on which assessment or evaluation is focused. *Effectiveness* is the descriptor used for each of the criteria in the Thinking, Communication, and Application categories. What constitutes effectiveness in any given performance task will vary with the particular criterion being considered. Assessment of effectiveness may therefore focus on a quality such as appropriateness, clarity, accuracy, precision, logic, relevance, significance, fluency, flexibility, depth, or breadth, as appropriate for the particular criterion.

Levels of Achievement

The achievement chart also identifies four levels of achievement, defined as follows:

Level 1 represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving in specific areas, as necessary, if they are to be successful in a subject or course in the next grade.

Level 2 represents achievement that approaches the standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.

Level 3 represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades or courses.

Level 4 identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. *However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the grade or course.*

Specific “qualifiers” are used with the descriptors in the achievement chart to describe student performance at each of the four levels of achievement – the qualifier *limited* is used for level 1; *some* for level 2; *considerable* for level 3; and *a high degree of* or *thorough* for level 4. Hence, achievement at

level 3 in the Thinking category for the criterion “use of planning skills” would be described in the achievement chart as “[The student] uses planning skills with *considerable* effectiveness”.

Sample Achievement Charts

Three samples of the achievement chart are provided, from the following subjects/disciplines:

- The Arts, Grades 1–8
- Science and Technology, Grades 1–8
- English, Grades 11 and 12

These three samples illustrate the consistent characteristics of the performance standards across all subjects and disciplines and across all grades. The samples also illustrate how the achievement chart varies – particularly with respect to the examples provided for the criteria in each category – to reflect the nature of the particular subject or discipline. For instance, the examples for the criterion “Application of knowledge and skills” in the Application category of the achievement chart for the arts include performance skills, composition, and choreography, whereas those for science and technology include investigation skills and safe use of equipment and technology.

As discussed in the preceding sections, the achievement chart identifies four categories of knowledge and skills and four levels of achievement in the particular subject/discipline.

The Achievement Chart for The Arts, Grades 1–8

Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Categories	Level 1	Level 2	Level 3	Level 4
	The student:			
Knowledge of content (e.g., facts, genres, terms, definitions, techniques, elements, principles, forms, structures, conventions)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, ideas, procedures, processes, themes, relationships among elements, informed opinions)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking – The use of critical and creative thinking skills and/or processes				
Categories	Level 1	Level 2	Level 3	Level 4
	The student:			
Use of planning skills (e.g., formulating questions, generating ideas, gathering information, focusing research, outlining, organizing an arts presentation or project, brainstorming/bodystorming, blocking, sketching, using visual organizers, listing goals in a rehearsal log, inventing notation)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., analysing, evaluating, inferring, interpreting, editing, revising, refining, forming conclusions, detecting bias, synthesizing)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness

Use of critical/creative thinking processes (e.g., creative and analytical processes, design process, exploration of the elements, problem solving, reflection, elaboration, oral discourse, evaluation, critical literacy, metacognition, invention, critiquing, reviewing)	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness
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Communication – The conveying of meaning through various forms

Categories	Level 1	Level 2	Level 3	Level 4
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The student:

Expression and organization of ideas and understandings in art forms (dance, drama, music, and the visual arts), including media/ multimedia forms (e.g., expression of ideas and feelings using visuals, movements, the voice, gestures, phrasing, techniques), and in oral and written forms (e.g., clear expression and logical organization in critical responses to art works and informed opinion pieces)	expresses and organizes ideas and understandings with limited effectiveness	expresses and organizes ideas and understandings with some effectiveness	expresses and organizes ideas and understandings with considerable effectiveness	expresses and organizes ideas and understandings with a high degree of effectiveness
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Communication for different audiences (e.g., peers, adults, younger children) and purposes through the arts (e.g., drama presentations, visual arts exhibitions, dance and music performances) and in oral and written forms (e.g., debates, analyses)	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
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Use of conventions in dance, drama, music, and the visual arts (e.g., allegory, narrative or symbolic representation, style, articulation, drama conventions, choreographic forms, movement vocabulary) and arts vocabulary and terminology in oral and written forms	uses conventions, vocabulary, and terminology of the arts with limited effectiveness	uses conventions, vocabulary, and terminology of the arts with some effectiveness	uses conventions, vocabulary, and terminology of the arts with considerable effectiveness	uses conventions, vocabulary, and terminology of the arts with a high degree of effectiveness
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Application – The use of knowledge and skills to make connections within and between various contexts

Categories	Level 1	Level 2	Level 3	Level 4
	The student:			
Application of knowledge and skills (e.g., performance skills, composition, choreography, elements, principles, processes, technologies, techniques, strategies, conventions) in familiar contexts (e.g., guided improvisation, performance of a familiar work, use of familiar forms)	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., concepts, strategies, processes, techniques) to new contexts (e.g., a work requiring stylistic variation, an original composition, student-led choreography, an interdisciplinary or multidisciplinary project)	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., between the arts; between the arts and personal experiences and the world outside the school; between cultural and historical, global, social, and/or environmental contexts; between the arts and other subjects)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

The Achievement Chart for Science and Technology, Grades 1–8

Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Categories	Level 1	Level 2	Level 3	Level 4
	The student:			
Knowledge of content (e.g., facts, terminology, definitions)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, ideas, theories, principles, procedures, processes)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking and Investigation – The use of critical and creative thinking skills and inquiry and problem-solving skills and/or processes				
Categories	Level 1	Level 2	Level 3	Level 4
	The student:			
Use of initiating and planning skills and strategies (e.g., formulating questions, identifying the problem, developing hypotheses, scheduling, selecting strategies and resources, developing plans)	uses initiating and planning skills and strategies with limited effectiveness	uses initiating and planning skills and strategies with some effectiveness	uses initiating and planning skills and strategies with considerable effectiveness	uses initiating and planning skills and strategies with a high degree of effectiveness
Use of processing skills and strategies (e.g., performing and recording; gathering evidence and data; examining different points of view; selecting tools, equipment, materials, and technology; observing; manipulating materials; proving)	uses processing skills and strategies with limited effectiveness	uses processing skills and strategies with some effectiveness	uses processing skills and strategies with considerable effectiveness	uses processing skills and strategies with a high degree of effectiveness
Use of critical/creative thinking processes, skills, and strategies (e.g., analysing, interpreting, problem solving, evaluating, forming and justifying conclusions on the basis of evidence, developing solutions, considering diverse perspectives)	uses critical/creative thinking processes, skills, and strategies with limited effectiveness	uses critical/creative thinking processes, skills, and strategies with some effectiveness	uses critical/creative thinking processes, skills, and strategies with considerable effectiveness	uses critical/creative thinking processes, skills, and strategies with a high degree of effectiveness

Communication – The conveying of meaning through various forms				
Categories	Level 1	Level 2	Level 3	Level 4
	The student:			
Expression and organization of ideas and information in oral, visual, and/or written forms <i>(e.g., diagrams, models, articles, project journals, reports)</i>	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences <i>(e.g., peers, adults, community members)</i> and purposes <i>(e.g., to inform, to persuade)</i> in oral, visual, and/or written forms	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions, vocabulary, and terminology of the discipline in oral, visual, and/or written forms <i>(e.g., symbols, formulae, International System of Units)</i>	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
Categories	Level 1	Level 2	Level 3	Level 4
	The student:			
Application of knowledge and skills <i>(e.g., concepts and processes; procedures related to the safe use of tools, equipment, materials, and technology; investigation skills)</i> in familiar contexts	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills <i>(e.g., concepts and processes, safe use of equipment and technology, investigation skills)</i> to new contexts	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness

<p>Making connections within and between various contexts (e.g., connections between sciences; connections to everyday and real-life situations; connections among concepts within science and technology; connections involving use of prior knowledge and experience; connections among science and technology and other disciplines, including other STEM [science, technology, engineering, and mathematics] subjects)</p>	<p>makes connections within and between various contexts with limited effectiveness</p>	<p>makes connections within and between various contexts with some effectiveness</p>	<p>makes connections within and between various contexts with considerable effectiveness</p>	<p>makes connections within and between various contexts with a high degree of effectiveness</p>
<p>Proposing courses of practical action to deal with problems relating to our changing world</p>	<p>proposes courses of practical action of limited effectiveness</p>	<p>proposes courses of practical action of some effectiveness</p>	<p>proposes courses of practical action of considerable effectiveness</p>	<p>proposes highly effective courses of practical action</p>

The Achievement Chart for English, Grades 11 and 12

Knowledge and Understanding – Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
Categories	50 – 59% (Level 1)	60 – 69% (Level 2)	70 – 79% (Level 3)	80 – 100% (Level 4)
	The student:			
Knowledge of content (e.g., forms of text; strategies used when listening and speaking, reading, writing, and viewing and representing; elements of style; literary terminology, concepts, and theories; language conventions)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking – The use of critical and creative thinking skills and/or processes				
Categories	50 – 59% (Level 1)	60 – 69% (Level 2)	70 – 79% (Level 3)	80 – 100% (Level 4)
	The student:			
Use of planning skills (e.g., generating ideas, gathering information, focusing research, organizing information)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., drawing inferences, interpreting, analysing, synthesizing, evaluating)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., oral discourse, research, critical analysis, critical literacy, metacognition, creative process)	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness

Communication – The conveying of meaning through various forms				
Categories	50 – 59% (Level 1)	60 – 69% (Level 2)	70 –79% (Level 3)	80 – 100% (Level 4)
	The student:			
Expression and organization of ideas and information (<i>e.g., clear expression, logical organization</i>) in oral, graphic, and written forms, including media forms	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences and purposes (<i>e.g., use of appropriate style, voice, point of view</i>) in oral, graphic, and written forms, including media forms	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (<i>e.g., grammar, spelling, punctuation, usage</i>), vocabulary, and terminology of the discipline in oral, graphic, and written forms, including media forms	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
Categories	50 – 59% (Level 1)	60 – 69% (Level 2)	70 –79% (Level 3)	80 – 100% (Level 4)
	The student:			
Application of knowledge and skills (<i>e.g., literacy strategies and processes; literary terminology, concepts, and theories</i>) in familiar contexts	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness

<p>Transfer of knowledge and skills <i>(e.g., literacy strategies and processes; literary terminology, concepts, and theories) to new contexts</i></p>	<p>transfers knowledge and skills to new contexts with limited effectiveness</p>	<p>transfers knowledge and skills to new contexts with some effectiveness</p>	<p>transfers knowledge and skills to new contexts with considerable effectiveness</p>	<p>transfers knowledge and skills to new contexts with a high degree of effectiveness</p>
<p>Making connections within and between various contexts <i>(e.g., between the text and personal knowledge and experience, other texts, and the world outside school)</i></p>	<p>makes connections within and between various contexts with limited effectiveness</p>	<p>makes connections within and between various contexts with some effectiveness</p>	<p>makes connections within and between various contexts with considerable effectiveness</p>	<p>makes connections within and between various contexts with a high degree of effectiveness</p>

Curriculum context for Language

Preface

The Ontario Curriculum, Grades 1–8: Language, 2023 is grounded in the belief that all students can succeed when they develop knowledge and skills in language and literacy. Strong foundational knowledge and skills in both oral and written language are necessary to support more complex skills such as critical thinking and problem solving. This curriculum provides educators with a comprehensive guide to supporting the development and growth of these essential knowledge and skills in every student.

In addition to the considerations outlined in this curriculum context, all of the general "[Program Planning](#)" sections apply to this curriculum. Educators should review and implement these general sections, as well as the components that appear below.

Vision and Goals

Literacy is essential for success: it affects all academic achievement and is associated with social, emotional, economic, and physical health. The Ontario language curriculum is designed to support students in developing the language and literacy knowledge and skills they need to succeed in education and in life, and to encourage students to experience the joy and possibility that literacy learning can ignite.

Language is the basis for thinking, communicating, and learning. Students need language skills to comprehend ideas and information, to interact socially, to inquire into areas of interest and study, and to express themselves clearly and demonstrate their learning. Learning to communicate by using language with clarity and precision, and in a variety of media and modes, will help students to thrive in the world beyond school and to become lifelong learners.

Literacy skills are embedded across the Ontario curriculum. However, literacy development lies at the heart of the language curriculum. This curriculum emphasizes evidence-based systematic and explicit instruction of foundational knowledge and skills, including oral language, word-level reading and spelling, vocabulary, fluency, and comprehension. The systematic teaching of foundational knowledge and skills is critically important. It requires focused and dedicated time and must follow a carefully planned sequence for introducing specific concepts, knowledge, and skills. It must also happen in purposeful and meaningful contexts where students are immersed in rich literacy experiences that cultivate a sense of enjoyment about learning. These experiences must be grounded in responsive teacher-student relationships.

Research has repeatedly demonstrated that strong oral communication skills are critical for academic and vocational success as well as social-emotional well-being. Oral communication is a complex set of skills that includes both oral language (i.e., listening comprehension and speaking) and non-verbal

communication (e.g., body language, facial expression, gestures). In the classroom, intentional communication – using language in a purposeful way – and rich oral language experiences can help students improve their oral language skills. Giving students the opportunity to listen to a wide range of oral texts, including songs, poems, teacher read-alouds, conversations, and presentations, is important. This helps students to develop their own oral language and presentation skills. Developing oral language skills in the early years is essential to the development of literacy, knowledge, symbolic thought, self-regulation, identity, self-advocacy, self-reflection, and lifelong learning.

Research shows that there is a strong connection between early oral language development and later reading comprehension and writing ability. Strong reading comprehension occurs when students derive meaning from oral language and combine it with fluency in reading words and texts. Oral language continues to impact reading proficiency as students progress through school and build a growing vocabulary. It is important to note that the process of reading acquisition will be different for students whose first or primary language is American Sign Language (ASL). For these students, ASL and English bilingual teaching methods are used for the development of biliteracy between ASL and English as a second or additional language.

The language curriculum provides many opportunities for students to develop reading fluency and comprehension as they progress through the elementary grades. A comprehensive and rigorous reading program teaches students to read competently and critically, and provides students with opportunities to read widely for the pleasure of reading and for the discovery of new information as well as for self-discovery and self-enrichment. Reading materials should reflect the diversity of students in the classroom and Canadian and world cultures, including First Nations, Métis, and Inuit cultures.

In the language program, students have the opportunity to read various forms of texts and to set learning goals for their reading. This helps to develop and sustain their curiosity and excitement about reading. In addition to reading teacher-selected materials that are well planned and purposefully chosen to support instructional goals, students can choose from a wide variety of texts that are engaging and relevant to their personal interests. In this way, literacy enhances students' development of their sense of self and their unique and shared identities. It fosters a deep appreciation of the diversity of human experience and expression.

The language curriculum provides a strong foundation in both reading and writing, and emphasizes teaching these two different skills in an interdependent way, so that one skill reinforces and strengthens the other. The curriculum allows students to harness the power of the written word and develop higher-order literacy skills. Students learn to research, synthesize, and organize information to create literary and persuasive texts reflecting their thoughts, feelings, and ideas. Reading and writing enable students to understand and tell stories about their communities, cultures, and histories, expressing their sense of global citizenship or personal commitment. Through reading and writing, students become receptive to new and varying ideas and perspectives and develop their ability to think independently and critically. They can convince and be convinced and differentiate between what is true and what is misinformation. In this way, literacy can help transform them and enable them to achieve their hopes and dreams.

Successful and confident language learners share the following characteristics:

- They display accuracy and automaticity in foundational language skills.
- They understand deeply as they listen, read, and view and speak, write, and represent, effectively and with confidence.
- They make meaningful connections between themselves, the texts they encounter, and the world around them.
- They think critically about the texts they read and create.
- They understand that all texts have a specific point of view that must be recognized, questioned, assessed, and evaluated.
- They acknowledge the cultural and social impact of texts and appreciate their aesthetic power.
- They use language to interact and connect with individuals and communities, for personal growth and for active participation as global citizens.
- They recognize that language learning is a necessary, reflective, and life-enhancing process.
- They use cognitive strategies to learn from complex texts.
- They are motivated and purposeful in their learning, including learning related to their goals.

The Ontario language curriculum recognizes the value of embedding literacy learning throughout the day. Students must have authentic opportunities to apply their language and literacy skills in all subject areas. The curriculum also recognizes the important role of other subject areas such as social studies, history, geography, science, the arts, mathematics, and health and physical education in supporting the growth of students' vocabularies and background knowledge, both of which are critical components of language comprehension. By building students' foundational skills, the language curriculum enhances each student's learning across all subject areas. This fosters a love of learning and paves the way for future success.

Principles Underlying the Language Curriculum

The Ontario language curriculum for Grades 1 to 8 is founded on the following principles:

- **An effective language curriculum is based on and informed by evidence-based research.**

In response to the recommendations in the [Ontario Human Rights Commission's *Right to Read* inquiry report](#), the language curriculum is designed to equip all students with the solid foundational knowledge and skills necessary to achieve their full potential. Informed by proven research, this curriculum employs evidence-based approaches to systematically and explicitly teaching this knowledge and these skills. Reading and writing are emphasized in the curriculum, with a focus on language conventions necessary for clear communication; comprehension at the word, sentence, and text level when listening, reading, and viewing; and the knowledge, skills, processes, and techniques required for effective speaking, writing, and representing. Moreover, the curriculum stresses the development of critical thinking skills to enable students to understand, appreciate, and evaluate texts at a deep level and to connect them to the real world. These skills help students become reflective, critical, and independent learners and achieve academic goals.

- **An effective language curriculum recognizes the diverse identities and abilities of students and their different language and cultural experiences and learning needs.**

The language curriculum is founded on the principle that every student can become an effective communicator. It recognizes that students come from diverse cultural and linguistic backgrounds, bringing unique identities, abilities, and resources to their language and literacy learning. The use of a Universal Design for Learning framework and differentiated instruction and assessment foster an environment that is inclusive and accessible, with high academic expectations for all students. The use of a tiered approach within a multi-tiered, system support model enables educators to respond to the strengths and needs of all students. More information on this approach can be found in "[The Tiered Approach to Language and Literacy Instruction](#)" subsection.

- **A modern language curriculum reflects emerging technologies and their impact on communication and digital media literacy.**

The language curriculum recognizes that there are additional competencies needed in new technologies. Digital media literacy and transferable skills are critical for individuals to become responsible and productive citizens. Becoming skilled at understanding, using, and creating texts in many different forms is necessary for students to succeed in the modern world.

- **A comprehensive language curriculum encompasses learning across the curriculum and in the world beyond the classroom.**

This curriculum organizes language and literacy learning into four strands, or broad areas of learning. The knowledge and skills described in the four strands are interdependent and complementary. Teachers are expected to plan learning that blends expectations from the four strands, to provide students with experiences that promote meaningful learning and help students recognize how literacy skills within the four strands reinforce and strengthen each other.

The study of language and the acquisition of literacy skills are not restricted to the language program. Therefore, this curriculum emphasizes the integration of language and literacy development across other subjects and disciplines. The curriculum provides examples to illustrate how teachers can achieve this goal in the classroom.

The Program in Language

Curriculum Expectations

The Ontario Curriculum, Grades 1–8: Language, 2023 identifies the expectations for each grade and describes the knowledge and skills that students are expected to acquire, demonstrate, and apply in

their class work and investigations, on tests, and in various other activities on which their achievement is assessed and evaluated.

Mandatory learning is described in the overall and specific expectations of the curriculum.

Two sets of expectations – overall expectations and specific expectations – are listed for each strand, or broad area of the curriculum in language for Grades 1 to 8. The strands include Strand A: Literacy Connections and Applications, and three other strands, lettered B, C, and D. Strand B has two associated learning continua, one that provides an elaboration of the mandatory learning associated with Overall Expectation B2 from Grades 1 to 4, and another that describes the progression of mandatory learning associated with Overall Expectation B3 from Grades 1 to 9. *Taken together, the overall and specific expectations represent the mandated curriculum.*

The *overall expectations* describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each grade. The *specific expectations* describe the expected knowledge and skills in greater detail. The specific expectations are organized under numbered subheadings, each of which indicates the strand and the overall expectation to which the group of specific expectations corresponds (e.g., “B2” indicates that the group relates to overall expectation 2 in Strand B). This organization is not meant to imply that the expectations in any one group are achieved independently of the expectations in the other groups, nor is it intended to imply that learning associated with the expectations happens in a linear, sequential way. The numbered headings are used merely as an organizational structure to help teachers focus on particular aspects of knowledge, concepts, and skills as they develop various lessons and learning activities for students.

In the language curriculum, the overall expectations outline standard sets of knowledge and skills required for understanding and using the building blocks of language, understanding and responding to texts, expressing ideas and creating texts, and making language and literacy connections in a diverse range of contexts. For this reason, the overall expectations remain the same from Grades 1 to 8. The curriculum focuses on developing the foundational knowledge and skills in the early primary grades. As students progress into the middle and later elementary grades, these skills are reinforced and refined by increasing the complexity of the texts they work with and the tasks they perform over time. This approach reflects and accommodates the progressive nature of language learning.

The specific expectations reflect this progression in knowledge and skill development through changes in the wordings of the expectations and through the introduction of new expectations, where appropriate. The progression is captured by the increasing complexity of the teacher supports (see below) associated with most expectations and by the increasing specificity of language and literacy knowledge and skills, the diversity of contexts in which the learning is applied, and the variety of opportunities presented for applying it. Note that *all* the skills specified in the early grades continue to be developed and refined as students move through the grades, whether or not each of those skills continues to be explicitly required in an expectation.

Teacher Supports

Specific expectations are often accompanied by supports such as examples, teacher prompts, and/or instructional tips¹⁴. The examples are meant to clarify the requirement specified in the expectation, illustrating the kind of skill or knowledge, the specific area of learning, the depth of learning, and/or the level of complexity that the expectation entails. Teacher prompts are sample guiding questions and considerations that can lead to discussions and promote deeper understanding. The instructional tips suggest instructional strategies and authentic contexts for the effective modelling, practice, and application of language and literacy knowledge and skills.

Teacher supports, such as the examples, teacher prompts, and instructional tips, are optional supports that teachers can draw on to support teaching and learning, in addition to developing their own supports that reflect a similar level of complexity. Whatever the specific ways in which the requirements outlined in the expectations are implemented in the classroom, they must be inclusive and, wherever possible, reflect the diversity of the student population and the population of the province.

The Strands in the Language Curriculum

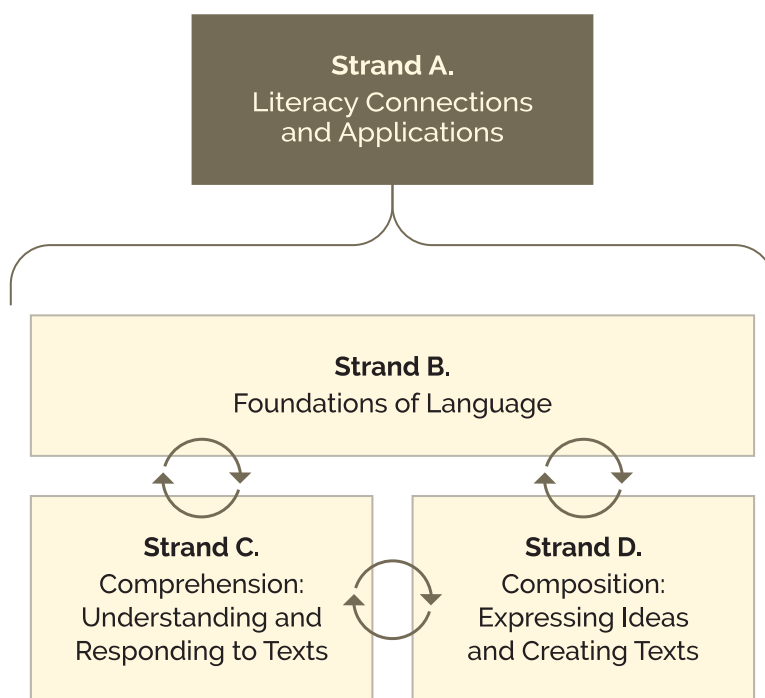
The expectations in the language curriculum are organized into four distinct but related strands:

- A. Literacy Connections and Applications
- B. Foundations of Language
- C. Comprehension: Understanding and Responding to Texts
- D. Composition: Expressing Ideas and Creating Texts

The program in all grades is designed to ensure that students build solid foundations in language and literacy, develop their analytical and critical thinking skills, and reflect on their learning. Acquiring the knowledge and skills described in the expectations in the four strands of the language curriculum will enable students to understand, respond to, appreciate, and create a full range of texts, including digital and media texts.

Strand A is an overarching strand that focuses on literacy connections and applications that will enable students to transfer skills and draw on knowledge from each of the other strands, other subjects, and wider contexts. In strands B through D, students integrate Strand A expectations as they develop and apply their understanding of strand-specific concepts. The chart below illustrates the relationships among all four strands of this curriculum.

¹⁴ The teacher supports will be made available at a later date, after the issuing of the curriculum expectations and the curriculum context.



Strand A. Literacy Connections and Applications

Strand A focuses on [transferable skills](#), digital media literacy, and cross-curricular and integrated learning. Students develop an understanding of diverse identities, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations. They develop this knowledge and these skills while reading, listening to, and viewing culturally diverse texts, including digital and media texts, and while writing, speaking, and representing to demonstrate their learning. In all grades, the learning related to this strand takes place in the context of strands B, C, and D, and it should be assessed and evaluated within these contexts.

Students apply the seven transferable skills – critical thinking and problem solving; innovation, creativity, and entrepreneurship; self-directed learning; collaboration; communication; global citizenship and sustainability; and digital literacy – throughout their language and literacy learning. These skills help students develop and express their unique voices and take ownership of and engage in their learning in meaningful, authentic ways.

Students develop and apply digital media literacy knowledge and skills to support their learning. They learn about their rights and responsibilities when interacting online and developing their digital identity, learn to navigate online environments while managing their data, security, and privacy, including seeking appropriate permission, and use digital and media tools to evaluate information and demonstrate their learning. They learn and apply the conventions and techniques of digital and media texts and analyze the relationship between text forms and content, audiences, and creators. They use

digital and media tools in the design process to develop innovative solutions. Students learn how to interact and contribute to an empathetic, respectful, and inclusive online community.

Students learn how to develop and apply their language and literacy knowledge and skills in their daily lives and in cross-curricular and integrated learning contexts. As they explore the concepts of identity, self, and sense of belonging and the lived experiences of a diversity of individuals within various communities, including those in Canada, they can further develop an understanding of their own unique identities. By analyzing themes in texts of various forms from First Nations, Métis, and Inuit individuals, communities, groups, and nations, students can also develop their understanding of First Nations, Métis, and Inuit identities, perspectives, relationships, legacies, and ways of knowing, being, and doing

Strand B. Foundations of Language

In this strand, students acquire knowledge and skills relating to the foundations of language. The focus is on oral and non-verbal communication, word reading and spelling, morphology, vocabulary, fluency, and language conventions. Students develop competence in these building blocks of communication.

Oral and non-verbal communication are foundational components of language skills. Over the years, students develop their listening and speaking abilities using a variety of strategies and skills, including word choice and syntax, to become effective communicators.

In the early grades, students learn the beginning skills of word reading and spelling. These include learning how to blend phonemes together to make up simple words and to segment words into phonemes. This also includes learning grapheme-phoneme correspondences, and “sounding out” by blending to read words and segmenting to spell words. In this way, phonemic awareness is largely learned and practiced within the context of learning to read and spell words. Students learn to read by applying knowledge of phonics, orthography, and morphology.

Throughout the grades, students continue to build and apply phonemic, phonics, orthographic, morphological, and vocabulary knowledge to develop their spelling skills.

Students learn to understand and apply language conventions: syntax and sentence structure, parts of speech, capitalization, and punctuation. In the contexts of oral communication and writing to communicate meaning, students are continually learning these language conventions and applying their knowledge and skills. They are becoming increasingly fluent readers and writers, which contributes to their comprehension and written expression.

The Strand B Learning Continua

Strand B has two associated learning continua. The [“Language Foundations Continuum for Reading and Writing, Grades 1–4, Overall Expectation B2”](#) in Appendix A provides an elaboration of the mandatory learning. It describes the progression of foundational language knowledge and skills appropriate for students in Ontario and is informed by evidence-based research on reading and language development.

It groups the progression of knowledge and skills in larger ordered sequences, beginning with basic concepts and progressing to more complex concepts. The instruction of specific knowledge and skills within a grade is informed by ongoing assessment data. The “[Language Conventions Continuum for Reading and Writing, Grades 1–9, Overall Expectation B3](#)” in Appendix B describes the progression of mandatory knowledge and skills from Grades 1 to 9.

The two continua show the progression of knowledge and skills in the following areas:

Language Foundations

- phonemic awareness
- alphabetic knowledge
- phonics: grapheme-phoneme correspondence
- word-level reading and spelling: using phonics knowledge
- word-level reading and spelling: using orthographic knowledge
- word-level reading and spelling: using morphological knowledge
- vocabulary
- reading fluency: accuracy, rate, and prosody

Language Conventions

- syntax and sentence structure
- grammar
- capitalization and punctuation

Strand C. Comprehension: Understanding and Responding to Texts

In this strand, students integrate components of word-, sentence-, and text-level comprehension as they develop comprehension strategies, apply critical thinking skills to deepen their understanding of texts, and respond to increasingly complex texts.

As they read texts, students apply foundational knowledge and skills and draw on their vocabulary and background knowledge. They integrate their developing knowledge of sentence structures, patterns, and grammar to understand complex structures in individual sentences. They apply their understanding of cohesive ties to integrate information within and across sentences in order to understand texts. They learn about the patterns, features, and elements of style associated with various text forms and genres, including digital, media, and cultural texts. They read, listen to, and view texts by creators with diverse identities, perspectives, and experiences, including diverse First Nations, Métis, and Inuit creators.

Students develop comprehension strategies, drawing on their prior knowledge, visualizing to construct mental models of texts, making and confirming predictions, and monitoring their comprehension by asking questions and rereading.

Students analyze various literary and informational texts to gain an understanding of how literary devices are used by text creators to convey meaning. They make inferences using explicit and implicit evidence in texts. They identify main ideas and sequence relevant information, compare and contrast, draw conclusions, establish connections between the ideas expressed in various texts, and synthesize information from texts. They apply critical thinking skills to identify explicit and implicit perspectives and consider how cultural elements and the identities of the creators are reflected in texts. They develop an understanding of various creators' approaches to diversity and inclusion in their texts. Throughout the grades, students learn to reflect on their learning.

Strand D. Composition: Expressing Ideas and Creating Texts

In this strand, students apply their knowledge of oral language and learn to express ideas and create texts in various media, forms, and genres. Throughout the iterative text writing and creation process, students develop the skills to plan, research, draft, revise, edit, proofread, publish, and share their texts.

Students learn printing, cursive, and word-processing skills. They learn to consider their purpose and audience as they choose appropriate forms, genres, and media to create texts and to address various topics of interest, including topics connected to their lived experiences. They use effective and appropriate language to establish their voice, point of view, and perspectives, and to convey their intended message. They apply their knowledge of language conventions in their writing and use text patterns, features, and stylistic elements to express their ideas clearly and coherently and to achieve the intended effects.

Across the grades, students learn to research and gather information. They develop the ability to verify the reliability of sources and evaluate the currency, quality, bias, and accuracy of information. They learn how to appropriately acknowledge the works of others using accepted forms of documentation.

Throughout the process of creating texts, students apply transferable skills and digital media literacy, seek feedback from others, critically analyze their own texts, reflect on their use of techniques, tools, and technology, and consider how to improve as text creators. They develop the competencies and confidence to express ideas and communicate clearly and effectively using written language.

Some Considerations for Program Planning in Language

Teachers consider many factors when planning a language program that cultivates the best possible environment in which all students can maximize their language learning. This section highlights the key

strategies and approaches that teachers and school leaders should consider as they plan effective and inclusive language programs. In addition, all of the general [“Program Planning”](#) sections apply to this curriculum.

Instructional Approaches in Language

Instruction in language should support all students in acquiring the knowledge, skills, and habits of mind they need to achieve the curriculum expectations and be able to enjoy and participate in language and literacy learning for years to come. More information on instructional approaches can be found in the [“Instructional Approaches” subsection of “Considerations for Program Planning”](#).

High-quality, evidence-based instruction, coupled with a classroom environment that promotes joy, engagement, and motivation, is the key to students developing proficient language skills. Effective language and literacy instruction begins with teachers having an understanding of the scientific research related to language and literacy acquisition, knowing the complex identities and profiles of students, having high academic expectations for and of all students, providing supports when needed, and believing that all students are capable of becoming successful language learners.

Effective language and literacy instruction is grounded in scientific evidence and is student-centred and asset-based. It builds on students’ lived experiences, strengths, passions, interests, and language and cultural resources. It aims to build strong foundational skills while working to develop habits of mind such as curiosity, flexibility, and open-mindedness; a willingness to question and think critically; and an awareness of the value of literacy. It takes place in a safe and inclusive learning environment, where all students are valued, empowered, engaged, and able to take risks, reflect on their learning, and approach the learning in a confident manner. In such an environment, the sharing of literacy experiences as a literacy community is critical to building a sense of student belonging and motivation. Teachers use responsive instructional practices, including reading aloud everyday with fluency and accuracy, direct instruction, and guided practice, with ongoing assessment of learning to develop students’ skills.

Language is foundational to literacy and to learning in all other subject areas. Reading is one of the most fundamental learning and life skills. It affects all academic achievement and is associated with social, emotional, economic, and physical health. However, learning to read does not happen naturally. Reading is a process involving specific skills that need to be taught through systematic and explicit instruction, as outlined in the next section.

Evidence-Based Systematic and Explicit Instruction

This curriculum emphasizes that foundational language and literacy knowledge and skills need to be taught through evidence-based systematic and explicit instruction, often referred to as *structured literacy*.

Educators will also take into consideration that all students come to school with different prior early language experiences. Their use and understanding of oral language will be far more developed than their early reading and writing skills, which require a higher degree of explicit systematic instruction. Educators can use students' existing oral language skills, developed through authentic interactions and relationships, to begin to intentionally develop the early literacy skills required to access and understand print.

Explicit instruction provides clear, direct, purposeful teaching of specific knowledge, skills, and strategies. It provides structured learning opportunities. It requires teachers to:

- explain the knowledge and skills;
- frequently model the use of the skills;
- verbalize thought processes, including the steps of learning the skills, strategies, or processes;
- provide opportunities for students to practice using the strategies and apply their knowledge and skills;
- mentor and monitor student practices;
- provide timely descriptive feedback based on ongoing assessment data to guide student practices until students can apply their knowledge and skills independently;
- frequently review previously taught concepts until students have achieved mastery.

Systematic instruction involves a carefully planned sequence for instruction of specific concepts, skills, and procedures, with the prerequisite skills taught first.

The term *systematic* is often paired with the term *explicit* in reading instruction to refer to employing instructional strategies that are evidence-based. For example, explicit systematic phonics instruction involves:

- clearly identifying a useful set of grapheme-phoneme correspondences;
- planning and introducing these correspondences in a consistent, logical instructional sequence;
- carefully scaffolding the introduction and instruction of grapheme-phoneme correspondences and phonic skills from simple to more complex.

Gathering timely and ongoing assessment data is crucial in identifying a student's progress in acquiring the language and literacy skills being taught. It can also help teachers to tailor classroom instruction to meet an individual student's needs, as well as support early identification of students who may require intervention beyond classroom instruction.

Structured literacy is an evidence-based approach to systematically and explicitly teaching phonemic awareness, phonics, word reading, spelling, fluency, vocabulary, listening and reading comprehension, and written expression. It is important to recognize that these skills do not exist in isolation and that students need to develop them simultaneously, with an understanding of how the skills are connected.

Structured literacy instruction involves consideration of not only what is taught, but also how it is taught. A structured literacy approach to language and literacy learning provides systematic and explicit instruction that is carefully sequenced based on the language skill progression. It cumulatively builds on

previous knowledge, is adjusted to meet individual students' needs, and is informed by ongoing assessment.

More information on systematic and explicit strategies to teach early reading can be found in the ministry publication [*Effective Early Reading Instruction: A Teacher's Guide, 2022*](#).

Multimodal Literacy Instruction

Language instruction is not only about teaching the linguistic knowledge and skills involved in written and spoken communication; it is also multimodal, and involves engaging students' multiple sensory modalities, from oral and visual to aural, gestural, and spatial. Multimodal literacy instruction focuses on the interplay among the different modalities as students receive information, make meaning, represent ideas, and express their thinking.

Multimodal literacy instruction highlights the diverse text forms, modes, and media used to communicate meaning in various contexts and communities. Recognizing that today's students engage with texts in multiple modes, ranging from written, oral, visual, and audio texts to multimodal forms, as well as text forms and genres from various cultures, and in print and digital environments, multimodal instruction draws on a variety of teaching methods. These methods help students develop their ability to make meaning of the texts they encounter and to create texts to communicate meaning using various modes, media, forms, and technologies. Students connect their lived experiences and knowledge of various language and text conventions to make sense of texts in new ways. Multimodal literacy instruction also facilitates *translanguaging* – the use of different languages together – so that students who communicate in more than one language can naturally and fluidly use their multiple linguistic, literacy, and cultural resources to develop knowledge and skills in the instructional language.

Oral Communication Instructional Practices

The language program should provide rich opportunities for students to engage in both listening and speaking. Students need many opportunities to interact with others to understand how oral communication works (e.g., conversation, discussion, teamwork, oral presentation). To communicate effectively, they need opportunities to engage in effective listening, to demonstrate understanding of what is being said, and to consider various perspectives. Oral communication begins with all students being able to express their needs and wants as well as being able to present and share their ideas through commenting and questioning. Oral communication skills support students in discussing strategies for solving a problem, presenting and defending ideas or debating issues, and offering critiques of work produced by their peers. With practice and guidance, students gradually become able to express themselves clearly and confidently.

Oral communication instruction should focus on the identification and development of the skills and strategies students use to understand and interact effectively with others. It should also emphasize the use of higher-order thinking skills to stimulate students' interest and engage them in their own learning. For all students to benefit from the opportunities provided for listening and speaking, differences in the norms and conventions associated with oral communication in different social and cultural contexts must be taken into account.

Teachers support students in developing the knowledge and skills to express their ideas and opinions by developing norms and language for respectful discourse, including how to present and respond to each other during discussions. They teach foundational knowledge and skills explicitly and systematically, model learning strategies, encourage students to talk through and reflect on their thinking and learning processes, and provide many opportunities for students to practise and apply their developing knowledge and skills across a variety of contexts and situations.

Universal Design for Learning and Differentiated Instruction

Students in every language classroom vary in their identities, lived experiences, linguistic resources, personal interests, learning profiles, and readiness to learn new knowledge and skills. Universal Design for Learning and differentiated instruction are robust and powerful approaches to support students in developing the foundational knowledge and skills that they need to become critical thinkers and problem solvers. To ensure that each student has opportunities to be challenged and to succeed requires teachers to attend to student differences and provide flexible and responsive approaches to instruction. Universal Design for Learning and differentiated instruction can be used in combination to help teachers respond effectively to the strengths and needs of all students.

The aim of the Universal Design for Learning framework is to assist teachers in designing language programs and environments that provide all students with equitable access to the language curriculum. Within this framework, teachers engage students in multiple ways to support them in becoming successful in their language learning. Teachers respond to students' diverse learner profiles by designing tasks that offer individual choice, are relevant and authentic, provide graduated levels of challenge, and foster collaboration in the language classroom. Teachers also engage multimodalities to help students become resourceful and flexible learners. For example, teachers use a variety of media to ensure that students are provided with alternatives for auditory and visual information; they model the use of language conventions and vocabulary; and they highlight text patterns, text structures, text features, and stylistic elements of texts to support students in developing fluency and proficiency. Teachers create an environment in which students can express themselves in multiple forms. For example, teachers can improve access to tools or assistive devices that are necessary for learning; encourage the use of students' first or other language(s); vary ways in which students can demonstrate their understanding of and respond to texts; support students in setting goals, planning, and organizing ideas and information for text creation using multimodal digital tools; and engage students in reflective practices throughout their language learning.

While Universal Design for Learning provides teachers with broad principles for planning language instruction and learning experiences for a diverse group of students, differentiated instruction allows them to address specific skills and learning needs. Differentiated instruction is rooted in assessment and involves purposefully planning varied approaches to teaching the content of the curriculum. Teachers will identify the areas of learning need and plan the instruction and learning that will address the needs of individual students. Teachers identify the products and the ways in which students can best demonstrate their learning, and consider how their learning is affected by the physical learning environment. Differentiated Instruction is student-centred and involves a strategic blend of whole-class, small-group, and individual learning activities to suit students' differing strengths, interests, and levels of readiness to learn.

The Tiered Approach to Language and Literacy Instruction

The tiered approach to instruction is a proactive, preventative model designed to provide timely support for all students in order to prevent literacy difficulties from developing. It embodies principles of Universal Design for Learning and differentiated instruction and is most effective when implemented as a multi-tiered, system support. It uses specific instructional interventions of increasing intensity to address students' needs. An effective evidence-based, systematic instructional approach supports the learning of all students, and is based on assessment of each student's strengths, learning needs, and skill gaps. The goal of tiered instruction is to provide the least intensive support required for each student to meet grade-level expectations. Assessment research supports data-based decision making for instruction of each individual student and intensifying instruction for some students, as necessary.

The implementation of a tiered approach to language and literacy instruction is the responsibility of all classroom teachers as well as other educators. It is not specifically or only the responsibility of special education teachers. In the classroom, student progress is frequently monitored, and early and ongoing assessment data is used to identify skill gaps and determine the appropriate level and intensity of instruction. The intensity of instruction is increased in several ways: by reducing the group size; by increasing the degree of explicitness and individualization; by sequentially targeting skill gaps of greater number and/or depth; and by increasing the length (in minutes), frequency (per week), and duration (number of weeks or months) of instructional sessions, as needed. A tiered approach designed to address the diverse learning needs of students can be implemented as follows:

- **Tier 1:** Classroom-based assessment and instruction are planned for all students, with teachers applying the principles of Universal Design for Learning and differentiated instruction. Observation and progress monitoring are used to ensure that students who are experiencing difficulty are provided with more intensive instruction in a timely fashion. To plan and provide effective Tier 1 instruction, teachers are supported by other educators as needed (e.g., by grade-level teams).
- **Tier 2:** In addition to Tier 1 instruction and based on assessment data, teachers provide more intensive instruction and interventions in the classroom for small groups (three to five students) and/or for individual students experiencing learning challenges in particular or general areas of language and literacy. Students may be provided with Tier 2 instruction based on the number and/or depth of skill gaps identified in initial assessments, or if Tier 1 progress monitoring shows that they are not gaining the skills as expected. Student progress in response to this level of intensity is closely monitored, and instruction is adjusted as needed. Teachers collaborate with other educators as needed in order to provide effective support for the students.
- **Tier 3:** In addition to Tier 1 instruction and based on assessment data, teachers provide intensive support and intervention for very small groups (two to three students) and/or for individual students who are experiencing difficulties in particular areas of language and literacy, regardless of whether they have an Individual Education Plan (IEP) or an identified special education need. Students may be provided with Tier 3 instruction based on the number and/or depth of skill gaps identified in initial assessments, or if Tier 1 or 2 progress monitoring show that they are falling behind. Precise and personalized assessment and instruction are often

planned with the support of other educators, including a special education teacher, and student progress in response to this level of intensity continues to be closely monitored.

The tiered approach is meant to be fluid and flexible. For example, as students who are receiving Tier 2 or Tier 3 instructional interventions acquire the necessary language and literacy skills, instruction is adjusted accordingly to a less intensive tier of instruction. The intensity of the level of support at each tier is always based on ongoing monitoring of student progress, focusing on each student's learning rate and level.

The tiered approach ensures responsive, timely, and effective instruction that improves student learning, reduces the likelihood that a student will struggle or develop language difficulties in the future, and facilitates the earlier introduction of more intensive interventions for students with significant learning difficulty, regardless of whether they have an identified learning disability or other special education need. It is important to understand that Universal Design for Learning and differentiated instruction are integral aspects of the tiered approach and of an inclusive language program. The learning needs of a significant majority of students, including students with special education needs, can be met using Tier 1 Universal Design for Learning and differentiated instruction principles and approaches, along with evidence-based, systematic, and explicit instruction. More information on Universal Design for Learning and differentiated instruction can be found in the ministry publication [*Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013*](#). Ministry guidance in *Learning for All* related specifically to reading instruction and assessment has been superseded by this curriculum.

Selecting Texts and Learning Resources

The language and literacy program builds on students' prior knowledge, their cultures, and their language experiences at home and in the community. Effective instruction offers students choices, encourages a sense of agency in learning, and further motivates and engages students in language and literacy learning and in the development of self-efficacy. Students should recognize themselves in their language-learning experiences, in the literacy environment of the classroom, and in the broader physical surroundings of the school while also having the opportunity to enjoy reading a wide variety of texts and learning about diverse identities, abilities, experiences, families, cultures, and communities.

When educators plan for differentiated language and literacy instruction using various grouping strategies, they purposefully select texts and learning resources to support student learning in a rich, authentic, and meaningful context. They consider the following guiding questions:

- How are the selected texts and resources connected to and aligned with the curriculum expectations?
- Are the learning resources and texts reflective of the students' various identities, interests, knowledges, lived experiences, and linguistic resources?
- Is the selection of learning resources, such as decodable texts used for decoding instruction, grounded in scientific reading research that follows an evidence-based scope and sequence? Are the resources developmentally appropriate to support students' skill progression?

- For early readers with developing decoding skills, are texts carefully selected to provide opportunities for more advanced language learning through read-alouds of books with rich and diverse vocabulary, language structures, and content?
- What key factors are considered to determine text complexity? For example, are text structure, language features (e.g., conventions, vocabulary, sentence structure, level of cohesion), purpose, content and knowledge demands, and visual features and graphics all considered?
- Does the text selection include various texts forms and genres, by creators with diverse identities, perspectives, and experiences, including diverse First Nations, Métis and Inuit creators?
- Do the texts represent diverse perspectives and are they free of bias?
- Are there a range of texts available to engage various student interests, spark curiosity, and provide a sense of excitement and joy?
- Do the texts and learning resources provide students with opportunities to practice, extend, and consolidate language and literacy skills in meaningful and authentic ways?
- Are the texts and learning resources accessible to and inclusive of all students? Are they available in accessible formats? Can they be used with assistive technology?
- Are digital and media resources used to teach about students' rights and responsibilities for online interactions, to develop their digital identity, and to support their learning to navigate online environments while managing their data, security, and privacy?

Planning Language Programs for Students with Special Education Needs

Classroom teachers are the key educators of students with special education needs and students with disabilities. They have a responsibility to create the conditions necessary to support *all* students in their learning, and they work collaboratively with special education teachers and other educators, where appropriate, to achieve this goal. Classroom teachers commit to assisting every student in achieving success according to their interests, abilities, and goals. More information on planning for and assessing students with special education needs can be found in the [“Planning for Students with Special Education Needs” subsection of “Considerations for Program Planning”](#).

Principles for Supporting Students with Special Education Needs

The following principles guide teachers in planning and teaching language programs for students with special education needs and students with disabilities, and benefit all students in developing foundational language and literacy skills:

- All teachers play a critical role in student success in language and literacy learning.

- Language and literacy instruction is based on an asset-oriented pedagogical model that draws on the valuable funds of knowledge and the various identities, abilities, resources, and experiences that all students bring to their language and literacy learning.
- Early assessment of students' language and literacy skills is important for providing instruction that prevents later learning difficulties. The ongoing assessment of foundational knowledge and skills of students with special education needs and disabilities is critical in informing the precision of the instruction and providing responsive tiered support.
- Teachers focus language and literacy instruction on the acquisition of foundational knowledge and skills as described in this curriculum.
- Engagement of multimodalities when interacting with various texts is fundamental to language and literacy learning in all grades. It empowers students to understand a wide variety of texts deeply and to make creative and purposeful decisions about how to communicate effectively to particular audiences.
- Teachers combine their pedagogical, content, and technological knowledge with a detailed knowledge of how individual students develop language and literacy skills, and of their strengths and interests, to design effective learning experiences.
- Teachers implement evidence-based approaches to address each student's specific areas of learning growth and need, monitor their progress, build their self-efficacy, and meet their Individual Education Plan (IEP) goals, where applicable.

An effective language and literacy learning environment and program that is inclusive of students with special education needs and students with disabilities is purposefully planned with the principles of Universal Design for Learning and differentiated instruction in mind and integrates the following elements:

- employing student-centred strategies that actively build on students' strengths, interests, and motivations to improve their language and literacy learning and increase their engagement, by:
 - providing ample opportunities for them to communicate their wants, needs, thoughts, and opinions to others; to ask and respond to questions; and to demonstrate their learning using a variety of modes of communication (e.g., linguistic, visual, gestural, technologically assisted);
 - encouraging the development of their critical thinking skills in literacy by building foundational knowledge and skills;
- using direct instruction to systematically and explicitly teach foundational knowledge and skills, and providing many opportunities for guided practice, descriptive feedback, modelling, and coaching;
- considering students' individual use of language and communication modalities; for example, some students require the use of American Sign Language (ASL), Braille, or Augmentative and Alternative Communications Systems;
- providing required instructional, environmental, and/or assessment accommodations and/or modifications as specified in the student's Individual Education Plan (IEP). Accommodations may include the use of learning tools such as sound walls and visual dictionaries, augmentative and alternative communication devices, and access to assistive technology such as text-to-speech and speech-to-text programs;

- teaching the foundational knowledge and skills of receptive and expressive communication while providing opportunities for students to practise specific and scaffolded grade-level skills in social situations (e.g., engaging in reciprocal interaction with others, verbally or non-verbally);
- supporting students in the development of executive function skills through scaffolding, modelling, and practicing the use of organizational tools, ensuring directions and explanations of strategies are clear and explicit;
- building an inclusive community of learners by encouraging all students to participate in various language and literacy class projects and activities;
- building family and community partnerships as well as partnerships between administrators, classroom teachers, and other teachers, particularly special education teachers, where available, to share expertise and knowledge of the curriculum expectations, develop language content in Individual Education Plans (IEPs) and systematically implement intervention strategies, and make meaningful connections between school and home to ensure that what the student is learning at school is relevant and can be practised and reinforced beyond the classroom.

Planning Language Programs for English Language Learners

English language learners are culturally and linguistically diverse students who are working to achieve the language curriculum expectations while they are acquiring English-language proficiency. An effective language and literacy program that supports the success of English language learners is purposefully planned with the following considerations in mind:

- Pedagogical approaches are multimodal and facilitate translanguaging, whereby students use linguistic resources from their full linguistic repertoires. They emphasize language learners' rights to develop and use their first language and voices in the classroom to inform their learning.
- A multilingual classroom that encourages creative and strategic translanguaging practice enables students to use their linguistic repertoire in a fluid and dynamic way, mixing and meshing languages to communicate, interact, and connect with peers and teachers for a variety of purposes, such as when developing foundational literacy knowledge and skills and when making, creating, and communicating meaning through various texts and media. When students are engaged in cross-curricular learning tasks, translanguaging also supports knowledge transfer and affirms the cultural and linguistic identities of students.
- [Culturally responsive and relevant pedagogy \(CRRP\)](#) recognizes students' various cultural and linguistic identities as critical resources in language and literacy instruction and learning. Knowledge of English language learners' strengths, interests, and identities, including their social and cultural backgrounds, is important. These *funds of knowledge* are historically and culturally developed skills and assets that are central to creating a richer and more meaningful learning experience for all students and promoting a socially and linguistically inclusive learning environment.

- Cross-linguistic learning contexts enable students to draw on their languages, digital media, visuals, and mediating devices to develop metalinguistic awareness and to further their development and engagement in language and literacy learning.
- An initial assessment of newcomer students' level of English-language proficiency is required in Ontario schools. Where possible, at least part of the initial assessment should be conducted in the student's first language to gain a broader view of the student's language and literacy development.
- Differentiated instruction is essential in supporting English language learners, who face the dual challenge of learning new conceptual knowledge while acquiring English-language proficiency. Designing language learning to have the right balance for English language learners is achieved through program adaptations (e.g., accommodations that utilize their background knowledge in their first language) that ensure the tasks are reflective of cognitive demands within the language curriculum and linguistically comprehensible and accessible to English language learners. Using the full range of a student's language assets, including those in additional languages that a student speaks, reads, and writes, as a resource in the language classroom, supports their access to prior learning and language experiences, to develop metalinguistic skills, and increases their engagement;
- Working with students and their families and with available community supports allows students to create relevant and real-life learning contexts and tasks.

In a supportive language and literacy learning environment, scaffolding the learning offers English language learners the opportunity to:

- access their other language(s) (e.g., by using digital tools to access vocabulary and terminology in their first language and multimodal representations of concepts), background knowledge, and prior learning and language experiences;
- benefit from flexible language pedagogies that facilitate translanguaging, such as the use of and creation of dual language books as an instructional strategy;
- develop *identity texts* within classrooms. Identity texts are artefacts created by students that can be made by engaging a variety of modalities. These texts promote discussion about students' cultural and linguistic backgrounds;
- learn new concepts and skills in authentic, meaningful, and familiar contexts;
- engage in open and parallel tasks to allow for multiple entry points for learning;
- work in a variety of settings that support co-learning and multiple opportunities for practice (e.g., with partners or in small groups, as part of cooperative learning, or in group conferences);
- access the language of instruction during oral, written, and multimodal instruction and assessment, during questioning, and when encountering texts, learning tasks, and other activities in the language program;
- use oral language in different strategically planned activities, such as "think-pair-share", "turn-and-talk", and "adding on", to express their ideas and engage in literacy discourse;
- develop both everyday and academic vocabulary, including domain-specific vocabulary in context, through explicit instruction, through rephrasing and recasting by the teacher, and through using student-developed bilingual word banks or glossaries;

- practise using sentence frames adapted to their English-language proficiency levels to communicate their understanding, ask questions, express their ideas, and explain their thinking;
- use a variety of concrete and/or digital learning tools and engage multimodalities to demonstrate their learning and thinking (e.g., orally, visually, kinesthetically), through a range of representations (e.g., oral presentation, portfolios, displays, discussions, dramatization), and in multiple languages (e.g., multilingual word walls and anchor charts);
- have their learning assessed in terms of the processes they use in multiple languages, both during the learning and through teachers' observations and conversations.

Strategies used to differentiate instruction and assessment for English language learners also benefit many other learners in the classroom, since programming is focused on leveraging all students' strengths, meeting learners where they are in their learning, being aware of the language demands (e.g., the academic vocabulary) in the program, and making learning and thinking visible.

English language learners in English Literacy Development (ELD) programs in Grades 3 to 8 require accelerated support to develop both their literacy skills and their English language proficiency. These students have significant gaps in their formal education because of limited or interrupted prior schooling. Culturally responsive and relevant practices are fundamental in recognizing and connecting to the informal literacies these students may have. They may bring a deep knowledge of the local customs and ways of knowing in their home culture, oral language skills, and/or social skills. These students often require focused support over a longer period than students in English as a Second Language (ESL) programs. The use of the student's oral competence in languages other than English is a non-negotiable scaffold. The strategies described above, such as the use of visuals, the engagement of multimodalities, the development of everyday and academic vocabulary, the use of technology, and the use of oral competence, are essential in supporting student success in ELD programs.

Supporting English language learners is a shared responsibility. Collaboration with administrators and other teachers, particularly ESL/ELD teachers and relevant community representatives, where possible, contributes to creating equitable outcomes for English language learners. Additional information on planning for and assessing English language learners can be found in the ["Planning for English Language Learners" subsection of "Considerations for Program Planning"](#).

The Role of the School Library in Language Programs

The language curriculum is strongly supported by the library learning commons. Teacher-librarians, where available, can help to nurture and develop a love of reading for learning and for pleasure, assist students in accessing information and in selecting appropriate texts, and guide students in experiencing various texts and media that are relevant to their lives. Teacher-librarians may receive training in developing library collections and/or collaborate with those who have expertise in developing collections that are culturally responsive and relevant, accessible, diverse, inclusive, and rich in Canadian content.

Teacher-librarians collaborate with classroom or subject-area teachers, such as language, math, or science and technology teachers, to create and plan rich literacy experiences for students, teach, and provide students with authentic information and research tasks that foster learning. They share the responsibilities of supporting equitable access to information for all students and the development of students' information literacy skills, including their ability to evaluate the relevance, quality, and credibility of information and to use it with responsibility and imagination. Additional information on the role of the school library and teacher-librarians can be found in [“The Role of the School Library” subsection of “Considerations for Program Planning”](#).

The Role of Information and Communications Technology in Language Education

The language curriculum was developed with the understanding that the strategic use of technology is part of an effective program. Technology can extend and enrich teachers' instructional strategies to support all students' learning in language and literacy. Technology can support and foster the development and demonstration of language learning.

The strategic use of technology to support the achievement of the curriculum expectations requires a strong understanding of:

- the language and literacy concepts and skills being addressed;
- high-impact instructional practices that can be used as appropriate to achieve the learning goals;
- the capacity of the chosen technology to augment the learning, and how to use this technology effectively.

Teachers will find various digital tools useful in their teaching practice, for student-centred learning, for whole class instruction, and for the design of curriculum units that contain varied approaches to learning to meet diverse student needs.

Technology can be used to support the processes involved in the language curriculum: to facilitate access to information (e.g., accessing relevant and credible web-based content); and to allow better communication and collaboration (e.g., working with peers in collaborative documents, connecting with experts, and communicating with teachers). Assistive technologies are critical in enabling some students with special education needs to have equitable access, meaningfully engage with curriculum material, and take part in classroom activities and must be provided in accordance with students' Individual Education Plan (IEP), as required.

The use of technology in the language curriculum also provides opportunities for students to develop their [transferable skills](#), including digital literacy. When using technology to support the teaching and learning of language, teachers consider the issues of student safety, privacy, and ethical responsibility, respect and inclusion, and student well-being.

Although the internet is a powerful learning tool, all students must be made aware of issues of privacy, safety, and responsible use, as well as of the ways in which the internet can be used to promote hatred. In all grades, students also need to be reminded of the ethical issues relating to plagiarism and appropriation. In a digital world that provides quick access to abundant information, it is very easy to copy the words, music, or images of others and present them as one's own. Both blatant and nuanced forms of plagiarism and appropriation, as well as the consequences of engaging in them, should be clearly discussed before students engage in creating texts.

Teachers understand the importance of technology and how it can be leveraged to support learning and to ensure that the language curriculum expectations can be met by all students. Additional information can be found in the [“The Role of Information and Communications Technology” subsection of “Considerations for Program Planning”](#).

Cross-Curricular and Integrated Learning in Language

Students need well-developed language and literacy skills to succeed in all subject areas, and rich language and literacy experiences deepen the conceptual understanding and strengthen the development of knowledge and skills in other subject areas. At the same time, the development of skills and knowledge in language is often enhanced by learning in other subject areas. Teachers should ensure that all students have ample opportunities to explore a subject from multiple perspectives by emphasizing cross-curricular learning and integrated learning. More information about integrating learning across the curriculum can be found in [“Cross-Curricular and Integrated Learning”](#).

In cross-curricular learning, students are provided with opportunities to learn and use related content and/or skills in two or more subjects. For example, teachers can use social studies texts in their language lessons, and incorporate instruction in how to read and view non-fiction texts into their social studies lessons. In mathematics, students learn to apply their language and literacy skills to extract and interpret relevant information from a variety of representations, such as a given table, a graph, or an equation, to determine the 100th term of a pattern. They also learn when and how to use various modalities to represent mathematical information and express their thinking. For example, students can create a pattern using concrete materials and describe their pattern using gestures, words, algebraic expressions, or equations.

In every subject, students learn subject-specific terminology and how to use it with precision to communicate effectively. All subjects provide many opportunities for them to develop their language and literacy skills with authentic purposes for reading, writing, listening, speaking, viewing, and representing.

Creative and critical thinking are at the heart of learning in all subject areas. For example, in science, students consider diverse perspectives as they develop innovative, ethical, and effective solutions to societal and environmental problems. In language, students are encouraged from a very early age to develop their ability to ask questions, to create texts addressing topics on diversity and inclusion, and to explore a variety of possible answers to those questions. As they progress through the grades, students'

critical thinking skills become more sophisticated as they learn that all sources of information have a particular point of view and that the recipient of the information has a responsibility to evaluate it, identify explicit and implicit biases, determine its validity and relevance, and use it in appropriate ways. The ability to locate, question, and validate information allows a student to become an independent, lifelong learner.

In integrated learning, students are provided with opportunities to meet *expectations from two or more subjects* within a single unit, lesson, or activity. By linking expectations from different subject areas, teachers can provide students with multiple opportunities to reinforce and demonstrate their knowledge and skills in a range of contexts. For example, in each grade, there are language and science and technology expectations that focus on learning about and making connections to First Nations, Métis, and Inuit knowledge systems and perspectives. There is, therefore, a good fit between these expectations in the two disciplines, affording an opportunity for developing integrated units.

Many expectations from the arts and language curricula can be linked to create integrated units and provide students with rich literacy experiences. For example, students will apply their language and literacy skills when describing and responding to works of art, and their arts literacy skills when interpreting, creating, and publishing multimodal or multimedia texts. Role-playing¹⁵, a key component of the Drama strand in the arts curriculum, can be used to enhance students' understanding of texts, to present a variety of points of view, and to explore new interpretations of texts. Students can draw storyboards as they develop, evaluate, and revise multimedia texts. They can use their understanding of cultural contexts and critical thinking skills to strengthen their critical analysis in the arts.

¹⁵ When students are engaged in role-playing, the teacher should make important decisions about how to apply drama strategies so that students are looking at the perspectives and retelling information, and not speaking in first person through the lens of another person's lived experiences, including those that may involve topics pertaining to identity, racism, human rights violations, and acts of genocide.

Assessment and Evaluation of Student Achievement

[*Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010*](#) sets out the Ministry of Education’s assessment, evaluation, and reporting policy. The policy aims to maintain high standards, improve student learning, and benefit all students, parents¹⁶, and teachers in elementary and secondary schools across the province. Successful implementation of this policy depends on the professional judgement¹⁷ of teachers at all levels as well as their high expectations of all students, and on their ability to work together and to build trust and confidence among parents and students.

Major aspects of assessment, evaluation, and reporting policy are summarized in the general “[Assessment and Evaluation](#)” section that applies to all curricula. The key tool for assessment and evaluation in language – the achievement chart – is provided below.

¹⁶ The word *parent(s)* is used on this website to refer to parent(s) and guardian(s). It may also be taken to include caregivers or close family members who are responsible for raising the child.

¹⁷ “Professional judgement”, as defined in [Growing Success \(p. 152\)](#), is “judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction”.

The Achievement Chart for Grade 1–8 Language

The achievement chart identifies four [categories of knowledge and skills](#) and four [levels of achievement](#) in Language. (For important background, see "[Content Standards and Performance Standards](#)" in the general "[Assessment and Evaluation](#)" section that applies to all curricula.)

Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Categories	Level 1	Level 2	Level 3	Level 4
	The student:			
Knowledge of content (e.g., morphology; syntax; text features; text forms and genres; strategies used when understanding and responding to texts and when expressing ideas and creating texts)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., concepts; opinions; facts; perspectives; relationships among facts, ideas, concepts, themes)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking – The use of critical and creative thinking skills and/or processes				
Categories	Level 1	Level 2	Level 3	Level 4
	The student:			
Use of planning skills (e.g., identifying the purpose for reading; identifying the topic, purpose, audience, form, and medium for writing; generating ideas; gathering information; researching; organizing information and ideas)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., making inferences, interpreting, analyzing, identifying bias, synthesizing, evaluating, forming conclusions)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness

Use of critical/creative thinking processes (e.g., researching; comparing and evaluating strategies and tools used by various creators; creating; considering and appreciating diverse perspectives; reflecting on their learning)	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
Categories	Level 1	Level 2	Level 3	Level 4
	The student:			
Expression and organization of ideas and information (e.g., clarity, logic, coherence) in oral, non-verbal, visual, and/or written forms, including digital and media forms	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences and purposes (e.g., use of style, voice, images, gestures, prosody) in oral, visual, and written forms, including media forms	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., grammar, spelling, punctuation), vocabulary, and terminology of the discipline in oral, non-verbal, visual, and written forms, including digital and media forms	uses conventions, vocabulary, and terminology with limited effectiveness	uses conventions, vocabulary, and terminology with some effectiveness	uses conventions, vocabulary, and terminology with considerable effectiveness	uses conventions, vocabulary, and terminology with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
Categories	Level 1	Level 2	Level 3	Level 4
	The student:			
Application of knowledge and skills (e.g., concepts, strategies, processes) in familiar contexts	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness

Transfer of knowledge and skills <i>(e.g., concepts, strategies, processes) to new contexts</i>	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts <i>(e.g., between the text and their own knowledge and lived experiences, other texts, the world around them, and First Nations, Métis, and Inuit perspectives and ways of knowing; between disciplines)</i>	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

Requirements for Strand A

Learning and assessment related to the expectations in Strand A occurs within the context of learning related to strands B through D. Student achievement of the expectations in Strand A are to be assessed and evaluated throughout the year and may be included in the comment section of the report card.

Criteria and Descriptors for Grade 1–8 Language

To guide teachers in their assessment and evaluation of student learning, the achievement chart provides “criteria” and “descriptors” within each of the four categories of knowledge and skills.

A set of criteria is identified for each category in the achievement chart. The criteria are subsets of the knowledge and skills that define the category. The criteria identify the aspects of student performance that are assessed and/or evaluated, and they serve as a guide to what teachers look for. In the language curriculum, the criteria for each category are as follows:

Knowledge and Understanding

- knowledge of content (e.g., morphology; syntax; text features; text forms and genres; strategies used when understanding and responding to texts and when expressing ideas and creating texts)
- understanding of content (e.g., concepts; opinions; facts; perspectives; relationships among facts, ideas, concepts, themes)

Thinking

- use of planning skills (e.g., identifying the purpose for reading; identifying the topic, purpose, audience, form, and medium for writing; generating ideas; gathering information; researching; organizing information and ideas)

- use of processing skills (e.g., making inferences, interpreting, analyzing, identifying bias, synthesizing, evaluating, forming conclusions)
- use of critical/creative thinking processes (e.g., researching; comparing and evaluating strategies and tools used by various creators; creating; considering and appreciating diverse perspectives; reflecting on their learning)

Communication

- expression and organization of ideas and information (e.g., clarity, logic, coherence) in oral, non-verbal, visual, and/or written forms, including digital and media forms
- communication for different audiences and purposes (e.g., use of style, voice, images, gestures, prosody) in oral, non-verbal, visual, and/or written forms, including digital and media forms
- use of conventions (e.g., grammar, spelling, punctuation), vocabulary, and terminology of the discipline in oral, non-verbal, visual, and/or written forms, including digital and media forms

Application

- application of knowledge and skills (e.g., concepts, strategies, processes) in familiar contexts
- transfer of knowledge and skills (e.g., concepts, strategies, processes) to new contexts
- making connections within and between various contexts (e.g., between the text and their own knowledge and lived experiences, other texts, the world around them, and First Nations, Métis, and Inuit perspectives and ways of knowing; between disciplines)

“Descriptors” indicate the characteristics of the student’s performance, with respect to a particular criterion, on which assessment or evaluation is focused. *Effectiveness* is the descriptor used for each of the criteria in the Thinking, Communication, and Application categories. What constitutes effectiveness in any given performance task will vary with the particular criterion being considered. Assessment of effectiveness may therefore focus on a quality such as appropriateness, clarity, accuracy, precision, logic, relevance, significance, fluency, flexibility, depth, or breadth, as appropriate for the particular criterion.

Language, Grade 1

Expectations by strand

A. Literacy Connections and Applications

This strand focuses on students applying the [seven transferable skills](#) in language and literacy contexts, developing digital media literacy skills, applying language and literacy learning in other contexts, and engaging with texts that foster understanding of diverse identities, experiences, perspectives, histories, and contributions. In all grades of the language program, the learning related to this strand takes place in the context of learning related to Strand B, Foundations of Language; Strand C, Comprehension: Understanding and Responding to Texts; and Strand D, Composition: Expressing Ideas and Creating Texts. Strand A should be assessed and evaluated within these contexts.

Overall expectations

Throughout Grade 1, in connection with the learning in strands B to D, students will:

A1. Transferable Skills

demonstrate an understanding of how the [seven transferable skills](#) (critical thinking and problem solving; innovation, creativity, and entrepreneurship; self-directed learning; collaboration; communication; global citizenship and sustainability; and digital literacy) are used in various language and literacy contexts

Specific expectations

Throughout Grade 1, in connection with the learning in strands B to D, students will:

Receptive and Expressive Communication

A1.1 identify how transferable skills can be used to support communication in various cultural, social, linguistic, and domain-specific contexts, and apply them when reading, listening to, viewing, and creating texts of various forms

Student Agency and Engagement

A1.2 demonstrate an understanding of how transferable skills help them to express their voice and be engaged in their learning

A2. Digital Media Literacy

demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media

Specific expectations

Throughout Grade 1, in connection with the learning in strands B to D, students will:

Digital Citizenship

A2.1 demonstrate an understanding of their rights and responsibilities when interacting online with appropriate permission, and make decisions that contribute positively to the development of their digital identity and those of their communities

Online Safety, Well-Being, and Etiquette

A2.2 demonstrate an understanding of how to navigate online environments safely, manage their privacy, and interact in a way that supports their well-being and that of others, including seeking appropriate permission

Research and Information Literacy

A2.3 gather, evaluate, and use information, considering various perspectives, to construct knowledge and demonstrate learning

Forms, Conventions, and Techniques

A2.4 demonstrate an understanding of the forms, conventions, and techniques of digital and media texts, and apply this understanding when analyzing texts

Media, Audience, and Production

A2.5 demonstrate an understanding of the interrelationships between the form, message, and context of a text, the audience, and the creator

Innovation and Design

A2.6 use digital and media tools to support stages of the design process and to develop creative solutions to authentic, real-world problems

Community and Cultural Awareness

A2.7 communicate and collaborate with various communities in a safe, respectful, responsible, and inclusive manner when using online platforms and environments, including digital and media tools, and demonstrate cultural awareness with members of the community

A3. Applications, Connections, and Contributions

apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations

Specific expectations

Throughout Grade 1, in connection with the learning in strands B to D, students will:

Cross-Curricular and Integrated Learning

A3.1 apply the knowledge and skills developed in this grade to support learning in various subject areas and identify some ways this learning can be used in everyday life

Identity and Community

A3.2 demonstrate an understanding of the contributions, lived experiences, and perspectives of a diversity of individuals and communities, including those in Canada, by exploring the concepts of identity, self, and sense of belonging in culturally responsive and relevant texts

First Nations, Métis, and Inuit Perspectives and Ways of Knowing

A3.3 identify themes explored in First Nations, Métis, and Inuit cultures to demonstrate an understanding of the varied identities, perspectives, relationships, legacies, truths, and ways of knowing, being, and doing

B. Foundations of Language

Overall expectations

By the end of Grade 1, students will:

B1. Oral and Non-Verbal Communication

apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences

Specific expectations

By the end of Grade 1, students will:

Effective Listening Skills

B1.1 use effective listening skills, including listening attentively and asking relevant questions, in formal and informal contexts, including conversations and classroom activities

Listening Strategies for Comprehension

B1.2 identify and use listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally

Speaking Purposes and Strategies

B1.3 identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including taking turns, understanding when to speak, and knowing how much to say, to communicate clearly and coherently

Oral and Non-Verbal Communication Strategies

B1.4 identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, to interpret or contribute to the meaning of messages

Word Choice, Syntax, and Grammar in Oral Communication

B1.5 use appropriate word choice, including new vocabulary, grammar, and cohesive phrases and sentences when speaking and communicating ideas

B2. Language Foundations for Reading and Writing

demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing

Specific expectations

By the end of Grade 1, students will:

For an elaboration of the mandatory learning associated with specific expectations, see the “More Details” sections below. For an at-a-glance view of this learning across grades, including the learning that children need to acquire before they can move on to mandatory learning in Grade 1, see [Appendix A: Language Foundations Continuum for Reading and Writing, Grades 1–4, Overall Expectation B2](#).

Phonemic Awareness

B2.1 use understanding of the sound structure of spoken words to orally isolate, blend, and segment phonemes, from simple structures with two phonemes to structures with more phonemes

More details

Language foundations – Phonemic awareness

Phonological awareness refers to the ability to reflect on the sound structure of spoken language. *Phonemic awareness* is a subcomponent of phonological awareness. It refers to the ability to identify and manipulate the smallest unit of sound in spoken words, called a *phoneme*. When students begin to identify, notice, segment, blend, and manipulate individual sounds or phonemes in words, they are developing and consolidating their phonemic awareness. Teaching these skills occurs largely in the context of teaching the decoding and spelling of written words.

Knowledge and skills: blending phonemes

Orally blending phonemes to form spoken words, beginning with two phonemes and progressing to words with up to five sounds with teacher support

Looks like...

- orally blending phonemes in words containing up to five phonemes (e.g., teacher says /sh/ /o/ /p/, student responds *shop*; /s/ /p/ /l/ /i/ /t/ → *split*)

Knowledge and skills: segmenting phonemes

Segmenting spoken words with structures that have more than two phonemes
(Note: C stands for *consonant*; V stands for *vowel*.)

Looks like...

- segmenting the sounds of spoken words containing up to five phonemes
 - segmenting CVC and CCVC/CVCC words (e.g., prompt: “To segment the word *wish*, say each sound like this: /w/ /i/ /sh/”), starting with continuous sounds, and then progressing to stop sounds
- splitting a multisyllabic word into its syllables and then segmenting each phoneme in each syllable

Alphabetic Knowledge

B2.2 name and form the upper- and lowercase letters both in and out of order and demonstrate knowledge of alphabetic order, with automaticity

More details

Language foundations – Alphabetic knowledge

Alphabetic knowledge refers to knowing the letters by name and understanding alphabetic order.

Knowledge and skills: letter recognition

Naming and forming upper- and lowercase letters both in and out of order, and demonstrating knowledge of alphabetic order

Looks like...

- naming upper- and lowercase letters both in and out of order, with automaticity
- recognizing and naming upper- and lowercase letters in various fonts
- printing upper- and lowercase letters with appropriate formation patterns, size, orientation, placement, and spacing

Phonics: Grapheme-Phoneme Correspondence

B2.3 identify, read, and spell most common grapheme-phoneme correspondences of consonants and vowels, with automaticity

More details

Language foundations – Phonics: Grapheme-phoneme correspondence

Grapheme-phoneme correspondence (GPC) refers to the association between a grapheme (a letter or cluster of letters) and its corresponding phoneme, and vice versa. It may also be called *letter-sound correspondence*. Understanding this relationship enables students to read by relating graphemes to phonemes and blending phonemes together to sound out words, and to spell by breaking words into phonemes and representing each phoneme with a corresponding grapheme, with automaticity. Learning these skills occurs largely in the context of learning about decoding and spelling of written words.

Knowledge and skills: grapheme-phoneme correspondence

Understanding the relationship between simple, high-frequency, and complex graphemes (letters or combinations of letters) and the phonemes (units of sound) they represent (Note: e in “VCe” below represents the silent e at the end of a word.)

Looks like...

- applying previously learned GPC concepts
- identifying:
 - <-all>, <-oll>, <-ull>
 - consonant patterns: <ph>, <nk>, soft <c> and soft <g> variation
 - VCe patterns
 - VCe exceptions
 - long vowel sounds in VCC words: <-ild>, <-old>, <-ind>, <-olt>, <-ost>
 - long vowel <y> = /ī/; <i> = /ī/; <e> = /ē/
 - <-le> words (e.g., *bundle*)
 - r-controlled vowels
 - long vowel teams: <ai>, <ay> = /ā/; <ee>, <ea>, <ey> = /ē/; <oa>, <ow>, <oe> = /ō/; <ie>, <igh> = /ī/; <oo>, <u> = /oo/; <oo> = /ū/; <ew>, <ui>, <ue> = /ū/
 - <au>, <aw>, <augh> = /o/
 - <ea> = /ē/, /ā/, /e/
 - <air>, <are>, <ear> = /air/
 - diphthongs: <oi>, <oy> = /oi/; <ou>, <ow> = /ow/
 - silent letters: <kn> = /n/; <wr> = /r/; <mb> = /m/

Note for Grade 1: B2.4, B2.5, and B2.6: The English writing system is based not only on sound but also on meaning. *Orthographic knowledge* refers to the understanding of the English spelling system and its patterns, including grapheme positions and combinations in a word. *Morphological knowledge* refers to the understanding of how morphemes can be used to form words. A morpheme is the smallest unit of meaning within words, including prefixes, suffixes, and bases. All words are made up of one or more morphemes. Students apply their consolidated phonological awareness and phonics knowledge, as well as their developing orthographic and morphological knowledge, to read and spell words in isolation and in various text contexts.

Word-Level Reading and Spelling: Using Phonics Knowledge

B2.4 use phonics knowledge and phonemic blending to read words, and phonemic segmentation to spell phonetically regular words, in isolation and various text contexts

More details

Language foundations – Word-level reading and spelling

Knowledge and skills: applying phonics knowledge in reading and spelling

Reading and spelling CVC, CCVC, CVCC, CCVCC, and VCe words made of phonics patterns they have learned

Looks like...

- applying grapheme-phoneme correspondences (see B2.3) to word reading and spelling:
 - when reading a word, identifying the graphemes of the word, saying the corresponding phonemes, and blending them together

- when spelling a word, identifying the phonemes they hear in the word and representing each phoneme with a grapheme
- identifying the vowels of a multisyllabic word, splitting the word into its syllables, blending each syllable, and then blending each word

Word-Level Reading and Spelling: Using Orthographic Knowledge

B2.5 use developing orthographic knowledge, including position-based tendencies, to make a spelling choice or accurately pronounce a word when reading

More details

Language foundations – Word-level reading and spelling

Knowledge and skills: applying orthographic knowledge in reading and spelling

- Developing an understanding that there are multiple ways to spell some phonemes and choosing between multiple graphemes to spell a phoneme
- Using the position of the grapheme or phoneme and their knowledge of position-based tendencies, as necessary, to support spelling and determine accurate pronunciation when reading

(Note: Instruction in grapheme-phoneme correspondence should focus on teaching students the “most common spelling” grapheme for that phoneme in that position to support students in making the correct choices when reading and spelling. Orthographic knowledge cannot be taught in isolation and needs to be practised and applied in word decoding and spelling.)

Looks like...

- reading and spelling words using phonemes and corresponding graphemes that have been explicitly taught
- beginning to use the most common spellings for phonemes with multiple graphemes. For example, for a /k/ sound at the end of a word after a short vowel, the most common spelling is <-ck>
- learning common endings in spelling patterns:
 - long VCC (<-ild>, <-old>, <-ind>, <-olt>, <-ost>)
 - long vowel <y>, <ī>, and <ē>
 - consonant <-le> (e.g., *bundle*)
- learning spellings of graphemes related to the /k/ sound (<k> before <e>, <i>, <y>; <c> before all other letters; <ck> follows a short vowel at the end of one-syllable words)
- learning the most frequent spellings for some final consonant sounds directly after a short vowel:
 - <-tch> = /ch/
 - <-dge> = /j/
 - the FLSZ spelling rule (i.e., <-ff>, <-ll>, <-ss>, <-zz>)
- learning the I J U V spelling rule (these letters do not generally end a word) and that words ending in /v/ will end in <e>

- learning plural <-s> vs. <-es>
- learning irregular plurals
- learning positional spellings:
 - <ai> vs. <ay>
 - <oi> vs. <oy>
 - <ou> vs. <ow>
- learning suffix spelling changes:
 - doubling rule for <-ed>, <-ing>
 - doubling rule for <-er>, <-est>
 - dropping <-e> rule
 - <-y> to <i> rule

Word-Level Reading and Spelling: Using Morphological Knowledge

B2.6 use developing knowledge of the meanings of words and common morphemes (i.e., bases, prefixes, and suffixes) to read and spell words

More details

Language foundations – Word-level reading and spelling

Knowledge and skills: applying morphological knowledge in reading and spelling

- Understanding that words consist of bases that convey meaning and that can be modified with affixes (prefixes and suffixes) to change the meaning of the word. Adding prefixes and/or suffixes may have three other impacts on the resulting words:
 - changing the word’s function or role in a sentence (e.g., changing a verb to a noun);
 - changing the word’s pronunciation (e.g., medic vs. medicine); and/or
 - uncommonly, changing the word’s spelling (e.g., hop vs. hopping, divide vs. division)
- Developing the ability to segment words into recognizable morphemes and to apply their morphological knowledge to spell and read longer and more complex words

Looks like...

- using prefixes, including: un-, re-, in- (not), dis-
- using suffixes, including: -ing, -er/-or, -est, -ly
- applying suffixes with and without base changes, including three common suffixing patterns: doubling, e-drop, and changing y to i
- understanding the three sounds of -ed and applying them to spelling
- using compounding to join bases (e.g., for *book*, note + *book* = *notebook*, *book* + shelf = *bookshelf*), and affixing when appropriate

Knowledge and skills: words with irregularities

- Applying developing phonological, grapheme-phoneme correspondence, orthographic, and morphological knowledge to decode and spell words with irregularities
- Memorizing irregular grapheme-phoneme correspondences for instances where phonological, orthographic, and morphological information cannot be used through meaningful practice, multiple exposures to the word, and explicit instruction, instead of memorizing words as whole units

Looks like...

- applying phonological, orthographic, and morphological knowledge to decode and encode the parts of irregular words that are regular
- learning the unexpected portions of these words to support word reading and spelling. For example, students could use orthographic knowledge to decode and encode the first and last sound of the word *what*, but they would memorize the vowel pattern. For example, in the word *put*, students use grapheme-phoneme correspondences to decode the <p> and <t> and memorize that the <u> has an unexpected pronunciation.

Vocabulary

B2.7 demonstrate an understanding of commonly used words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use their developing morphological knowledge to analyze and understand new words in context

More details

Language foundations – Vocabulary

The process of developing vocabulary involves acquiring new words and understanding their meanings when reading and listening and writing and speaking. In learning new words, students learn the meaning, usage, form, and relationship to other words, and build the breadth and depth of their vocabulary.

Some words have different meanings in different contexts. In learning words, students should link the meanings and features of the words, such as their semantic features. The semantic features identify similarities and differences between words, which helps link new words to students' existing word schemas.

Words have different roles and utilities in spoken and written language. *Tier 2* words are found in written language as well as in oral language in the classroom and are useful across many different content areas. These words have high utility for students and should be the focus of explicit vocabulary instruction. *Tier 1* words are those that frequently occur in spoken language, while *Tier 3* words are generally specific to a particular content area and have less broad utility for students.

Vocabulary is developed through both explicit instruction of words and implicit learning from working with oral language and written texts in various contexts.

Knowledge and skills: networks and features of words

Linking the meanings and features of new words, such as linking semantic features to their existing word schemas

Looks like...

- learning the meaning of new words and deepening understanding of somewhat familiar words by relating these to known words and concepts (knowledge networks)
- demonstrating an understanding of the meaning of words by sorting, categorizing, and classifying them based on semantic features
- linking new words to previously learned words based on their semantic features
- recognizing that certain words have multiple meanings, which may cross over various parts of speech or grammatical functions. For example, *I tripped on some **rocks** (noun). This movie **rocks** (verb).*
- using words flexibly, adding new meanings to previously learned words, enhancing the depth of their vocabulary
- demonstrating an understanding of categories by being able to sort and resort pictures, objects, photographs, or written words into various categories and then sorting the items into subcategories (e.g., sorting pictures of foods and clothing into two different categories and then sorting each category further into food groups or clothing worn during different seasons)
- providing definitions, including a category and an example, for routine or content-based words that they have learned through explicit instruction (e.g., **Happy** is a feeling. You feel **happy** when you see your friend.)
- demonstrating an understanding of antonyms that relate to everyday events and refer to attributes, position, location, size, age, time, and quantity (e.g., yesterday-tomorrow, first-last, cool-warm, add-subtract, above-beneath)
- with teacher support, beginning to develop an understanding of synonyms
- with teacher support, demonstrating an increasing understanding of words with multiple meanings (e.g., pop) and an understanding that different meanings may serve different functions in a sentence (e.g., *pop* can be a noun or a verb)
- with teacher support, beginning to demonstrate an understanding that words can vary slightly in meaning and are used in specific situations (e.g., jog, sprint, run), and that words may be organized on a scale (e.g., freezing, cold, cool, tepid, warm, hot, scalding)

Knowledge and skills: independent word-learning strategies

Developing strategies to determine the meaning of words in oral language and text

Looks like...

- learning the meaning of unfamiliar words through looking **outside** the word (i.e., using context, including examples, synonyms, and antonyms) and looking **inside** the word (i.e., using morphological and structural analysis)
- applying their developing morphological knowledge to support their understanding of the meaning of new words (e.g., take the sentence *Ted's backyard was too small, so he wanted to look for one that was more **spacious***. Students can use the sentence context, as well as morphological information about the base *space*, to determine the meaning of the unknown word)
- demonstrating an awareness of when they do not understand new spoken words and clarifying the meanings (e.g., spontaneously state that they do not understand a word and ask for a definition)

Knowledge and skills: Tier 2 words

Developing and integrating their understanding of Tier 2 words (those used in written language as well as in oral language) in the classroom across different content areas

Looks like...

- using Tier 2 words (e.g., analyze, compare) that have been explicitly taught in various subject areas (e.g., science, social studies) across multiple contexts
- using Tier 2 words when engaging in conversations, asking and answering questions, and using new vocabulary in different contexts

Knowledge and skills: applying morphological knowledge to vocabulary

Applying an understanding that words are composed of morphemes, which are units of meaning within a word, and using knowledge of morphemes to support learning of the meaning of words

Looks like...

- beginning to recognize and use an understanding of high-frequency morphemes (e.g., re-, -ly) to figure out the meaning of unknown words they hear, with teacher support

Reading Fluency: Accuracy, Rate, and Prosody

B2.8 read simple words, short sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud with expression

More details

Language foundations – Reading fluency: Accuracy, rate, and prosody

Fluency is the ability to read text accurately, at an appropriate pace, with expression. It is the bridge between word recognition and comprehension. As decoding is automatized, students

increase their ability to read texts fluently, freeing cognitive resources to focus on the meaning of the texts. First and foremost, reading fluency relies on accuracy. Students must integrate subskills such as fluent word recognition to read words accurately, which, in turn, supports their reading of sentences and paragraphs with accuracy and fluency. Additionally, students should be able to read texts with appropriate pacing, and with expression and intonation that facilitate comprehension and convey meaning.

Knowledge and skills: accuracy, rate, and prosody

- Integrating fluent word recognition to read words accurately and to support their reading of texts with accuracy and fluency
- Reading texts with appropriate pacing, with expression and intonation that facilitate comprehension and convey meaning

Looks like...

- identifying the sound for a grapheme accurately and automatically
- developing accurate and effortless word identification at the single-word level, based on learned grapheme-phoneme correspondences and learned irregular words
- recognizing high-frequency words effortlessly
- reading decodable text aloud with increasing automaticity and accuracy and with appropriate pacing to support comprehension

B3. Language Conventions for Reading and Writing

demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts

Specific expectations

By the end of Grade 1, students will:

For an at-a-glance view of the mandatory learning across grades, see [Appendix B: Language Conventions Continuum for Reading and Writing, Grades 1–9, Overall Expectation B3](#).

Syntax and Sentence Structure

B3.1 identify and construct simple and compound sentences, including declarative, imperative, interrogative, and exclamatory sentences

Grammar

B3.2 demonstrate an understanding of the functions of parts of speech in sentences, including common singular and plural nouns, using the pronoun “I”, the past, present, and future verb tenses, common adjectives and adverbs, and common conjunctions, and use this knowledge to support comprehension and communicate meaning clearly

Capitalization and Punctuation

B3.3 use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly, including the use of a capital letter at the beginning of a sentence and the appropriate punctuation mark at the end

C. Comprehension: Understanding and Responding to Texts

Overall expectations

By the end of Grade 1, students will:

C1. Knowledge about Texts

apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various text forms and genres

Specific expectations

By the end of Grade 1, students will:

Using Foundational Knowledge and Skills to Comprehend Texts

C1.1 read and comprehend short, simple texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge

Text Forms and Genres

C1.2 identify simple literary and informational text forms and their associated genres

Text Patterns and Features

C1.3 identify some text patterns, such as sequencing and chronological order, and text features, including illustrations, symbols, and titles, associated with various text forms, and explain how they help readers, listeners, and viewers understand the meaning

Visual Elements of Texts

C1.4 demonstrate an understanding of the relationship between simple illustrations, images, and graphics and the text

Elements of Style

C1.5 identify some simple elements of style in texts, including voice, word choice, word patterns, and sentence structure, and describe how they help communicate meaning

Point of View

C1.6 identify the narrator's point of view in a variety of texts, and suggest an alternative point of view to tell the story

Indigenous Context of Various Text Forms

C1.7 read, listen to, and view various forms of texts by diverse First Nations, Métis, and Inuit creators to demonstrate understanding of various aspects of First Nations, Métis, and Inuit histories, cultures, relationships, communities, groups, nations, and lived experiences

C2. Comprehension Strategies

apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts

Specific expectations

By the end of Grade 1, students will:

Prereading: Activating Prior Knowledge

C2.1 activate prior knowledge, including knowledge gained from personal and text experiences, that they can use to understand the topics of new texts

Prereading: Identifying the Purpose for Reading, Listening, and Viewing

C2.2 identify purposes for engaging with texts, including enjoyment or finding information

Monitoring of Understanding: Making and Confirming Predictions

C2.3 make predictions using background knowledge, text features, and evidence from the text

Monitoring of Understanding: Ongoing Comprehension Check

C2.4 use strategies such as rereading, visualizing, and asking questions, to monitor their understanding of simple texts

Monitoring of Understanding: Making Connections

C2.5 identify connections between ideas expressed in simple texts and their knowledges and lived experiences, the ideas in other familiar texts, and the world around them

Summarizing: Identifying Relevant Information and Drawing Conclusions

C2.6 identify important information in a simple text, including the main idea

Reflecting on Learning

C2.7 identify strategies, such as activating prior knowledge and visualizing, that have helped them comprehend texts

C3. Critical Thinking in Literacy

apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts

Specific expectations

By the end of Grade 1, students will:

Literary Devices

C3.1 identify simple literary devices, including rhyme, alliteration, and onomatopoeia, and describe how they help communicate meaning

Making Inferences

C3.2 make simple inferences, using stated and implied information and ideas, to understand simple texts

Analyzing Texts

C3.3 analyze simple texts, including literary and informational texts, by identifying and sequencing important information and events

Analyzing Cultural Elements of Texts

C3.4 identify some cultural elements represented in various texts, including symbols and values, and explain how these elements contribute to the meaning

Perspectives within Texts

C3.5 identify explicit and implicit perspectives communicated in a text, and describe how these perspectives could influence an audience

Analysis and Response

C3.6 express personal thoughts and feelings about ideas presented in texts, such as ideas about diversity, inclusion, and accessibility

Indigenous Contexts

C3.7 identify some ways in which texts created by First Nations, Métis, and Inuit individuals, communities, groups, or nations communicate about historical periods, cultural experiences, and events, and how they relate to current lived experiences

Reflecting on Learning

C3.8 identify thinking skills that helped them understand simple texts

D. Composition: Expressing Ideas and Creating Texts

Overall expectations

By the end of Grade 1, students will:

D1. Developing Ideas and Organizing Content

plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics

Specific expectations

By the end of Grade 1, students will:

Purpose and Audience

D1.1 identify the topic, purpose, and audience for various simple texts they plan to create

Developing Ideas

D1.2 generate ideas about given and chosen topics, using simple strategies and drawing on various resources, including their own lived experiences, and learning from other subject areas

Research

D1.3 gather information and content relevant to a topic, using a single source

Organizing Content

D1.4 sort and sequence ideas and information, taking into account the text form and genre to be used

Reflecting on Learning

D1.5 identify the strategies that helped them to develop ideas for texts

D2. Creating Texts

apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and/or strategies, and reflect critically on created texts

Specific expectations

By the end of Grade 1, students will:

Producing Drafts

D2.1 draft short, simple texts of various forms and genres, including personal narratives, persuasive texts, and procedural texts, using a variety of media, tools, and strategies

Printing

D2.2 print letters and words with appropriate formation patterns, size, placement, and spacing

Voice

D2.3 demonstrate a personal voice in their texts, with a focus on using words that express their thoughts, feelings, and opinions about the topic

Point of View

D2.4 identify the point of view, including first person, used in their texts

Editing and Proofreading

D2.5 make simple edits to draft texts, such as changes to capitalization, punctuation, and spelling

D3. Publishing, Presenting, and Reflecting

select suitable and effective media, techniques, and tools to publish and present final texts, and critically analyze how well the texts address various topics

Specific expectations

By the end of Grade 1, students will:

Producing Final Texts

D3.1 produce final texts, using simple techniques, to achieve the intended effect

Publishing and Presenting Texts

D3.2 present the texts they have created using appropriate strategies, including by reading aloud with expression

Reflecting on Learning

D3.3 identify a strategy they found helpful when presenting texts

Language, Grade 2

Expectations by strand

A. Literacy Connections and Applications

This strand focuses on students applying the [seven transferable skills](#) in language and literacy contexts, developing digital media literacy skills, applying language and literacy learning in other contexts, and engaging with texts that foster understanding of diverse identities, experiences, perspectives, histories, and contributions. In all grades of the language program, the learning related to this strand takes place in the context of learning related to Strand B, Foundations of Language; Strand C, Comprehension: Understanding and Responding to Texts; and Strand D, Composition: Expressing Ideas and Creating Texts. Strand A should be assessed and evaluated within these contexts.

Overall expectations

Throughout Grade 2, in connection with the learning in strands B to D, students will:

A1. Transferable Skills

demonstrate an understanding of how the [seven transferable skills](#) (critical thinking and problem solving; innovation, creativity, and entrepreneurship; self-directed learning; collaboration; communication; global citizenship and sustainability; and digital literacy) are used in various language and literacy contexts

Specific expectations

Throughout Grade 2, in connection with the learning in strands B to D, students will:

Receptive and Expressive Communication

A1.1 identify how transferable skills can be used to support communication in various cultural, social, linguistic, and domain-specific contexts, and apply them when reading, listening to, viewing, and creating texts of various forms

Student Agency and Engagement

A1.2 demonstrate an understanding of how transferable skills help them to express their voice and be engaged in their learning

A2. Digital Media Literacy

demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media

Specific expectations

Throughout Grade 2, in connection with the learning in strands B to D, students will:

Digital Citizenship

A2.1 demonstrate an understanding of their rights and responsibilities when interacting online with appropriate permission, and make decisions that contribute positively to the development of their digital identity and those of their communities

Online Safety, Well-Being, and Etiquette

A2.2 demonstrate an understanding of how to navigate online environments safely, manage their privacy, and interact in a way that supports their well-being and that of others, including seeking appropriate permission

Research and Information Literacy

A2.3 gather, evaluate, and use information, considering various perspectives, to construct knowledge and demonstrate learning

Forms, Conventions, and Techniques

A2.4 demonstrate an understanding of the forms, conventions, and techniques of digital and media texts, and apply this understanding when analyzing texts

Media, Audience, and Production

A2.5 demonstrate an understanding of the interrelationships between the form, message, and context of a text, the audience, and the creator

Innovation and Design

A2.6 use digital and media tools to support stages of the design process and to develop creative solutions to authentic, real-world problems

Community and Cultural Awareness

A2.7 communicate and collaborate with various communities in a safe, respectful, responsible, and inclusive manner when using online platforms and environments, including digital and media tools, and demonstrate cultural awareness with members of the community

A3. Applications, Connections, and Contributions

apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations

Specific expectations

Throughout Grade 2, in connection with the learning in strands B to D, students will:

Cross-Curricular and Integrated Learning

A3.1 apply the knowledge and skills developed in this grade to support learning in various subject areas and identify some ways this learning can be used in everyday life

Identity and Community

A3.2 demonstrate an understanding of the contributions, lived experiences, and perspectives of a diversity of individuals and communities, including those in Canada, by exploring the concepts of identity, self, and sense of belonging in culturally responsive and relevant texts

First Nations, Métis, and Inuit Perspectives and Ways of Knowing

A3.3 identify themes explored in First Nations, Métis, and Inuit cultures to demonstrate an understanding of the varied identities, perspectives, relationships, legacies, truths, and ways of knowing, being, and doing

B. Foundations of Language

Overall expectations

By the end of Grade 2, students will:

B1. Oral and Non-Verbal Communication

apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences

Specific expectations

By the end of Grade 2, students will:

Effective Listening Skills

B1.1 use effective listening skills, including asking relevant questions, restating what they heard, and expressing interest, in formal and informal contexts and for various purposes, including in conversations and various classroom activities

Listening Strategies for Comprehension

B1.2 identify and use a variety of listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally, and to recognize when a message is difficult to understand

Speaking Purposes and Strategies

B1.3 identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including taking turns and staying on topic, to communicate meaning clearly and coherently

Oral and Non-Verbal Communication Strategies

B1.4 identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and demonstrate an understanding of how these strategies can contribute to the meaning being conveyed

Word Choice, Syntax, and Grammar in Oral Communication

B1.5 use appropriate word choice, including new vocabulary, grammar, and cohesive sentences when speaking and communicating ideas, to support audience comprehension

B2. Language Foundations for Reading and Writing

demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing

Specific expectations

By the end of Grade 2, students will:

For an elaboration of the mandatory learning associated with specific expectations, see the “More Details” sections below. For an at-a-glance view of this learning across grades, including the learning that children need to acquire before they can move on to mandatory learning in Grade 1, see [Appendix A: Language Foundations Continuum for Reading and Writing, Grades 1–4, Overall Expectation B2](#).

Note for Grade 2: B2.1, B2.2, and B2.3: The English writing system is based not only on sound but also on meaning. *Orthographic knowledge* refers to the understanding of the English spelling system and its patterns, including grapheme positions and combinations in a word. *Morphological knowledge* refers to the understanding of how morphemes can be used to form words. A morpheme is the smallest unit of meaning within words, including prefixes, suffixes, and bases. All words are made up of one or more morphemes. Students apply their consolidated phonological awareness and phonics knowledge, as well as their developing orthographic and morphological knowledge, to read and spell words in isolation and in various text contexts.

Word-Level Reading and Spelling: Using Phonics Knowledge

B2.1 use phonics knowledge, including phonemic blending to read words and set for variability to correct approximations, and phonemic segmentation to spell phonetically regular monosyllabic and multisyllabic words, in isolation and various text contexts

More details

Language foundations – Word-level reading and spelling

Knowledge and skills: applying phonics knowledge in reading and spelling

Consolidating phonics knowledge in word reading and spelling increasingly complex multisyllabic words, with developing automaticity

Looks like...

- applying phonics to read the individual syllables of multisyllabic words
- adjusting for close approximations when reading words, such as by flexing vowel sounds, adjusting syllable stress and schwa (unstressed vowel sound), known as *set for variability*

Word-Level Reading and Spelling: Using Orthographic Knowledge

B2.2 use orthographic knowledge, including position-based tendencies, to make a spelling choice or accurately pronounce a word when reading

More details

Language foundations – Word-level reading and spelling

Knowledge and skills: applying orthographic knowledge in reading and spelling

- Developing an understanding that there are multiple ways to spell some phonemes and choosing between multiple graphemes to spell a phoneme
- Using the position of the grapheme or phoneme and their knowledge of position-based tendencies, as necessary, to support spelling and determine accurate pronunciation when reading

(Note: Instruction in grapheme-phoneme correspondence should focus on teaching students the “most common spelling” grapheme for that phoneme in that position to support students in making the correct choices when reading and spelling. Orthographic knowledge cannot be taught in isolation and needs to be practised and applied in word decoding and spelling.)

Looks like...

- reading and spelling words using phonemes and corresponding graphemes that have been explicitly taught
- using the most common spellings for phonemes with multiple graphemes. For example, for a long /o/ in the middle of a word, <o-e> is the most common spelling, followed by <oa>
- consolidating common ending spelling patterns and suffix spelling changes through systematic review
- becoming familiar with low-frequency spellings:
 - <-ar>, <-or> = /er/ (e.g., *dollar*, *doctor*)
 - <air>, <are>, <ear> = /air/
 - <ear> = /ear/ (e.g., *bear*)
 - alternate long /ā/: <ei>, <ey>, <eigh>, <ea>
 - alternate long /u/: <ew>, <eu>, <ue> = /yū/; <ou> = /ü/ (e.g., *soup*)
 - <ough> = /aw/
 - signal vowels (<e>, <i>, <y>) for soft <c> and soft <g>
 - <ch> = /sh/, /k/; <gn> = /n/; <gh> = /g/

Word-Level Reading and Spelling: Using Morphological Knowledge

B2.3 use developing knowledge of the meanings of words and common morphemes (i.e., bases, prefixes, and suffixes) to read and spell words

More details

Language foundations – Word-level reading and spelling

Knowledge and skills: applying morphological knowledge in reading and spelling

- Understanding that words consist of bases that convey meaning and that can be modified with affixes (prefixes and suffixes) to change the meaning of the word. Adding prefixes and/or suffixes may have three other impacts on the resulting words:
 - changing the word’s function or role in a sentence (e.g., changing a verb to a noun);
 - changing the word’s pronunciation (e.g., medic vs. medicine); and/or
 - uncommonly, changing the word’s spelling (e.g., hop vs. hopping, divide vs. division)
- Developing the ability to segment words into recognizable morphemes and to apply their morphological knowledge to spell and read longer and more complex words

Looks like...

- using prefixes, including: pre–, de–, a– (schwa), co–, uni–, bi–, tri–, mis–, dis–
- using suffixes, including: –ion, –ure, –er, –or, –ist, –ish, –y, –ness, –less, –able/–ible, –ful
- understanding that derivational affixes not only change the meaning of the word, but also can change the part of speech
- recognizing that as affixes are added, pronunciation may shift
- adjusting syllable stress and schwa to produce the correct pronunciation
- exploring derivational word families while adding affixes to a learned base (e.g., changing a verb to a noun: *instruct* + *ion* = *instruction*)

Knowledge and skills: words with irregularities

- Applying developing phonological, grapheme-phoneme correspondence, orthographic, and morphological knowledge to decode and spell words with irregularities
- Memorizing irregular grapheme-phoneme correspondences for instances where phonological, orthographic, and morphological information cannot be used through meaningful practice, multiple exposures to the word, and explicit instruction, instead of memorizing words as whole units

Looks like...

- applying phonological, orthographic, and morphological knowledge to decode and encode the parts of irregular words that are regular

- learning the unexpected portions of these words to support word reading and spelling. For example, students could use orthographic knowledge to decode and encode the first and last sound of the word *what*, but they would memorize the vowel pattern. For example, in the word *put*, students use grapheme-phoneme correspondences to decode the <p> and <t> and memorize that the <u> has an unexpected pronunciation.

Vocabulary

B2.4 demonstrate an understanding of a variety of words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use their developing morphological knowledge to analyze and understand new words in context

More details

Language foundations – Vocabulary

The process of developing vocabulary involves acquiring new words and understanding their meanings when reading and listening and writing and speaking. In learning new words, students learn the meaning, usage, form, and relationship to other words, and build the breadth and depth of their vocabulary.

Some words have different meanings in different contexts. In learning words, students should link the meanings and features of the words, such as their semantic features. The semantic features identify similarities and differences between words, which helps link new words to students' existing word schemas.

Words have different roles and utilities in spoken and written language. *Tier 2* words are found in written language as well as in oral language in the classroom and are useful across many different content areas. These words have high utility for students and should be the focus of explicit vocabulary instruction. *Tier 1* words are those that frequently occur in spoken language, while *Tier 3* words are generally specific to a particular content area and have less broad utility for students.

Vocabulary is developed through both explicit instruction of words and implicit learning from working with oral language and written texts in various contexts.

Knowledge and skills: networks and features of words

Linking the meanings and features of new words, such as linking semantic features to their existing word schemas

Looks like...

- learning the meaning of new words and deepening understanding of somewhat familiar words by relating these to known words and concepts (knowledge networks)
- demonstrating an understanding of the meaning of words by sorting, categorizing, and classifying them based on semantic features

- linking new words to previously learned words based on their semantic features
- recognizing that certain words have multiple meanings, which may cross over various parts of speech or grammatical functions. For example, *I tripped on some **rocks** (noun). This movie **rocks** (verb).*
- using words flexibly, adding new meanings to previously learned words, enhancing the depth of their vocabulary
- demonstrating an understanding of, and generating, a variety of synonyms and antonyms
- shifting between the multiple meanings of words depending on context, with some support from the teacher
- demonstrating an understanding that words can vary slightly in meaning (e.g., eat vs. devour) and increasing their ability to use words accurately in specific contexts (e.g., *I **ate** my pizza at lunch vs. I was so hungry at lunch that I **devoured** my pizza*)

Knowledge and skills: independent word-learning strategies

Developing strategies to determine the meaning of words in oral language and text

Looks like...

- learning the meaning of unfamiliar words through looking **outside** the word (i.e., using context, including examples, synonyms, and antonyms) and looking **inside** the word (i.e., using morphological and structural analysis)
- applying their developing morphological knowledge to support their understanding of the meaning of new words (e.g., take the sentence *Ted's backyard was too small, so he wanted to look for one that was more **spacious***. Students can use the sentence context, as well as morphological information about the base *space*, to determine the meaning of the unknown word)
- clarifying the meanings when they do not understand spoken or written words by accessing resources such as a dictionary, a thesaurus, or a glossary (printed or digital)

Knowledge and skills: Tier 2 words

Developing and integrating their understanding of Tier 2 words (those used in written language as well as in oral language) in the classroom across different content areas

Looks like...

- using Tier 2 words (e.g., analyze, compare) that have been explicitly taught in various subject areas (e.g., science, social studies) across multiple contexts
- using Tier 2 words when engaging in conversations, asking and answering questions, and using new vocabulary in different contexts

Knowledge and skills: applying morphological knowledge to vocabulary

Applying an understanding that words are composed of morphemes, which are units of meaning within a word, and using knowledge of morphemes to support learning of the meaning of words

Looks like...

- using morphological knowledge, as well as understanding of grammar and sentence structure, to infer the meanings of words

Reading Fluency: Accuracy, Rate, and Prosody

B2.5 read words, sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud with expression and intonation

More details

Language foundations – Reading fluency: Accuracy, rate, and prosody

Fluency is the ability to read text accurately, at an appropriate pace, with expression. It is the bridge between word recognition and comprehension. As decoding is automatized, students increase their ability to read texts fluently, freeing cognitive resources to focus on the meaning of the texts. First and foremost, reading fluency relies on accuracy. Students must integrate subskills such as fluent word recognition to read words accurately, which, in turn, supports their reading of sentences and paragraphs with accuracy and fluency. Additionally, students should be able to read texts with appropriate pacing, and with expression and intonation that facilitate comprehension and convey meaning.

Knowledge and skills: accuracy, rate, and prosody

- Integrating fluent word recognition to read words accurately and to support their reading of texts with accuracy and fluency
- Reading texts with appropriate pacing, with expression and intonation that facilitate comprehension and convey meaning

Looks like...

- reading a variety of texts with automaticity and accuracy and with appropriate pacing for the grade to support comprehension of grade-level texts
- recognizing irregular and high-frequency words
- using decoding strategies to work through new words and demonstrating automaticity when reading all other words
- recoding (rereading) words that were newly decoded to increase word reading fluency
- using knowledge of punctuation to pause appropriately at longer phrase boundaries and to read with intonation and expression

B3. Language Conventions for Reading and Writing

demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts

Specific expectations

By the end of Grade 2, students will:

For an at-a-glance view of the mandatory learning across grades, see [Appendix B: Language Conventions Continuum for Reading and Writing, Grades 1–9, Overall Expectation B3](#).

Syntax and Sentence Structure

B3.1 identify and construct declarative, imperative, interrogative, and exclamatory sentences, including compound sentences

Grammar

B3.2 demonstrate an understanding of the functions of parts of speech in sentences, including abstract and collective nouns, personal pronouns, forms of the verb “to be”, comparative and superlative adjectives, conjunctions, and recognition of the words that adverbs modify, and use this knowledge to support comprehension and communicate meaning clearly

Capitalization and Punctuation

B3.3 use their understanding of the meaning and function of capitalization and punctuation to communicate clearly, including capital letters for proper nouns, commas to separate items in lists, apostrophes for possessives, and quotation marks for direct speech

C. Comprehension: Understanding and Responding to Texts

Overall expectations

By the end of Grade 2, students will:

C1. Knowledge about Texts

apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various text forms and genres

Specific expectations

By the end of Grade 2, students will:

Using Foundational Knowledge and Skills to Comprehend Texts

C1.1 read and comprehend short texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge

Text Forms and Genres

C1.2 identify and describe some characteristics of literary and informational text forms and their associated genres

Text Patterns and Features

C1.3 identify some text patterns, such as chronological order and journal entry, and text features, including table of contents, charts, and icons, associated with various text forms, and explain how they help readers, listeners, and viewers understand the meaning

Visual Elements of Texts

C1.4 identify ways in which images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts

Elements of Style

C1.5 identify some simple elements of style in texts, including voice, word choice, word patterns, and sentence structure, and explain how they help communicate meaning

Point of View

C1.6 identify the narrator's point of view, including first person or third person, in simple texts, and suggest an alternative point of view to tell the story

Indigenous Context of Various Text Forms

C1.7 read, listen to, and view various forms of texts by diverse First Nations, Métis, and Inuit creators to demonstrate understanding of various aspects of First Nations, Métis, and Inuit histories, cultures, relationships, communities, groups, nations, and lived experiences

C2. Comprehension Strategies

apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts

Specific expectations

By the end of Grade 2, students will:

Prereading: Activating Prior Knowledge

C2.1 activate prior knowledge, including knowledge gained from personal and text experiences, that they can use to make connections and understand the topic and form of new texts

Prereading: Identifying the Purpose for Reading, Listening, and Viewing

C2.2 identify various purposes for engaging with texts, including enjoyment or finding information

Monitoring of Understanding: Making and Confirming Predictions

C2.3 make predictions using background knowledge, text features, and evidence from the text

Monitoring of Understanding: Ongoing Comprehension Check

C2.4 use strategies such as rereading, visualizing, and asking questions, to monitor their understanding of simple texts

Monitoring of Understanding: Making Connections

C2.5 identify connections between ideas expressed in simple texts and their knowledges and lived experiences, the ideas in other familiar texts, and the world around them

Summarizing: Identifying Relevant Information and Drawing Conclusions

C2.6 identify the main idea in a simple text, and relate important details in sequence

Reflecting on Learning

C2.7 identify strategies, such as rereading, visualizing, and asking questions, that have helped them comprehend various texts

C3. Critical Thinking in Literacy

apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts

Specific expectations

By the end of Grade 2, students will:

Literary Devices

C3.1 identify simple literary devices, including consonance and simile, and describe how they help communicate meaning

Making Inferences

C3.2 make simple inferences using stated and implied information and ideas to understand simple texts

Analyzing Texts

C3.3 analyze simple texts, including literary and informational texts, by identifying and sequencing important information, and comparing and contrasting simple elements

Analyzing Cultural Elements of Texts

C3.4 identify some cultural elements represented in various texts, including symbols, language, and values, and pose questions and share ideas about how these elements contribute to the meaning

Perspectives within Texts

C3.5 identify explicit and implicit perspectives communicated in a text, providing evidence, and describe how these perspectives could influence an audience

Analysis and Response

C3.6 express personal thoughts and feelings about ideas presented in texts, such as ideas about diversity, inclusion, and accessibility

Indigenous Contexts

C3.7 identify some ways in which texts created by First Nations, Métis, and Inuit individuals, communities, groups, or nations communicate about historical periods, cultural experiences, and events, and how they relate to current lived experiences

Reflecting on Learning

C3.8 identify thinking skills that have helped them analyze and better understand simple texts

D. Composition: Expressing Ideas and Creating Texts

Overall expectations

By the end of Grade 2, students will:

D1. Developing Ideas and Organizing Content

plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics

Specific expectations

By the end of Grade 2, students will:

Purpose and Audience

D1.1 identify the topic, purpose, and audience for various texts they plan to create

Developing Ideas

D1.2 generate and develop ideas about given and chosen topics, using simple strategies, and drawing on various resources, including their own lived experiences, and learning from other subject areas

Research

D1.3 gather information and content relevant to a topic, using three or more sources

Organizing Content

D1.4 sort and sequence ideas and information, taking into account the text form and genre to be used

Reflecting on Learning

D1.5 identify the strategies that helped them develop ideas for texts

D2. Creating Texts

apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and strategies, and reflect critically on created texts

Specific expectations

By the end of Grade 2, students will:

Producing Drafts

D2.1 draft short texts of various forms and genres, including personal narratives, persuasive texts, and procedural texts, using a variety of media, tools, and strategies

Printing

D2.2 print legibly and fluently, with appropriate formation patterns, size, placement, and spacing

Voice

D2.3 demonstrate a personal voice in their texts, using descriptive words to express their thoughts, feelings, and opinions about the topic

Point of View

D2.4 identify the point of view, including first person, used in their texts

Revision

D2.5 make revisions to texts using feedback from others, such as adding or deleting sentences

Editing and Proofreading

D2.6 make simple edits to draft texts, such as checking for errors in capitalization, punctuation, and spelling

D3. Publishing, Presenting, and Reflecting

select suitable and effective media, techniques, and tools to publish and present final texts, and critically analyze how well the texts address various topics

Specific expectations

By the end of Grade 2, students will:

Producing Final Texts

D3.1 produce final texts using simple techniques, to achieve the intended effect

Publishing and Presenting Texts

D3.2 present the texts they have created using appropriate strategies, including by reading aloud with expression

Reflecting on Learning

D3.3 identify a few strategies they found helpful when presenting texts

Language, Grade 3

Expectations by strand

A. Literacy Connections and Applications

This strand focuses on students applying the [seven transferable skills](#) in language and literacy contexts, developing digital media literacy skills, applying language and literacy learning in other contexts, and engaging with texts that foster understanding of diverse identities, experiences, perspectives, histories, and contributions. In all grades of the language program, the learning related to this strand takes place in the context of learning related to Strand B, Foundations of Language; Strand C, Comprehension: Understanding and Responding to Texts; and Strand D, Composition: Expressing Ideas and Creating Texts. Strand A should be assessed and evaluated within these contexts.

Overall expectations

Throughout Grade 3, in connection with the learning in strands B to D, students will:

A1. Transferable Skills

demonstrate an understanding of how the [seven transferable skills](#) (critical thinking and problem solving; innovation, creativity, and entrepreneurship; self-directed learning; collaboration; communication; global citizenship and sustainability; and digital literacy) are used in various language and literacy contexts

Specific expectations

Throughout Grade 3, in connection with the learning in strands B to D, students will:

Receptive and Expressive Communication

A1.1 identify how transferable skills can be used to support communication in various cultural, social, linguistic, and domain-specific contexts, and apply them when reading, listening to, viewing, and creating texts of various forms

Student Agency and Engagement

A1.2 demonstrate an understanding of how transferable skills help them to express their voice and be engaged in their learning

A2. Digital Media Literacy

demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media

Specific expectations

Throughout Grade 3, in connection with the learning in strands B to D, students will:

Digital Citizenship

A2.1 demonstrate an understanding of their rights and responsibilities when interacting online with appropriate permission, and make decisions that contribute positively to the development of their digital identity and those of their communities

Online Safety, Well-Being, and Etiquette

A2.2 demonstrate an understanding of how to navigate online environments safely, manage their privacy, and interact in a way that supports their well-being and that of others, including seeking appropriate permission

Research and Information Literacy

A2.3 gather, evaluate, and use information, considering various perspectives, to construct knowledge and demonstrate learning

Forms, Conventions, and Techniques

A2.4 demonstrate an understanding of the forms, conventions, and techniques of digital and media texts, and apply this understanding when analyzing texts

Media, Audience, and Production

A2.5 demonstrate an understanding of the interrelationships between the form, message, and context of a text, the audience, and the creator

Innovation and Design

A2.6 use digital and media tools to support stages of the design process and to develop creative solutions to authentic, real-world problems

Community and Cultural Awareness

A2.7 communicate and collaborate with various communities in a safe, respectful, responsible, and inclusive manner when using online platforms and environments, including digital and media tools, and demonstrate cultural awareness with members of the community

A3. Applications, Connections, and Contributions

apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations

Specific expectations

Throughout Grade 3, in connection with the learning in strands B to D, students will:

Cross-Curricular and Integrated Learning

A3.1 apply the knowledge and skills developed in this grade to support learning in various subject areas and identify some ways this learning can be used in everyday life

Identity and Community

A3.2 demonstrate an understanding of the contributions, lived experiences, and perspectives of a diversity of individuals and communities, including those in Canada, by exploring the concepts of identity, self, and sense of belonging in culturally responsive and relevant texts

First Nations, Métis, and Inuit Perspectives and Ways of Knowing

A3.3 identify themes explored in First Nations, Métis, and Inuit cultures to demonstrate an understanding of the varied identities, perspectives, relationships, legacies, truths, and ways of knowing, being, and doing

B. Foundations of Language

Overall expectations

By the end of Grade 3, students will:

B1. Oral and Non-Verbal Communication

apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences

Specific expectations

By the end of Grade 3, students will:

Effective Listening Skills

B1.1 use effective listening skills, including asking questions to clarify information and ideas, in formal and informal contexts and for various purposes, including in small- and large-group conversations and various classroom activities

Listening Strategies for Comprehension

B1.2 select and use a variety of listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally, recognize when a message is difficult to understand, and develop an appropriate response

Speaking Purposes and Strategies

B1.3 identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including establishing a rapport with the audience, to communicate clearly and coherently

Oral and Non-Verbal Communication Strategies

B1.4 identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and demonstrate an understanding of how these strategies can contribute to the meaning being conveyed

Word Choice, Syntax, and Grammar in Oral Communication

B1.5 use appropriate word choice, including new vocabulary, grammar, and cohesive sentences when speaking and communicating ideas in various contexts, to support audience comprehension

B2. Language Foundations for Reading and Writing

demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing

Specific expectations

By the end of Grade 3, students will:

For an elaboration of the mandatory learning associated with specific expectations, see the “More Details” sections below. For an at-a-glance view of this learning across grades, including the learning that children need to acquire before they can move on to mandatory learning in Grade 1, see [Appendix A: Language Foundations Continuum for Reading and Writing, Grades 1–4, Overall Expectation B2](#).

Note for Grade 3: B2.1, B2.2, and B2.3: The English writing system is based not only on sound but also on meaning. *Orthographic knowledge* refers to the understanding of the English spelling system and its patterns, including grapheme positions and combinations in a word. *Morphological knowledge* refers to the understanding of how morphemes can be used to form words. A morpheme is the smallest unit of meaning within words, including prefixes, suffixes, and bases. All words are made up of one or more morphemes. Students apply their consolidated phonological awareness and phonics knowledge, as well as their developing orthographic and morphological knowledge, to read and spell words in isolation and in various text contexts.

Word-Level Reading and Spelling: Using Phonics Knowledge

B2.1 use consolidated phonics knowledge, including phonemic blending to read words and set for variability to correct approximations, and phonemic segmentation to spell phonetically regular monosyllabic and multisyllabic words, in isolation and various text contexts

More details

Language foundations – Word-level reading and spelling

Knowledge and skills: applying phonics knowledge in reading and spelling

Applying word reading and spelling skills to complex multisyllabic words, with increasing automaticity

Looks like...

- adjusting for close approximations when reading words such as by flexing vowel sounds, adjusting syllable stress and schwa (unstressed vowel sound), known as *set for variability*

Word-Level Reading and Spelling: Using Orthographic Knowledge

B2.2 use consolidated orthographic knowledge, including position-based tendencies, to make a spelling choice or accurately pronounce a word when reading

More details

Language foundations – Word-level reading and spelling

Knowledge and skills: applying orthographic knowledge in reading and spelling

- Developing an understanding that there are multiple ways to spell some phonemes and choosing between multiple graphemes to spell a phoneme
- Using the position of the grapheme or phoneme and their knowledge of position-based tendencies, as necessary, to support spelling and determine accurate pronunciation when reading

(Note: Instruction in grapheme-phoneme correspondence should focus on teaching students the “most common spelling” grapheme for that phoneme in that position to support students in making the correct choices when reading and spelling. Orthographic knowledge cannot be taught in isolation and needs to be practised and applied in word decoding and spelling.)

Looks like...

- consolidating the concepts learned in previous grades through systematic review
- using the most common spellings for phonemes with multiple graphemes. For example, for a long /ē/ in the middle of the word, <ee> is the most common spelling, followed by <ea>

Word-Level Reading and Spelling: Using Morphological Knowledge

B2.3 use developing knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell words

More details

Language foundations – Word-level reading and spelling

Knowledge and skills: applying morphological knowledge in reading and spelling

- Understanding that words consist of bases that convey meaning and that can be modified with affixes (prefixes and suffixes) to change the meaning of the word. Adding prefixes and/or suffixes may have three other impacts on the resulting words:
 - changing the word’s function or role in a sentence (e.g., changing a verb to a noun);
 - changing the word’s pronunciation (e.g., medic vs. medicine); and/or
 - uncommonly, changing the word’s spelling (e.g., hop vs. hopping, divide vs. division)
- Developing the ability to segment words into recognizable morphemes and to apply their morphological knowledge to spell and read longer and more complex words

Looks like...

- using prefixes, including: trans-, post-, inter-, intra-, over-, under-, sub-, non-, in-/im- (in/into), anti-, mid-
- using suffixes, including: -ic, -al/-ial, -ous, -ive
- using adverbs (e.g., recognizing and using suffixes to form adverbs that describe a specific manner, period of time, or order: -y, -ly, -ful, -less)
- recognizing and using bound bases
- understanding how words move across grammatical boundaries depending on their use and context (e.g., *The students enjoyed their **success** (noun). → The **successful** (adjective) student aced the test. → We are **successful** (adjective). → She **successfully** (adverb) climbed the mountain.*)
- using derivational families to support spelling words with a schwa sound (e.g., students can use *define* to choose a grapheme for the schwa in *definition*)

Knowledge and skills: words with irregularities

- Applying developing phonological, grapheme-phoneme correspondence, orthographic, and morphological knowledge to decode and spell words with irregularities
- Memorizing irregular grapheme-phoneme correspondences for instances where phonological, orthographic, and morphological information cannot be used through meaningful practice, multiple exposures to the word, and explicit instruction, instead of memorizing words as whole units

Looks like...

- applying phonological, orthographic, and morphological knowledge to decode and encode the parts of irregular words that are regular
- learning the unexpected portions of these words to support word reading and spelling. For example, students could use orthographic knowledge to decode and encode the first and last sound of the word *what*, but they would memorize the vowel pattern. For the word *should*, students could use grapheme-phoneme correspondence to spell the /sh/ and apply the < -ould > spelling pattern found in common words such as *could* and *would*.

Vocabulary

B2.4 demonstrate an understanding of a variety of words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use morphological knowledge to analyze and understand new words in context

More details

Language foundations – Vocabulary

The process of developing vocabulary involves acquiring new words and understanding their meanings when reading and listening and writing and speaking. In learning new words, students

learn the meaning, usage, form, and relationship to other words, and build the breadth and depth of their vocabulary.

Some words have different meanings in different contexts. In learning words, students should link the meanings and features of the words, such as their semantic features. The semantic features identify similarities and differences between words, which helps link new words to students' existing word schemas.

Words have different roles and utilities in spoken and written language. *Tier 2* words are found in written language as well as in oral language in the classroom and are useful across many different content areas. These words have high utility for students and should be the focus of explicit vocabulary instruction. *Tier 1* words are those that frequently occur in spoken language, while *Tier 3* words are generally specific to a particular content area and have less broad utility for students.

Vocabulary is developed through both explicit instruction of words and implicit learning from working with oral language and written texts in various contexts.

Knowledge and skills: networks and features of words

Linking the meanings and features of new words, such as linking semantic features to their existing word schemas

Looks like...

- learning the meaning of new words and deepening understanding of somewhat familiar words by relating these to known words and concepts (knowledge networks)
- demonstrating an understanding of the meaning of words by sorting, categorizing, and classifying them based on semantic features
- linking new words to previously learned words based on their semantic features
- recognizing that certain words have multiple meanings, which may cross over various parts of speech or grammatical functions. For example, *I tripped on some **rocks*** (noun). *This movie **rocks*** (verb).
- using words flexibly, adding new meanings to previously learned words, enhancing the depth of their vocabulary
- building awareness and understanding that words can have a literal as well as a figurative meaning and using context to distinguish between the meanings (e.g., *My sister is a **night owl***.)
- shifting between the multiple meanings of words depending on context
- distinguishing shades of meaning between cognitive verbs (e.g., know vs. believe vs. suspect)
- demonstrating an understanding of puns

Knowledge and skills: independent word-learning strategies

Developing strategies to determine the meaning of words in oral language and text

Looks like...

- learning the meaning of unfamiliar words through looking **outside** the word (i.e., using context, including examples, synonyms, and antonyms) and looking **inside** the word (i.e., using morphological and structural analysis)
- applying their developing morphological knowledge to support their understanding of the meaning of new words (e.g., take the sentence *Ted's backyard was too small, so he wanted to look for one that was more **spacious***. Students can use the sentence context, as well as morphological information about the base *space*, to determine the meaning of the unknown word)
- independently seeking clarification of the meanings of unfamiliar words and phrases by accessing resources such as a dictionary, a thesaurus, or a glossary (printed or digital)

Knowledge and skills: Tier 2 words

Developing and integrating their understanding of Tier 2 words (those used in written language as well as in oral language) in the classroom across different content areas

Looks like...

- using Tier 2 words (e.g., analyze, compare) that have been explicitly taught in various subject areas (e.g., science, social studies) across multiple contexts
- using Tier 2 words when engaging in conversations, asking and answering questions, and using new vocabulary in different contexts

Knowledge and skills: applying morphological knowledge to vocabulary

Applying an understanding that words are composed of morphemes, which are units of meaning within a word, and using knowledge of morphemes to support learning of the meaning of words

Looks like...

- using morphological knowledge, as well as understanding of grammar and sentence structure, to determine the meaning of unfamiliar content words (e.g., evaporate-evaporation-vapour)

Reading Fluency: Accuracy, Rate, and Prosody

B2.5 read words, complex sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud using varied expression and intonation according to the purpose of reading

More details

Language foundations – Reading fluency: Accuracy, rate, and prosody

Fluency is the ability to read text accurately, at an appropriate pace, with expression. It is the bridge between word recognition and comprehension. As decoding is automatized, students increase their ability to read texts fluently, freeing cognitive resources to focus on the meaning of the texts. First and foremost, reading fluency relies on accuracy. Students must integrate subskills such as fluent word recognition to read words accurately, which, in turn, supports their reading of sentences and paragraphs with accuracy and fluency. Additionally, students should be able to read texts with appropriate pacing, and with expression and intonation that facilitate comprehension and convey meaning.

Knowledge and skills: accuracy, rate, and prosody

- Integrating fluent word recognition to read words accurately and to support their reading of texts with accuracy and fluency
- Reading texts with appropriate pacing, with expression and intonation that facilitate comprehension and convey meaning

Looks like...

- reading a variety of texts with automaticity and accuracy and with appropriate pacing for the grade to support comprehension of grade-level texts
- using decoding strategies to work through new words and demonstrating automaticity when reading all other words
- recoding (rereading) words that were newly decoded to increase word reading fluency
- using knowledge of sentence structure to parse sentences and to pause appropriately when punctuation is not provided

B3. Language Conventions for Reading and Writing

demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts

Specific expectations

By the end of Grade 3, students will:

For an at-a-glance view of the mandatory learning across grades, see [Appendix B: Language Conventions Continuum for Reading and Writing, Grades 1–9, Overall Expectation B3](#).

Syntax and Sentence Structure

B3.1 identify and construct various sentence types and forms, including simple sentences, compound sentences, and complex sentences containing adverbial clauses

Grammar

B3.2 demonstrate an understanding of the functions of parts of speech in sentences, including possessive nouns, linking verbs and the progressive tense, interrogative adjectives and adverbs, and prepositions and interjections, and use this knowledge to support comprehension and communicate meaning clearly

Capitalization and Punctuation

B3.3 use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly, including the use of capital letters in dialogue and for words in titles, commas and quotation marks to mark direct speech and direct quotations from texts within sentences, and apostrophes to indicate contractions

C. Comprehension: Understanding and Responding to Texts

Overall expectations

By the end of Grade 3, students will:

C1. Knowledge about Texts

apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various text forms and genres

Specific expectations

By the end of Grade 3, students will:

Using Foundational Knowledge and Skills to Comprehend Texts

C1.1 read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge

Text Forms and Genres

C1.2 identify and describe some characteristics of literary and informational text forms and their associated genres

Text Patterns and Features

C1.3 identify some text patterns, such as order of importance and cause and effect, and text features, such as headings and an index, associated with various text forms, and explain how they help readers, listeners, and viewers understand the meaning

Visual Elements of Texts

C1.4 describe ways in which images, graphics, and visual design are used in a given text, and demonstrate an understanding of their purpose and connection to the content of the text

Elements of Style

C1.5 identify some elements of style in texts, including voice, word choice, word patterns, and sentence structure, and explain how they help communicate meaning

Point of View

C1.6 identify the narrator's point of view, including first person or third person, in a variety of texts, and suggest alternative points of view to tell each story

Indigenous Context of Various Text Forms

C1.7 read, listen to, and view various forms of texts by diverse First Nations, Métis, and Inuit creators and demonstrate understanding of various aspects of First Nations, Métis, and Inuit histories, cultures, relationships, communities, groups, nations, and lived experiences

C2. Comprehension Strategies

apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts

Specific expectations

By the end of Grade 3, students will:

Prereading: Activating Prior Knowledge

C2.1 activate prior knowledge, including knowledge gained from personal and text experiences, that they can use to make connections and understand the topic and form of new texts

Prereading: Identifying the Purpose for Reading, Listening, and Viewing

C2.2 identify specific purposes for engaging with texts, including learning facts or information, or to gain insight or new perspectives

Monitoring of Understanding: Making and Confirming Predictions

C2.3 make predictions using background knowledge, text features, and evidence from the text, and adjust their understanding based on new information

Monitoring of Understanding: Ongoing Comprehension Check

C2.4 use strategies such as rereading, visualizing, and asking questions, to monitor and confirm their understanding of various texts

Monitoring of Understanding: Making Connections

C2.5 identify connections between ideas expressed in texts and their knowledges and lived experiences, the ideas in other texts, and the world around them

Summarizing: Identifying Relevant Information and Drawing Conclusions

C2.6 identify the main idea in a simple text, and relate important details in sequence

Reflecting on Learning

C2.7 describe how strategies, such as visualizing, making predictions, and connecting to their experiences, have helped them comprehend various texts.

C3. Critical Thinking in Literacy

apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts

Specific expectations

By the end of Grade 3, students will:

Literary Devices

C3.1 identify literary devices, including metaphor and assonance, and describe how they help communicate meaning

Making Inferences

C3.2 make inferences using stated and implied information and ideas to understand texts

Analyzing Texts

C3.3 analyze various texts, including literary and informational texts, by identifying main and supporting ideas, sequencing information, and comparing and contrasting elements

Analyzing Cultural Elements of Texts

C3.4 identify some cultural elements represented in various texts, including symbols, language, and values, and pose questions and share ideas about how these elements contribute to the meaning

Perspectives within Texts

C3.5 identify explicit and implicit perspectives communicated in texts, providing evidence, and explain how these perspectives could influence an audience

Analysis and Response

C3.6 describe personal thoughts and feelings about ideas presented in texts, such as ideas about diversity, inclusion, and accessibility

Indigenous Contexts

C3.7 identify some ways in which texts created by First Nations, Métis, and Inuit individuals, communities, groups, or nations communicate about historical periods, cultural experiences, and events, and how they relate to current lived experiences

Reflecting on Learning

C3.8 identify thinking skills that have helped them analyze and better understand various texts

D. Composition: Expressing Ideas and Creating Texts

Overall expectations

By the end of Grade 3, students will:

D1. Developing Ideas and Organizing Content

plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics

Specific expectations

By the end of Grade 3, students will:

Purpose and Audience

D1.1 identify the topic, purpose, and audience for various texts they plan to create, and describe how the chosen text form and genre will help communicate their intended meaning

Developing Ideas

D1.2 generate and develop ideas about given and chosen topics, using various strategies, and drawing on various resources, including their own lived experiences, and learning from other subject areas

Research

D1.3 gather information and content relevant to a topic, using three or more sources

Organizing Content

D1.4 sort and sequence ideas and information, using appropriate strategies and tools, taking into account the text form and genre to be used

Reflecting on Learning

D1.5 identify the strategies that helped them develop ideas for texts and organize content

D2. Creating Texts

apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and strategies, and reflect critically on created texts

Specific expectations

By the end of Grade 3, students will:

Producing Drafts

D2.1 draft short texts of various forms and genres, including narrative, persuasive, and informational texts, using a variety of media, tools, and strategies

Printing and Handwriting

D2.2 begin to write in cursive, forming letters with appropriate formation patterns, size, placement, and spacing

Voice

D2.3 demonstrate a personal voice in their texts, using descriptive words and sentence patterns to express their thoughts, feelings, and opinions about the topic

Point of View

D2.4 identify the point of view, including first person or third person, used in their texts

Revision

D2.5 make simple revisions to draft texts, including replacing words and adding sentences, to improve content and clarity, using feedback from others

Editing and Proofreading

D2.6 edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and text conventions, and proofread edited texts to make corrections

D3. Publishing, Presenting, and Reflecting

select suitable and effective media, techniques, and tools to publish and present final texts, and critically analyze how well the texts address various topics

Specific expectations

By the end of Grade 3, students will:

Producing Final Texts

D3.1 produce final texts using simple techniques, to achieve the intended effect

Publishing and Presenting Texts

D3.2 present the texts they have created using appropriate strategies, including by reading aloud with expression

Reflecting on Learning

D3.3 identify the strategies that helped them present and communicate their message, and explain how they helped them improve as a text creator

Language, Grade 4

Expectations by strand

A. Literacy Connections and Applications

This strand focuses on students applying the [seven transferable skills](#) in language and literacy contexts, developing digital media literacy skills, applying language and literacy learning in other contexts, and engaging with texts that foster understanding of diverse identities, experiences, perspectives, histories, and contributions. In all grades of the language program, the learning related to this strand takes place in the context of learning related to Strand B, Foundations of Language; Strand C, Comprehension: Understanding and Responding to Texts; and Strand D, Composition: Expressing Ideas and Creating Texts. Strand A should be assessed and evaluated within these contexts.

Overall expectations

Throughout Grade 4, in connection with the learning in strands B to D, students will:

A1. Transferable Skills

demonstrate an understanding of how the [seven transferable skills](#) (critical thinking and problem solving; innovation, creativity, and entrepreneurship; self-directed learning; collaboration; communication; global citizenship and sustainability; and digital literacy) are used in various language and literacy contexts

Specific expectations

Throughout Grade 4, in connection with the learning in strands B to D, students will:

Receptive and Expressive Communication

A1.1 explain how transferable skills can be used to support communication in various cultural, social, linguistic, and domain-specific contexts, and apply them when reading, listening to, viewing, and creating texts of various forms

Student Agency and Engagement

A1.2 explain how transferable skills help them to express their voice, be engaged in their learning, and plan the next steps to develop their capabilities and potential

A2. Digital Media Literacy

demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media

Specific expectations

Throughout Grade 4, in connection with the learning in strands B to D, students will:

Digital Citizenship

A2.1 explain their rights and responsibilities when interacting online with appropriate permission, and make decisions that contribute positively to the development of their digital identity and those of their communities

Online Safety, Well-Being, and Etiquette

A2.2 demonstrate an understanding of how to navigate online environments safely, manage their privacy and personal data, and interact in a way that supports their well-being and that of others, including seeking appropriate permission

Research and Information Literacy

A2.3 gather, evaluate, and use information, considering validity, credibility, accuracy, and perspectives, to construct knowledge, create texts, and demonstrate learning

Forms, Conventions, and Techniques

A2.4 demonstrate an understanding of the forms, conventions, and techniques of digital and media texts, consider the impact on the audience, and apply this understanding when analyzing and creating texts

Media, Audience, and Production

A2.5 demonstrate an understanding of the interrelationships between the form, message, and context of texts, the intended audience, and the purpose for production

Innovation and Design

A2.6 select and use appropriate digital and media tools to support the design process and address authentic, relevant, real-world problems by developing innovative solutions

Community and Cultural Awareness

A2.7 communicate and collaborate with various communities in a safe, respectful, responsible, and inclusive manner when using online platforms and environments, including digital and media tools, and demonstrate cultural awareness with members of the community

A3. Applications, Connections, and Contributions

apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations

Specific expectations

Throughout Grade 4, in connection with the learning in strands B to D, students will:

Cross-Curricular and Integrated Learning

A3.1 explain how the knowledge and skills developed in this grade support learning in various subject areas and in everyday life, and describe how they enhance understanding and communication

Identity and Community

A3.2 demonstrate an understanding of the historical contexts, contributions, lived experiences, and perspectives of a diversity of individuals and communities, including those in Canada, by exploring the concepts of identity, self, and sense of belonging in a variety of culturally responsive and relevant texts

First Nations, Métis, and Inuit Perspectives and Ways of Knowing

A3.3 explain themes explored in First Nations, Métis, and Inuit cultures to demonstrate an understanding of the varied identities, perspectives, relationships, legacies, truths, and ways of knowing, being, and doing

B. Foundations of Language

Overall expectations

By the end of Grade 4, students will:

B1. Oral and Non-Verbal Communication

apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences

Specific expectations

By the end of Grade 4, students will:

Effective Listening Skills

B1.1 use effective listening skills, including asking questions to encourage a speaker to elaborate, and responding to the contributions of others in group discussions, in formal and informal contexts and for various purposes

Listening Strategies for Comprehension

B1.2 select and use a variety of listening strategies before, during, and after listening to comprehend information and messages communicated orally and non-verbally, express interest in what is being said at appropriate times, seek clarification, and develop an appropriate response

Speaking Purposes and Strategies

B1.3 identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including paraphrasing and restating, to communicate clearly and coherently

Oral and Non-Verbal Communication Strategies

B1.4 identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and explain how these strategies help them understand or communicate ideas and meaning

Word Choice, Syntax, and Grammar in Oral Communication

B1.5 use appropriate word choice, including new vocabulary, varied adjectives and adverbs to elaborate, a variety of sentence types, and cohesive sentences during formal and informal communication, to support audience comprehension

B2. Language Foundations for Reading and Writing

demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing

Specific expectations

By the end of Grade 4, students will:

For an elaboration of the mandatory learning associated with specific expectations, see the “More Details” sections below. For an at-a-glance view of this learning across grades, including the learning that children need to acquire before they can move on to mandatory learning in Grade 1, see [Appendix A: Language Foundations Continuum for Reading and Writing, Grades 1–4, Overall Expectation B2](#).

Note for Grade 4: B2.1, B2.2, and B2.3: The English writing system is based not only on sound but also on meaning. *Orthographic knowledge* refers to the understanding of the English spelling system and its patterns, including grapheme positions and combinations in a word. *Morphological knowledge* refers to the understanding of how morphemes can be used to form words. A morpheme is the smallest unit of meaning within words, including prefixes, suffixes, and bases. All words are made up of one or more morphemes. Students apply their consolidated phonological awareness and phonics knowledge, as well as their developing orthographic and morphological knowledge, to read and spell words in isolation and in various text contexts.

Word-Level Reading and Spelling: Using Morphological Knowledge

B2.1 use knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell words

More details

Language foundations – Word-level reading and spelling

Knowledge and skills: applying morphological knowledge in reading and spelling

- Understanding that words consist of bases that convey meaning and that can be modified with affixes (prefixes and suffixes) to change the meaning of the word. Adding prefixes and/or suffixes may have three other impacts on the resulting words:
 - changing the word’s function or role in a sentence (e.g., changing a verb to a noun);
 - changing the word’s pronunciation (e.g., medic vs. medicine); and/or
 - uncommonly, changing the word’s spelling (e.g., hop vs. hopping, divide vs. division)
- Developing the ability to segment words into recognizable morphemes and to apply their morphological knowledge to spell and read longer and more complex words

Looks like...

- using prefixes, including: fore–, super–, semi–, en–/em–
- using suffixes, including: –ant, –ent, –ate, –ism
- understanding how words move across grammatical boundaries depending on their use and context (e.g., *The students enjoyed their **success** (noun).* → *The student was **successful** (adjective) and passed the test.* → *We are **successful** (adjective).* → *She **successfully** (adverb) climbed the mountain.*)
- using derivational families to support spelling words with a schwa sound (e.g., students can use *define* to choose a grapheme for the schwa in *definition*)

Knowledge and skills: words with irregularities

- Applying developing phonological, grapheme-phoneme correspondence, orthographic, and morphological knowledge to decode and spell words with irregularities
- Memorizing irregular grapheme-phoneme correspondences for instances where phonological, orthographic, and morphological information cannot be used through meaningful practice, multiple exposures to the word, and explicit instruction, instead of memorizing words as whole units

Looks like...

- applying phonological, orthographic, and morphological knowledge to decode and encode the parts of irregular words that are regular
- learning the unexpected portions of these words to support word reading and spelling. For example, students could use orthographic knowledge to decode and encode the first and last sound of the word *what*, but they would memorize the vowel pattern. For the word *should*, students could use grapheme-phoneme correspondence to spell the /sh/ and apply the < -ould > spelling pattern found in common words such as *could* and *would*.

Vocabulary

B2.2 demonstrate an understanding of a variety of words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use morphological knowledge to analyze and understand new words in context

More details

Language foundations – Vocabulary

The process of developing vocabulary involves acquiring new words and understanding their meanings when reading and listening and writing and speaking. In learning new words, students learn the meaning, usage, form, and relationship to other words, and build the breadth and depth of their vocabulary.

Some words have different meanings in different contexts. In learning words, students should link the meanings and features of the words, such as their semantic features. The semantic features identify similarities and differences between words, which helps link new words to students' existing word schemas.

Words have different roles and utilities in spoken and written language. *Tier 2* words are found in written language as well as in oral language in the classroom and are useful across many different content areas. These words have high utility for students and should be the focus of explicit vocabulary instruction. *Tier 1* words are those that frequently occur in spoken language, while *Tier 3* words are generally specific to a particular content area and have less broad utility for students.

Vocabulary is developed through both explicit instruction of words and implicit learning from working with oral language and written texts in various contexts.

Knowledge and skills: networks and features of words

Linking the meanings and features of new words, such as linking semantic features to their existing word schemas

Looks like...

- learning the meaning of new words and deepening understanding of somewhat familiar words by relating these to known words and concepts (knowledge networks)
- demonstrating an understanding of the meaning of words by sorting, categorizing, and classifying them based on semantic features
- linking new words to previously learned words based on their semantic features
- recognizing that certain words have multiple meanings, which may cross over various parts of speech or grammatical functions. For example, *I tripped on some **rocks*** (noun). *This movie **rocks*** (verb).
- using words flexibly, adding new meanings to previously learned words, enhancing the depth of their vocabulary
- demonstrating an understanding that words can have a literal as well as a figurative meaning and using context to distinguish between the meanings (e.g., *My finger was cut by a sharp **blade** of grass.*)
- shifting between the multiple meanings of words depending on context
- recognizing, and continuing to acquire the meanings of, various metaphors, similes, idioms, and other figures of speech
- explaining words with figurative meanings, such as metaphors
- distinguishing between synonyms that have similar but not exactly the same meanings (e.g., say, speak, tell, state)

Knowledge and skills: independent word-learning strategies

Developing strategies to determine the meaning of words in oral language and text

Looks like...

- learning the meaning of unfamiliar words through looking **outside** the word (i.e., using context, including examples, synonyms, and antonyms) and looking **inside** the word (i.e., using morphological and structural analysis)
- applying their developing morphological knowledge to support their understanding of the meaning of new words (e.g., take the sentence *Ted's backyard was too small, so he wanted to look for one that was more **spacious***. Students can use the sentence context, as well as morphological information about the base *space*, to determine the meaning of the unknown word)
- independently seeking clarification of the meanings of unfamiliar words and phrases by accessing resources such as a dictionary, a thesaurus, or a glossary (printed or digital)

Knowledge and skills: Tier 2 words

Developing and integrating their understanding of Tier 2 words (those used in written language as well as in oral language) in the classroom across different content areas

Looks like...

- using Tier 2 words (e.g., analyze, compare) that have been explicitly taught in various subject areas (e.g., science, social studies) across multiple contexts
- using Tier 2 words when engaging in conversations, asking and answering questions, and using new vocabulary in different contexts

Knowledge and skills: applying morphological knowledge to vocabulary

Applying an understanding that words are composed of morphemes, which are units of meaning within a word, and using knowledge of morphemes to support learning of the meaning of words

Looks like...

- using morphological knowledge, as well as understanding of grammar and sentence structure, to determine the meaning of unfamiliar content words (e.g., evaporate-evaporation-vapour)

Reading Fluency: Accuracy, Rate, and Prosody

B2.3 read a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and when reading aloud, adjust expression and intonation according to the purpose of reading

More details

Language foundations – Reading fluency: Accuracy, rate, and prosody

Fluency is the ability to read text accurately, at an appropriate pace, with expression. It is the bridge between word recognition and comprehension. As decoding is automatized, students

increase their ability to read texts fluently, freeing cognitive resources to focus on the meaning of the texts. First and foremost, reading fluency relies on accuracy. Students must integrate subskills such as fluent word recognition to read words accurately, which, in turn, supports their reading of sentences and paragraphs with accuracy and fluency. Additionally, students should be able to read texts with appropriate pacing, and with expression and intonation that facilitate comprehension and convey meaning.

Knowledge and skills: accuracy, rate, and prosody

- Integrating fluent word recognition to read words accurately and to support their reading of texts with accuracy and fluency
- Reading texts with appropriate pacing, with expression and intonation that facilitate comprehension and convey meaning

Looks like...

- reading a variety of texts with automaticity and accuracy, with appropriate pacing for the grade, and using expression and intonation to support comprehension and in accordance with the purpose of reading
- using decoding strategies to work through new words and demonstrating automaticity when reading all other words
- recoding (rereading) words that were newly decoded to increase word reading fluency
- using knowledge of sentence structure to parse sentences and to pause appropriately when punctuation is not provided

B3. Language Conventions for Reading and Writing

demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts

Specific expectations

By the end of Grade 4, students will:

For an at-a-glance view of the mandatory learning across grades, see [Appendix B: Language Conventions Continuum for Reading and Writing, Grades 1–9, Overall Expectation B3](#).

Syntax and Sentence Structure

B3.1 identify and construct various sentence types and forms, including simple and compound sentences formed with prepositional phrases and/or independent and dependent clauses

Grammar

B3.2 demonstrate an understanding of the functions of parts of speech in sentences, including relative pronouns, the perfect verb tense and interrogative and imperative verbs, and the use of pronouns as adjectives, and use this knowledge to support comprehension and communicate meaning clearly

Capitalization and Punctuation

B3.3 use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly and coherently, including the use of capital letters for proper adjectives, commas to set off nouns of direct address, and quotation marks to indicate the title of a short work

C. Comprehension: Understanding and Responding to Texts

Overall expectations

By the end of Grade 4, students will:

C1. Knowledge about Texts

apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various text forms and genres

Specific expectations

By the end of Grade 4, students will:

Using Foundational Knowledge and Skills to Comprehend Texts

C1.1 read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge

Text Forms and Genres

C1.2 describe some characteristics of various text forms and genres, including cultural text forms, and explain how they help communicate meaning

Text Patterns and Features

C1.3 identify text patterns, such as spatial order in a graphic text, and text features, such as type styles and hyperlinks, associated with various text forms, including cultural texts, and explain how they help readers, listeners, and viewers understand the meaning

Visual Elements of Texts

C1.4 explain how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts

Elements of Style

C1.5 identify various elements of style in texts, including voice, word choice, word patterns, and sentence structure, and analyze how each element helps create meaning and is appropriate for the text form and genre

Point of View

C1.6 identify the narrator's point of view, including first, second, or third person, in a variety of texts, and describe the advantages and disadvantages of the approach used in each story

Indigenous Context of Various Text Forms

C1.7 read, listen to, and view various forms of texts by diverse First Nations, Métis, and Inuit creators to make meaning through Indigenous Storywork about First Nations, Métis, and Inuit histories, cultures, relationships, communities, groups, nations, and lived experiences

C2. Comprehension Strategies

apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts

Specific expectations

By the end of Grade 4, students will:

Prereading: Activating Prior Knowledge

C2.1 identify and explain prior knowledge from various sources, including personal experiences, that they can use to make connections and understand new texts

Prereading: Identifying the Purpose for Reading, Listening, and Viewing

C2.2 identify a variety of purposes for engaging with texts, and select texts from diverse creators that are suitable for the purposes

Monitoring of Understanding: Making and Confirming Predictions

C2.3 make predictions using background knowledge, text features, and evidence from the text, and pose questions to check whether their predictions were correct

Monitoring of Understanding: Ongoing Comprehension Check

C2.4 use strategies such as adjusting reading rate, visualizing, reading ahead, asking questions, and consulting references and other texts or sources of information, to monitor and confirm their understanding of various texts

Monitoring of Understanding: Making Connections

C2.5 describe how the ideas expressed in texts connect to their knowledges and lived experiences, the ideas in other texts, and the world around them

Summarizing: Identifying Relevant Information and Drawing Conclusions

C2.6 summarize the main idea of a text and the supporting details in sequence, and draw a simple conclusion

Reflecting on Learning

C2.7 explain how strategies, such as visualizing, making predictions, summarizing, and connecting to their experiences, have helped them comprehend various texts

C3. Critical Thinking in Literacy

apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts

Specific expectations

By the end of Grade 4, students will:

Literary Devices

C3.1 describe literary devices, including personification and anthropomorphism, in a variety of texts, and explain how they help create meaning and are appropriate for the intended purpose and audience

Making Inferences

C3.2 make local and global inferences, using explicit and implicit evidence, to extend their understanding of various texts

Analyzing Texts

C3.3 analyze various texts, including literary and informational texts, by identifying main and supporting ideas, sequencing the events of multiple plots, and explaining cause and effect

Analyzing Cultural Elements of Texts

C3.4 identify cultural elements that are represented in various texts, including norms, values, artifacts, sports, and music, investigate the meanings of these elements, and make connections to their lived experience and culture

Perspectives within Texts

C3.5 identify explicit and implicit perspectives communicated in various texts, explain how these perspectives are conveyed, give some evidence of any biases the texts may contain, and suggest how such biases could influence an audience

Analysis and Response

C3.6 explain how various topics, such as diversity, inclusion, and accessibility, are addressed in texts, and describe what insights or messages are conveyed

Indigenous Contexts

C3.7 explain how texts created by First Nations, Métis, and Inuit individuals, communities, groups, or nations are influenced by historical periods, cultural experiences, and events, and how they relate to current lived experiences

Reflecting on Learning

C3.8 identify the critical thinking skills they used to analyze and evaluate various texts, and explain how these skills have helped them better understand the texts

D. Composition: Expressing Ideas and Creating Texts

Overall expectations

By the end of Grade 4, students will:

D1. Developing Ideas and Organizing Content

plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics

Specific expectations

By the end of Grade 4, students will:

Purpose and Audience

D1.1 identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience and how they will help communicate the intended meaning

Developing Ideas

D1.2 generate and develop ideas about various topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences

Research

D1.3 gather information and content relevant to a topic, using a variety of sources and strategies, and record the sources of information

Organizing Content

D1.4 select and classify ideas and collected information, using appropriate strategies and tools, and sequence content, taking into account the chosen text form, genre, and medium

Reflecting on Learning

D1.5 describe the strategies and tools that helped them develop ideas and organize content for texts of the chosen forms, genres, and media, and explain how they helped them improve as a text creator

D2. Creating Texts

apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and strategies, and reflect critically on created texts

Specific expectations

By the end of Grade 4, students will:

Producing Drafts

D2.1 draft texts of various forms and genres, including narrative, persuasive, and informational texts, using a variety of media, tools, and strategies

Printing, Handwriting, and Word Processing

D2.2 write in cursive, forming letters of appropriate shape, size, proportion, and slant to improve the legibility of texts, and begin to develop fluent keyboarding skills using touch-typing techniques

Voice

D2.3 establish a personal voice in their texts, using varied language and elements of style to express their thoughts, feelings, and opinions about a topic, and using a tone appropriate to the form and genre

Point of View and Perspective

D2.4 identify the point of view used in their texts, and the perspectives and bias conveyed in their texts

Revision

D2.5 make revisions to the content of draft texts and to elements of style, such as word choice and adding or deleting sentences, to improve clarity, focus, and coherence, seeking feedback

Editing and Proofreading

D2.6 edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and format; use a word processor to edit texts

D3. Publishing, Presenting, and Reflecting

select suitable and effective media, techniques, and tools to publish and present final texts, and critically analyze how well the texts address various topics

Specific expectations

By the end of Grade 4, students will:

Producing Final Texts

D3.1 produce final texts using a variety of techniques and tools, including simple digital design and production tools, to achieve the intended effect

Publishing and Presenting Texts

D3.2 publish and present texts they have created, using selected media and tools, and explain how each helped them communicate their intended message

Reflecting on Learning

D3.3 describe various strategies that helped them present and communicate their message when publishing and presenting texts, and explain how they helped them improve as a text creator

Language, Grade 5

Expectations by strand

A. Literacy Connections and Applications

This strand focuses on students applying the [seven transferable skills](#) in language and literacy contexts, developing digital media literacy skills, applying language and literacy learning in other contexts, and engaging with texts that foster understanding of diverse identities, experiences, perspectives, histories, and contributions. In all grades of the language program, the learning related to this strand takes place in the context of learning related to Strand B, Foundations of Language; Strand C, Comprehension: Understanding and Responding to Texts; and Strand D, Composition: Expressing Ideas and Creating Texts. Strand A should be assessed and evaluated within these contexts.

Overall expectations

Throughout Grade 5, in connection with the learning in strands B to D, students will:

A1. Transferable Skills

demonstrate an understanding of how the [seven transferable skills](#) (critical thinking and problem solving; innovation, creativity, and entrepreneurship; self-directed learning; collaboration; communication; global citizenship and sustainability; and digital literacy) are used in various language and literacy contexts

Specific expectations

Throughout Grade 5, in connection with the learning in strands B to D, students will:

Receptive and Expressive Communication

A1.1 explain how transferable skills can be used to support communication in various cultural, social, linguistic, and domain-specific contexts, and apply them when reading, listening to, viewing, and creating texts of various forms

Student Agency and Engagement

A1.2 explain how transferable skills help them to express their voice, be engaged in their learning, and plan the next steps to develop their capabilities and potential

A2. Digital Media Literacy

demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media

Specific expectations

Throughout Grade 5, in connection with the learning in strands B to D, students will:

Digital Citizenship

A2.1 explain their rights and responsibilities when interacting online with appropriate permission, and make decisions that contribute positively to the development of their digital identity and those of their communities

Online Safety, Well-Being, and Etiquette

A2.2 demonstrate an understanding of how to navigate online environments safely, manage their privacy and personal data, and interact in a way that supports their well-being and that of others, including seeking appropriate permission

Research and Information Literacy

A2.3 gather, evaluate, and use information, considering validity, credibility, accuracy, and perspectives, to construct knowledge, create texts, and demonstrate learning

Forms, Conventions, and Techniques

A2.4 demonstrate an understanding of the forms, conventions, and techniques of digital and media texts, consider the impact on the audience, and apply this understanding when analyzing and creating texts

Media, Audience, and Production

A2.5 demonstrate an understanding of the interrelationships between the form, message, and context of texts, the intended audience, and the purpose for production

Innovation and Design

A2.6 select and use appropriate digital and media tools to support the design process and address authentic, relevant, real-world problems by developing innovative solutions

Community and Cultural Awareness

A2.7 communicate and collaborate with various communities in a safe, respectful, responsible, and inclusive manner when using online platforms and environments, including digital and media tools, and demonstrate cultural awareness with members of the community

A3. Applications, Connections, and Contributions

apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations

Specific expectations

Throughout Grade 5, in connection with the learning in strands B to D, students will:

Cross-Curricular and Integrated Learning

A3.1 explain how the knowledge and skills developed in this grade support learning in various subject areas and in everyday life, and describe how they enhance understanding and communication

Identity and Community

A3.2 demonstrate an understanding of the historical contexts, contributions, lived experiences, and perspectives of a diversity of individuals and communities, including those in Canada, by exploring the concepts of identity, self, and sense of belonging in a variety of culturally responsive and relevant texts

First Nations, Métis, and Inuit Perspectives and Ways of Knowing

A3.3 explain themes explored in First Nations, Métis, and Inuit cultures to demonstrate an understanding of the varied identities, perspectives, relationships, legacies, truths, and ways of knowing, being, and doing

B. Foundations of Language

Overall expectations

By the end of Grade 5, students will:

B1. Oral and Non-Verbal Communication

apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences

Specific expectations

By the end of Grade 5, students will:

Effective Listening Skills

B1.1 use effective listening skills, including expressing interest in what is being said at appropriate times, asking questions to encourage a speaker to elaborate, and responding to the contributions of others in group discussions, in formal and informal contexts and for various purposes

Listening Strategies for Comprehension

B1.2 select and use a variety of listening strategies before, during, and after listening to comprehend information and messages communicated orally and non-verbally, determine the purpose of a text, construct meaning, seek clarification, and develop an appropriate response

Speaking Purposes and Strategies

B1.3 identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including paraphrasing and restating, to communicate clearly and coherently

Oral and Non-Verbal Communication Strategies

B1.4 identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and explain how these strategies help them understand or communicate ideas and meaning

Word Choice, Syntax, and Grammar in Oral Communication

B1.5 use appropriate word choice, including new vocabulary, varied adjectives and adverbs to elaborate, a variety of sentence types, and cohesive sentences during formal and informal communication, to support audience comprehension

B2. Language Foundations for Reading and Writing

demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing

Specific expectations

By the end of Grade 5, students will:

Word-Level Reading and Spelling: Using Morphological Knowledge

B2.1 use generalized knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell words with accuracy and automaticity

Vocabulary

B2.2 demonstrate an understanding of a variety of words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use generalized morphological knowledge to analyze and understand new words in context

Reading Fluency: Accuracy, Rate, and Prosody

B2.3 read a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and when reading aloud, adjust expression and intonation according to the purpose of reading

B3. Language Conventions for Reading and Writing

demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts

Specific expectations

By the end of Grade 5, students will:

For an at-a-glance view of the mandatory learning across grades, see [Appendix B: Language Conventions Continuum for Reading and Writing, Grades 1–9, Overall Expectation B3](#).

Syntax and Sentence Structure

B3.1 identify and construct various sentence types and forms, including compound-complex sentences, and correct sentence fragments and run-on sentences

Grammar

B3.2 demonstrate an understanding of the functions of parts of speech in sentences, including direct objects for nouns, intensive and reflexive pronouns, proper adjectives, and correlative conjunctions, and use this knowledge to support comprehension and communicate meaning clearly

Capitalization and Punctuation

B3.3 use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly and coherently, including the use of commas to set off advanced phrases or clauses such as appositives and participles, and colons for introducing a list after a complete sentence

C. Comprehension: Understanding and Responding to Texts

Overall expectations

By the end of Grade 5, students will:

C1. Knowledge about Texts

apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various text forms and genres

Specific expectations

By the end of Grade 5, students will:

Using Foundational Knowledge and Skills to Comprehend Texts

C1.1 read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge

Text Forms and Genres

C1.2 describe some characteristics of various text forms and genres, including cultural text forms, and explain how they help communicate meaning

Text Patterns and Features

C1.3 identify text patterns, such as cause and effect in a persuasive text, and text features, such as a preface and glossary, associated with various text forms, including cultural texts, and explain how they help readers, listeners, and viewers understand the meaning

Visual Elements of Texts

C1.4 explain how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts

Elements of Style

C1.5 describe various elements of style in texts, including voice, word choice, word patterns, and sentence structure, and analyze how each element helps create meaning and is appropriate for the text form and genre

Point of View

C1.6 identify the narrator's point of view, including first, second, or third person, in a variety of texts, and describe the advantages and disadvantages of the approach used in each story

Indigenous Context of Various Text Forms

C1.7 read, listen to, and view various forms of texts by diverse First Nations, Métis, and Inuit creators to make meaning through Indigenous Storywork about First Nations, Métis, and Inuit histories, cultures, relationships, communities, groups, nations, and lived experiences

C2. Comprehension Strategies

apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts

Specific expectations

By the end of Grade 5, students will:

Prereading: Activating Prior Knowledge

C2.1 identify and explain prior knowledge from various sources, including personal experiences, that they can use to make connections and understand new texts

Prereading: Identifying the Purpose for Reading, Listening, and Viewing

C2.2 identify a variety of purposes for engaging with texts, and select texts from diverse creators that are suitable for the purposes

Monitoring of Understanding: Making and Confirming Predictions

C2.3 make predictions using background knowledge, text features, and evidence from the text, and pose questions to check whether their predictions were correct

Monitoring of Understanding: Ongoing Comprehension Check

C2.4 use strategies such as adjusting reading rate, visualizing, reading ahead, asking questions, and consulting references and other texts or sources of information, to monitor and confirm their understanding of various texts

Monitoring of Understanding: Making Connections

C2.5 describe how the ideas expressed in texts connect to their knowledges and lived experiences, the ideas in other texts, and the world around them

Summarizing: Identifying Relevant Information and Drawing Conclusions

C2.6 summarize the main idea of a text and the supporting details in sequence, and draw a well-supported conclusion

Reflecting on Learning

C2.7 explain how strategies such as visualizing, making predictions, summarizing, and connecting to their experiences have helped them comprehend various texts

C3. Critical Thinking in Literacy

apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts

Specific expectations

By the end of Grade 5, students will:

Literary Devices

C3.1 describe literary devices, including imagery and humour, in a variety of texts, and explain how they help create meaning and are appropriate for the intended purpose and audience

Making Inferences

C3.2 make local and global inferences, using explicit and implicit evidence, to extend their understanding of various texts

Analyzing Texts

C3.3 analyze various texts, including literary and informational texts, by identifying main and supporting ideas, sequencing the events of multiple plots, recording relevant information, and explaining cause and effect

Analyzing Cultural Elements of Texts

C3.4 identify cultural elements that are represented in various texts, including, norms, values, artifacts, sports, and music, investigate the meanings of these elements, and make connections to their lived experience and culture

Perspectives within Texts

C3.5 identify explicit and implicit perspectives communicated in various texts, explain how these perspectives are conveyed, give some evidence of any biases the texts may contain, and suggest how such biases could influence an audience

Analysis and Response

C3.6 explain how various topics, such as diversity, inclusion, and accessibility, are addressed in texts, and describe what insights or messages are conveyed

Indigenous Contexts

C3.7 explain how texts created by First Nations, Métis, and Inuit individuals, communities, groups, or nations are influenced by historical periods, cultural experiences, and events, and how they relate to current lived experiences

Reflecting on Learning

C3.8 identify the critical thinking skills they used to analyze and evaluate various texts, and explain how these skills have helped them better understand the texts

D. Composition: Expressing Ideas and Creating Texts

Overall expectations

By the end of Grade 5, students will:

D1. Developing Ideas and Organizing Content

plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics

Specific expectations

By the end of Grade 5, students will:

Purpose and Audience

D1.1 identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience and how they will help communicate the intended meaning

Developing Ideas

D1.2 generate and develop ideas and details about various topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences

Research

D1.3 gather and record information and content relevant to a topic, using multiple textual sources; verify the reliability of sources, using simple criteria; and record the creator and source of all content created by others

Organizing Content

D1.4 select and classify ideas and collected information, using appropriate strategies and tools, and sequence content, taking into account the chosen text form, genre, and medium

Reflecting on Learning

D1.5 describe the strategies and tools that helped them develop ideas and organize content for texts of the chosen forms, genres, and media, and explain how they helped them improve as a text creator

D2. Creating Texts

apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and strategies, and reflect critically on created texts

Specific expectations

By the end of Grade 5, students will:

Producing Drafts

D2.1 draft texts of various forms and genres, including narrative, persuasive, and informational texts, using a variety of media, tools, and strategies

Printing, Handwriting, and Word Processing

D2.2 write in fluent cursive, begin to keyboard with automaticity, and apply word-processing skills, including selecting appropriate fonts, to produce and enhance texts of various lengths

Voice

D2.3 establish a personal voice in their texts, using varied language and elements of style to express their thoughts, feelings, and opinions about a topic, and using a tone appropriate to the form and genre

Point of View and Perspective

D2.4 identify the point of view, implicit and explicit perspectives, and bias conveyed in their texts, and explain how their messages might be interpreted by audiences with different perspectives

Revision

D2.5 make revisions to the content of draft texts and to elements of style, such as word choice, and add or delete sentences, to improve clarity, focus, and coherence, seeking feedback

Editing and Proofreading

D2.6 edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and format; use a word processor to edit texts

D3. Publishing, Presenting, and Reflecting

select suitable and effective media, techniques, and tools to publish and present final texts, and critically analyze how well the texts address various topics

Specific expectations

By the end of Grade 5, students will:

Producing Final Texts

D3.1 produce final texts using a variety of techniques and tools, including digital design and production tools, to achieve the intended effect

Publishing and Presenting Texts

D3.2 publish and present texts they have created, using selected media and tools, and explain how each helped them communicate their intended message

Reflecting on Learning

D3.3 describe various strategies and tools that helped them communicate their intended message when publishing and presenting texts, and suggest steps for future improvement as a text creator

Language, Grade 6

Expectations by strand

A. Literacy Connections and Applications

This strand focuses on students applying the [seven transferable skills](#) in language and literacy contexts, developing digital media literacy skills, applying language and literacy learning in other contexts, and engaging with texts that foster understanding of diverse identities, experiences, perspectives, histories, and contributions. In all grades of the language program, the learning related to this strand takes place in the context of learning related to Strand B, Foundations of Language; Strand C, Comprehension: Understanding and Responding to Texts; and Strand D, Composition: Expressing Ideas and Creating Texts. Strand A should be assessed and evaluated within these contexts.

Overall expectations

Throughout Grade 6, in connection with the learning in strands B to D, students will:

A1. Transferable Skills

demonstrate an understanding of how the [seven transferable skills](#) (critical thinking and problem solving; innovation, creativity, and entrepreneurship; self-directed learning; collaboration; communication; global citizenship and sustainability; and digital literacy) are used in various language and literacy contexts

Specific expectations

Throughout Grade 6, in connection with the learning in strands B to D, students will:

Receptive and Expressive Communication

A1.1 explain how transferable skills can be used to support communication in various cultural, social, linguistic, and domain-specific contexts, and apply them when reading, listening to, viewing, and creating texts of various forms

Student Agency and Engagement

A1.2 explain how transferable skills help them to express their voice, be engaged in their learning, and plan the next steps to develop their capabilities and potential

A2. Digital Media Literacy

demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media

Specific expectations

Throughout Grade 6, in connection with the learning in strands B to D, students will:

Digital Citizenship

A2.1 explain their rights and responsibilities when interacting online with appropriate permission, and make decisions that contribute positively to the development of their digital identity and those of their communities

Online Safety, Well-Being, and Etiquette

A2.2 demonstrate an understanding of how to navigate online environments safely, manage their privacy and personal data, and interact in a way that supports their well-being and that of others, including seeking appropriate permission

Research and Information Literacy

A2.3 gather, evaluate, and use information, considering validity, credibility, accuracy, and perspectives, to construct knowledge, create texts, and demonstrate learning

Forms, Conventions, and Techniques

A2.4 demonstrate an understanding of the forms, conventions, and techniques of digital and media texts, consider the impact on the audience, and apply this understanding when analyzing and creating texts

Media, Audience, and Production

A2.5 demonstrate an understanding of the interrelationships between the form, message, and context of texts, the intended audience, and the purpose for production

Innovation and Design

A2.6 select and use appropriate digital and media tools to support the design process and address authentic, relevant, real-world problems by developing innovative solutions

Community and Cultural Awareness

A2.7 communicate and collaborate with various communities in a safe, respectful, responsible, and inclusive manner when using online platforms and environments, including digital and media tools, and demonstrate cultural awareness with members of the community

A3. Applications, Connections, and Contributions

apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations

Specific expectations

Throughout Grade 6, in connection with the learning in strands B to D, students will:

Cross-Curricular and Integrated Learning

A3.1 explain how the knowledge and skills developed in this grade support learning in various subject areas and in everyday life, and describe how they enhance understanding and communication

Identity and Community

A3.2 demonstrate an understanding of the historical contexts, contributions, lived experiences, and perspectives of a diversity of individuals and communities, including those in Canada, by exploring the concepts of identity, self, and sense of belonging in a variety of culturally responsive and relevant texts

First Nations, Métis, and Inuit Perspectives and Ways of Knowing

A3.3 explain themes explored in First Nations, Métis, and Inuit cultures to demonstrate an understanding of the varied identities, perspectives, relationships, legacies, truths, and ways of knowing, being, and doing

B. Foundations of Language

Overall expectations

By the end of Grade 6, students will:

B1. Oral and Non-Verbal Communication

apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences

Specific expectations

By the end of Grade 6, students will:

Effective Listening Skills

B1.1 analyze various effective listening skills, including understanding when to ask relevant questions and how to respond to the contributions of others in group discussions, and use these skills in formal and informal contexts and for various purposes

Listening Strategies for Comprehension

B1.2 select and use a variety of listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally, seek clarification, and develop a relevant response appropriate to the context

Speaking Purposes and Strategies

B1.3 identify the purpose and audience for speaking in formal and informal contexts, and choose appropriate speaking strategies to communicate clearly and coherently

Oral and Non-Verbal Communication Strategies

B1.4 identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and analyze the ways in which these strategies support understanding or communication, including how their use may vary across cultures

Word Choice, Syntax, and Grammar in Oral Communication

B1.5 use precise and descriptive word choice, including varied adjectives and adverbs to elaborate, a variety of sentence types, cohesive sentences, and the active or passive voice as appropriate during formal and informal communication, to support audience comprehension

B2. Language Foundations for Reading and Writing

demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing

Specific expectations

By the end of Grade 6, students will:

Word-Level Reading and Spelling: Using Morphological Knowledge

B2.1 use generalized knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell complex words with accuracy and automaticity

Vocabulary

B2.2 demonstrate an understanding of a variety of words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use generalized morphological knowledge to analyze and understand new words in context

Reading Fluency: Accuracy, Rate, and Prosody

B2.3 read a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and when reading aloud, adjust expression and intonation according to the purpose of reading

B3. Language Conventions for Reading and Writing

demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts

Specific expectations

By the end of Grade 6, students will:

For an at-a-glance view of the mandatory learning across grades, see [Appendix B: Language Conventions Continuum for Reading and Writing, Grades 1–9, Overall Expectation B3](#).

Syntax and Sentence Structure

B3.1 use their knowledge of sentence types and forms to construct sentences that communicate ideas effectively, including using and creating complex sentences with adjective or relative clauses to express relationships among ideas

Grammar

B3.2 demonstrate an understanding of the functions of parts of speech in sentences, including nouns that are gerunds, distinguishing and converting between active and passive voice, and use this knowledge to support comprehension and communicate meaning clearly

Capitalization and Punctuation

B3.3 use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly and coherently, including the use of colons in formal letters and memo salutations and to indicate a new speaker in script dialogue, and commas after transitional words or phrases

C. Comprehension: Understanding and Responding to Texts

Overall expectations

By the end of Grade 6, students will:

C1. Knowledge about Texts

apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various text forms and genres

Specific expectations

By the end of Grade 6, students will:

Using Foundational Knowledge and Skills to Comprehend Texts

C1.1 read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge

Text Forms and Genres

C1.2 analyze a variety of text forms and genres, including cultural text forms, and explain how their characteristics help communicate meaning

Text Patterns and Features

C1.3 analyze text patterns, such as problem-solution in a report, and text features, such as subheadings and pull-down menus, associated with various text forms, including cultural texts, and explain how they help readers, listeners, and viewers understand the meaning

Visual Elements of Texts

C1.4 analyze and compare how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts

Elements of Style

C1.5 identify various elements of style in texts, including voice, word choice, word patterns, and sentence structure, and analyze how each element helps create meaning and is appropriate for the text form and genre

Point of View

C1.6 identify the narrator's point of view, including first, second, or third person, in a variety of texts, providing evidence, and explain how using an alternative point of view would change each story

Indigenous Context of Various Text Forms

C1.7 read, listen to, and view various forms of texts by diverse First Nations, Métis, and Inuit creators to make meaning through Indigenous Storywork about First Nations, Métis, and Inuit histories, cultures, relationships, communities, groups, nations, and lived experiences

C2. Comprehension Strategies

apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts

Specific expectations

By the end of Grade 6, students will:

Prereading: Activating Prior Knowledge

C2.1 identify and explain prior knowledge from various sources, including personal experiences and learning in other subject areas, that they can use to make connections and understand new texts

Prereading: Identifying the Purpose for Reading, Listening, and Viewing

C2.2 identify a variety of purposes for engaging with texts, select texts from diverse creators that are suitable for the purposes, and explain why the selections are appropriate

Monitoring of Understanding: Making and Confirming Predictions

C2.3 make predictions using background knowledge and textual information, pose questions to check whether their predictions were correct, and, if not, adjust their understanding

Monitoring of Understanding: Ongoing Comprehension Check

C2.4 use strategies such as visualizing, reading ahead, asking questions, and consulting references and other texts or sources of information, to monitor and confirm their understanding of various texts

Monitoring of Understanding: Making Connections

C2.5 explain how the ideas expressed in texts connect to their knowledges and lived experiences, the ideas in other texts, and the world around them

Summarizing: Identifying Relevant Information and Drawing Conclusions

C2.6 summarize and record the main idea and supporting details in various texts, and draw well-supported conclusions

Reflecting on Learning

C2.7 explain and compare how various strategies, such as visualizing, making predictions, summarizing, and connecting to their experiences, have helped them comprehend various texts, and set goals to improve their comprehension

C3. Critical Thinking in Literacy

apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts

Specific expectations

By the end of Grade 6, students will:

Literary Devices

C3.1 describe literary devices, including hyperbole and idioms, in a variety of texts, and explain how they help create meaning and are appropriate for the intended purpose and audience

Making Inferences

C3.2 make local and global inferences, using explicit and implicit evidence, to develop interpretations about various texts and to extend their understanding

Analyzing Texts

C3.3 analyze various texts, including literary and informational texts, by identifying main and supporting ideas, evaluating the quality of information and its relevance for a specific purpose, and formulating conclusions

Analyzing Cultural Elements of Texts

C3.4 analyze cultural elements that are represented in various texts, including values, rituals and ceremonies, architecture, art, and dance, by investigating the meanings of these elements, making connections to their lived experience and culture, and sharing their interpretations with others

Perspectives within Texts

C3.5 explain explicit and implicit perspectives communicated in various texts, including narrative texts, provide any evidence that could suggest bias in these perspectives, and suggest ways to avoid any such bias

Analysis and Response

C3.6 explain how various topics, such as diversity, inclusion, and accessibility, are addressed in texts, analyze the insights or messages conveyed, and identify different positions presented

Indigenous Contexts

C3.7 assess the influence of historical periods, cultural experiences, and/or socio-political conditions and events on texts created by First Nations, Métis, and Inuit individuals, communities, groups, or nations, and how they relate to current lived experiences

Reflecting on Learning

C3.8 compare the critical thinking skills they used when analyzing and evaluating various texts, identify the skills that best supported their understanding, and explain why they were effective

D. Composition: Expressing Ideas and Creating Texts

Overall expectations

By the end of Grade 6, students will:

D1. Developing Ideas and Organizing Content

plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics

Specific expectations

By the end of Grade 6, students will:

Purpose and Audience

D1.1 identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience, and how they will help communicate the intended meaning

Developing Ideas

D1.2 generate and develop ideas and details about various topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences

Research

D1.3 gather information and content relevant to a topic, using multiple textual sources; summarize the information; verify the reliability of sources; and record the creator and source of all content created by others

Organizing Content

D1.4 classify and sequence ideas and collected information, using appropriate strategies and tools, and identify and organize relevant content, taking into account the chosen text form, genre, and medium

Reflecting on Learning

D1.5 explain and compare how the strategies and tools used helped them develop ideas and organize content for texts of the chosen forms, genres, and media, and how they helped them improve as a text creator

D2. Creating Texts

apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and strategies, and reflect critically on created texts

Specific expectations

By the end of Grade 6, students will:

Producing Drafts

D2.1 draft complex texts of various forms and genres, including narrative, expository, and informational texts, using a variety of media, tools, and strategies

Printing, Handwriting, and Word Processing

D2.2 write in fluent cursive, and apply keyboarding skills with increasing fluency, automaticity, and proficiency to improve the accuracy and effect of texts

Voice

D2.3 establish a personal voice in their texts, using varied language and elements of style to express their thoughts, feelings, and opinions about a topic, and using a tone appropriate to the form and genre

Point of View and Perspective

D2.4 identify the point of view, perspectives, and bias conveyed in their texts, and explain how their messages might be interpreted by audiences with different perspectives

Revision

D2.5 make revisions to the content, elements of style, patterns, and features of draft texts, and add and delete sentences to improve clarity, focus, and coherence, using various strategies and seeking and selectively using feedback

Editing and Proofreading

D2.6 edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and format; edit digital texts using word-processing software, including spell- and grammar-checkers

D3. Publishing, Presenting, and Reflecting

select suitable and effective media, techniques, and tools to publish and present final texts, and critically analyze how well the texts address various topics

Specific expectations

By the end of Grade 6, students will:

Producing Final Texts

D3.1 produce final texts, selecting a variety of suitable techniques and tools, including digital design and production tools, to achieve the intended effect

Publishing and Presenting Texts

D3.2 publish and present texts they have created, using selected media and tools, and analyze how their choices helped them communicate their intended message

Reflecting on Learning

D3.3 compare how various strategies and tools helped them communicate their intended message when publishing and presenting texts, and suggest future steps for improvement as a text creator

Language, Grade 7

Expectations by strand

A. Literacy Connections and Applications

This strand focuses on students applying the [seven transferable skills](#) in language and literacy contexts, developing digital media literacy skills, applying language and literacy learning in other contexts, and engaging with texts that foster understanding of diverse identities, experiences, perspectives, histories, and contributions. In all grades of the language program, the learning related to this strand takes place in the context of learning related to Strand B, Foundations of Language; Strand C, Comprehension: Understanding and Responding to Texts; and Strand D, Composition: Expressing Ideas and Creating Texts. Strand A should be assessed and evaluated within these contexts.

Overall expectations

Throughout Grade 7, in connection with the learning in strands B to D, students will:

A1. Transferable Skills

demonstrate an understanding of how the [seven transferable skills](#) (critical thinking and problem solving; innovation, creativity, and entrepreneurship; self-directed learning; collaboration; communication; global citizenship and sustainability; and digital literacy) are used in various language and literacy contexts

Specific expectations

Throughout Grade 7, in connection with the learning in strands B to D, students will:

Receptive and Expressive Communication

A1.1 analyze and explain how transferable skills can be used to support communication in various cultural, social, linguistic, and domain-specific contexts, and apply them when reading, listening to, viewing, and creating texts of various forms

Student Agency and Engagement

A1.2 evaluate and explain how transferable skills help them to express their voice, be engaged in their learning, and implement a plan to develop their capabilities and potential

A2. Digital Media Literacy

demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media

Specific expectations

Throughout Grade 7, in connection with the learning in strands B to D, students will:

Digital Citizenship

A2.1 evaluate and explain their rights and responsibilities when interacting online with appropriate permission, and make decisions that contribute positively to the development of their digital identity and those of their communities

Online Safety, Well-Being, and Etiquette

A2.2 demonstrate an understanding of how to navigate online environments safely, manage their privacy, personal data, and security, and interact in a way that supports their well-being and that of others, including seeking appropriate permission

Research and Information Literacy

A2.3 conduct research, considering accuracy, credibility, and perspectives, with a focus on misinformation, disinformation, and curated information, to construct knowledge, create texts, and demonstrate learning, while respecting legal and ethical considerations

Forms, Conventions, and Techniques

A2.4 evaluate the use of the various forms, conventions, and techniques of digital and media texts, consider the impact on the audience, and apply this understanding when analyzing and creating texts

Media, Audience, and Production

A2.5 demonstrate an understanding of the interrelationships between the form, message, and context of texts, the intended and unintended audience, and the purpose for production

Innovation and Design

A2.6 select and use appropriate digital and media tools to support the design process and address authentic, relevant, real-world problems by developing and proposing innovative solutions

Community and Cultural Awareness

A2.7 communicate and collaborate with various communities in a safe, respectful, responsible, and inclusive manner when using online platforms and environments, including digital and media tools, and demonstrate and model cultural awareness with members of the community

A3. Applications, Connections, and Contributions

apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations

Specific expectations

Throughout Grade 7, in connection with the learning in strands B to D, students will:

Cross-Curricular and Integrated Learning

A3.1 analyze and explain how the knowledge and skills developed in this grade support learning in various subject areas and in everyday life, and describe how they enhance understanding and communication

Identity and Community

A3.2 demonstrate an understanding of the historical contexts, contributions, lived experiences, and perspectives of a diversity of individuals and communities, including those in Canada, by exploring and analyzing the concepts of identity, self, and sense of belonging in a variety of culturally responsive and relevant texts

First Nations, Métis, and Inuit Perspectives and Ways of Knowing

A3.3 analyze themes explored in First Nations, Métis, and Inuit cultures to demonstrate an understanding of the varied identities, perspectives, relationships, legacies, truths, and ways of knowing, being, and doing

B. Foundations of Language

Overall expectations

By the end of Grade 7, students will:

B1. Oral and Non-Verbal Communication

apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences

Specific expectations

By the end of Grade 7, students will:

Effective Listening Skills

B1.1 analyze various effective listening skills, including understanding when to ask relevant questions and how to respond to the contributions of others in group discussions, and use these skills in formal and informal contexts and for various purposes

Listening Strategies for Comprehension

B1.2 select and use a variety of listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally, seek clarification, and develop a relevant response appropriate to the context

Speaking Purposes and Strategies

B1.3 identify the purpose and audience for speaking in formal and informal contexts, and choose appropriate speaking strategies to communicate clearly and coherently

Oral and Non-Verbal Communication Strategies

B1.4 identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and analyze the ways in which these strategies support understanding or communication, including how their use may vary across cultures

Word Choice, Syntax, and Grammar in Oral Communication

B1.5 use precise and descriptive word choice, including varied adjectives and adverbs to elaborate, a variety of sentence types, cohesive and coherent sentences, and the active or passive voice as appropriate during formal and informal communication, to support audience comprehension

B2. Language Foundations for Reading and Writing

demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing

Specific expectations

By the end of Grade 7, students will:

Word-Level Reading and Spelling: Using Morphological Knowledge

B2.1 use generalized knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell complex words with accuracy and automaticity

Vocabulary

B2.2 demonstrate an understanding of a wide variety of words, acquire and use explicitly taught vocabulary flexibly in various contexts, including other subject areas, and use generalized morphological knowledge to analyze and understand new words in context

Reading Fluency: Accuracy, Rate, and Prosody

B2.3 read a variety of complex texts fluently, with accuracy and appropriate pacing, to support comprehension, and when reading aloud, adjust expression and intonation according to the purpose of reading

B3. Language Conventions for Reading and Writing

demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts

Specific expectations

By the end of Grade 7, students will:

For an at-a-glance view of the mandatory learning across grades, see [Appendix B: Language Conventions Continuum for Reading and Writing, Grades 1–9, Overall Expectation B3.](#)

Syntax and Sentence Structure

B3.1 use their knowledge of sentence types and forms to construct sentences that communicate ideas effectively, including using and creating complex sentences that combine phrases and clauses to express relationships among ideas

Grammar

B3.2 demonstrate an understanding of the functions of parts of speech in sentences, including indirect objects and predicate nouns, predicate adjectives, participles, and adverbial phrases, and use this knowledge to support comprehension and communicate meaning clearly

Capitalization and Punctuation

B3.3 use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly and coherently, including the use of colons to introduce a quotation after a complete sentence, semicolons to separate two independent clauses, commas to set off conjunctive adverbs, and ellipses or dashes to indicate an omission, a pause, or a break

C. Comprehension: Understanding and Responding to Texts

Overall expectations

By the end of Grade 7, students will:

C1. Knowledge about Texts

apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various text forms and genres

Specific expectations

By the end of Grade 7, students will:

Using Foundational Knowledge and Skills to Comprehend Texts

C1.1 read and comprehend various complex texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge

Text Forms and Genres

C1.2 analyze a variety of text forms and genres, including cultural text forms, and explain how their characteristics help communicate meaning

Text Patterns and Features

C1.3 analyze text patterns, such as cause and effect in an expository text, and text features, such as a bibliography and accessible fonts, associated with various text forms, including cultural texts, and explain how they help readers, listeners, and viewers understand the meaning

Visual Elements of Texts

C1.4 analyze and compare how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts

Elements of Style

C1.5 identify various elements of style in texts, including voice, word choice, word patterns, and sentence structure, and analyze how each element helps create meaning and is appropriate for the text form and genre

Point of View

C1.6 identify the narrator's point of view, including first, second, or third person, in a variety of texts, providing evidence, and explain how using an alternative point of view would change each story

Indigenous Context of Various Text Forms

C1.7 read, listen to, and view various forms of texts by diverse First Nations, Métis, and Inuit creators to make meaning through Indigenous Storywork about First Nations, Métis, and Inuit histories, cultures, relationships, communities, groups, nations, and lived experiences

C2. Comprehension Strategies

apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts

Specific expectations

By the end of Grade 7, students will:

Prereading: Activating Prior Knowledge

C2.1 identify and explain prior knowledge from various sources, including personal experiences and learning in other subject areas, that they can use to make connections and understand new texts

Prereading: Identifying the Purpose for Reading, Listening, and Viewing

C2.2 identify a variety of purposes for engaging with texts, select texts from diverse creators that are suitable for the purposes, and explain why the selections are appropriate

Monitoring of Understanding: Making and Confirming Predictions

C2.3 make predictions using background knowledge and textual information, pose questions to check whether their predictions were correct, and, if not, adjust their understanding

Monitoring of Understanding: Ongoing Comprehension Check

C2.4 select suitable strategies, such as visualizing, reading ahead, asking questions, and consulting references and other texts or sources of information, to monitor and confirm their understanding of various texts and solve comprehension problems

Monitoring of Understanding: Making Connections

C2.5 explain how the ideas expressed in texts connect to their knowledges and lived experiences, the ideas in other texts, and the world around them

Summarizing: Identifying Relevant Information and Drawing Conclusions

C2.6 summarize and record the main idea and supporting details in various texts, and draw well-supported conclusions

Reflecting on Learning

C2.7 explain and compare how various strategies, such as visualizing, making predictions, summarizing, and connecting to their experiences, have helped them comprehend various texts, and set goals to improve their comprehension

C3. Critical Thinking in Literacy

apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts

Specific expectations

By the end of Grade 7, students will:

Literary Devices

C3.1 describe literary devices, including foreshadowing, allegory, and symbolism, in a variety of texts, and explain how they help create meaning and are appropriate for the intended purpose and audience

Making Inferences

C3.2 make local and global inferences, using explicit and implicit evidence, to develop interpretations about various texts and to extend their understanding

Analyzing Texts

C3.3 analyze complex texts, including literary and informational texts, by evaluating, synthesizing, and sequencing relevant information and formulating conclusions

Analyzing Cultural Elements of Texts

C3.4 analyze cultural elements that are represented in various texts, including values, rituals and ceremonies, architecture, art, and dance, by investigating the meanings of these elements, making connections to their lived experience and culture, and sharing their interpretations with others

Perspectives within Texts

C3.5 explain explicit and implicit perspectives communicated in various texts, including narrative texts, provide any evidence that could suggest bias in these perspectives, and suggest ways to avoid any such bias

Analysis and Response

C3.6 explain how various topics, such as diversity, inclusion, and accessibility, are addressed in texts, analyze the insights or messages conveyed, and identify different positions presented

Indigenous Contexts

C3.7 assess the influence of historical periods, cultural experiences, and/or socio-political conditions and events on texts created by First Nations, Métis, and Inuit individuals, communities, groups, or nations, and how they relate to current lived experiences

Reflecting on Learning

C3.8 compare the critical thinking skills they used when analyzing and evaluating various texts, identify the skills that best supported their understanding, and explain why they were effective

D. Composition: Expressing Ideas and Creating Texts

Overall expectations

By the end of Grade 7, students will:

D1. Developing Ideas and Organizing Content

plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics

Specific expectations

By the end of Grade 7, students will:

Purpose and Audience

D1.1 identify the topic, purpose, and audience for various texts they plan to create, and analyze why the chosen text form, genre, and medium suit the purpose and audience, and how they will help communicate the intended meaning

Developing Ideas

D1.2 generate and develop ideas and details about various topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences

Research

D1.3 gather and synthesize information and content relevant to a topic, using a variety of textual sources and appropriate strategies; evaluate the quality, bias, and accuracy of information; verify the reliability of sources; and record the creator and source of all content created by others

Organizing Content

D1.4 classify and sequence ideas and collected information, using appropriate strategies and tools, and identify and organize relevant content, taking into account the chosen text form, genre, and medium

Reflecting on Learning

D1.5 explain and compare how the strategies and tools used helped them develop ideas and organize content for texts of the chosen forms, genres, and media, and how they helped them improve as a text creator

D2. Creating Texts

apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and strategies, and reflect critically on created texts

Specific expectations

By the end of Grade 7, students will:

Producing Drafts

D2.1 draft complex texts of various forms and genres, including narrative, expository, and informational texts, using a variety of media, tools, and strategies

Printing, Handwriting, and Word Processing

D2.2 write in cursive fluently, with a personal style, and apply word-processing skills with some fluency, automaticity, and proficiency to improve the accuracy and effect of texts

Voice

D2.3 establish a personal voice in their texts, using language and elements of style to express their thoughts, feelings, and opinions about a topic, and using a tone appropriate to the form and genre

Point of View and Perspective

D2.4 identify the point of view, perspectives, and bias conveyed in their texts, and explain how their messages might be interpreted by audiences with different perspectives

Revision

D2.5 make revisions to the content, elements of style, patterns, and features of draft texts, and add, delete and re-sequence sentences to improve clarity, focus, and coherence, using various strategies and seeking and selectively using feedback

Editing and Proofreading

D2.6 edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and format; edit digital texts using word-processing software, including spell- and grammar-checkers

D3. Publishing, Presenting, and Reflecting

select suitable and effective media, techniques, and tools to publish and present final texts, and critically analyze how well the texts address various topics

Specific expectations

By the end of Grade 7, students will:

Producing Final Texts

D3.1 produce final texts, selecting a variety of suitable techniques and tools, including digital design and production tools, to achieve the intended effect

Publishing and Presenting Texts

D3.2 publish and present texts they have created, using various media and tools, and analyze how their choices helped them communicate their intended message

Reflecting on Learning

D3.3 compare how various strategies and tools helped them communicate their intended message when publishing and presenting texts, analyze how their texts address various topics, and suggest steps for future improvement as a text creator

Language, Grade 8

Expectations by strand

A. Literacy Connections and Applications

This strand focuses on students applying the [seven transferable skills](#) in language and literacy contexts, developing digital media literacy skills, applying language and literacy learning in other contexts, and engaging with texts that foster understanding of diverse identities, experiences, perspectives, histories, and contributions. In all grades of the language program, the learning related to this strand takes place in the context of learning related to Strand B, Foundations of Language; Strand C, Comprehension: Understanding and Responding to Texts; and Strand D, Composition: Expressing Ideas and Creating Texts. Strand A should be assessed and evaluated within these contexts.

Overall expectations

Throughout Grade 8, in connection with the learning in strands B to D, students will:

A1. Transferable Skills

demonstrate an understanding of how the [seven transferable skills](#) (critical thinking and problem solving; innovation, creativity, and entrepreneurship; self-directed learning; collaboration; communication; global citizenship and sustainability; and digital literacy) are used in various language and literacy contexts

Specific expectations

Throughout Grade 8, in connection with the learning in strands B to D, students will:

Receptive and Expressive Communication

A1.1 analyze and explain how transferable skills can be used to support communication in various cultural, social, linguistic, and domain-specific contexts, and apply them when reading, listening to, viewing, and creating texts of various forms

Student Agency and Engagement

A1.2 evaluate and explain how transferable skills help them to express their voice, be engaged in their learning, and implement a plan to develop their capabilities and potential

A2. Digital Media Literacy

demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media

Specific expectations

Throughout Grade 8, in connection with the learning in strands B to D, students will:

Digital Citizenship

A2.1 evaluate and explain their rights and responsibilities when interacting online with appropriate permission, and make decisions that contribute positively to the development of their digital identity and those of their communities

Online Safety, Well-Being, and Etiquette

A2.2 demonstrate an understanding of how to navigate online environments safely, manage their privacy, personal data, and security, and interact in a way that supports their well-being and that of others, including seeking appropriate permission

Research and Information Literacy

A2.3 conduct research, considering accuracy, credibility, and perspectives, with a focus on misinformation, disinformation, and curated information, to construct knowledge, create texts, and demonstrate learning, while respecting legal and ethical considerations

Forms, Conventions, and Techniques

A2.4 evaluate the use of the various forms, conventions, and techniques of digital and media texts, consider the impact on the audience, and apply this understanding when analyzing and creating texts

Media, Audience, and Production

A2.5 demonstrate an understanding of the interrelationships between the form, message, and context of texts, the intended and unintended audience, and the purpose for production

Innovation and Design

A2.6 select and use appropriate digital and media tools to support the design process and address authentic, relevant, real-world problems by developing and proposing innovative solutions

Community and Cultural Awareness

A2.7 communicate and collaborate with various communities in a safe, respectful, responsible, and inclusive manner when using online platforms and environments, including digital and media tools, and demonstrate and model cultural awareness with members of the community

A3. Applications, Connections, and Contributions

apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations

Specific expectations

Throughout Grade 8, in connection with the learning in strands B to D, students will:

Cross-Curricular and Integrated Learning

A3.1 analyze and explain how the knowledge and skills developed in this grade support learning in various subject areas and in everyday life, and describe how they enhance understanding and communication

Identity and Community

A3.2 demonstrate an understanding of the historical contexts, contributions, lived experiences, and perspectives of a diversity of individuals and communities, including those in Canada, by exploring and analyzing the concepts of identity, self, and sense of belonging in a variety of culturally responsive and relevant texts

First Nations, Métis, and Inuit Perspectives and Ways of Knowing

A3.3 analyze themes explored in First Nations, Métis, and Inuit cultures to demonstrate an understanding of the varied identities, perspectives, relationships, legacies, truths, and ways of knowing, being, and doing

B. Foundations of Language

Overall expectations

By the end of Grade 8, students will:

B1. Oral and Non-Verbal Communication

apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences

Specific expectations

By the end of Grade 8, students will:

Effective Listening Skills

B1.1 evaluate and use various effective listening skills to enhance comprehension, including paraphrasing, asking open-ended questions, making relevant responses in group discussions, and reflecting on what has been said, and use these skills in formal and informal contexts and for various purposes

Listening Strategies for Comprehension

B1.2 select and use a variety of listening strategies before, during, and after listening to analyze and comprehend information communicated orally and non-verbally, seek clarification, and identify relevant evidence to support a response appropriate to the context

Speaking Purposes and Strategies

B1.3 analyze the purpose and audience for speaking in formal and informal contexts, and select and adapt speaking strategies to communicate clearly and coherently

Oral and Non-Verbal Communication Strategies

B1.4 identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and evaluate and compare the effectiveness of these strategies in supporting understanding or communication, including how their use may vary across cultures

Word Choice, Syntax, and Grammar in Oral Communication

B1.5 use precise and descriptive word choice, including domain-specific vocabulary from various subjects, and cohesive and coherent sentences during formal and informal communication, to support audience comprehension

B2. Language Foundations for Reading and Writing

demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing

Specific expectations

By the end of Grade 8, students will:

Word-Level Reading and Spelling: Using Morphological Knowledge

B2.1 use consolidated knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell complex words with accuracy and automaticity

Vocabulary

B2.2 demonstrate an understanding of a wide variety of words, acquire and use explicitly taught vocabulary flexibly in various contexts, including other subject areas, and use consolidated morphological knowledge to analyze and understand new words in context

Reading Fluency: Accuracy, Rate, and Prosody

B2.3 read a variety of complex texts fluently, with accuracy and appropriate pacing, to support comprehension, and when reading aloud, adjust expression and intonation according to the purpose of reading

B3. Language Conventions for Reading and Writing

demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts

Specific expectations

By the end of Grade 8, students will:

For an at-a-glance view of the mandatory learning across grades, see [Appendix B: Language Conventions Continuum for Reading and Writing, Grades 1–9, Overall Expectation B3.](#)

Syntax and Sentence Structure

B3.1 use their knowledge of sentence types and forms to construct increasingly complex sentences that connect and communicate ideas accurately and effectively

Grammar

B3.2 demonstrate an understanding of the functions of parts of speech in sentences, refine their understanding of grammar, and use this knowledge to support comprehension and communicate meaning clearly and precisely

Capitalization and Punctuation

B3.3 use and refine their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly and coherently, when reading and writing

C. Comprehension: Understanding and Responding to Texts

Overall expectations

By the end of Grade 8, students will:

C1. Knowledge about Texts

apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various text forms and genres

Specific expectations

By the end of Grade 8, students will:

Using Foundational Knowledge and Skills to Comprehend Texts

C1.1 read and comprehend various complex texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge

Text Forms and Genres

C1.2 analyze and compare the characteristics of various text forms and genres, including cultural text forms, and provide evidence to explain how they help communicate meaning

Text Patterns and Features

C1.3 compare the text patterns, such as problem-solution in a letter to the editor, and text features, such as a glossary and infographics, associated with different text forms, including cultural texts, and evaluate their importance in helping readers, listeners, and viewers understand the meaning

Visual Elements of Texts

C1.4 evaluate how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts

Elements of Style

C1.5 identify various elements of style in texts, including voice, word choice, word patterns, and sentence structure, and analyze how each element helps create meaning and is appropriate for the text form and genre

Point of View

C1.6 analyze the narrator's point of view, including limited, omniscient, or unreliable, in a variety of texts, explain how it is communicated, and suggest alternative points of view, giving reasons

Indigenous Context of Various Text Forms

C1.7 read, listen to, and view a wide variety of text forms by diverse First Nations, Métis, and Inuit creators to make meaning through Indigenous Storywork about First Nations, Métis, and Inuit histories, cultures, relationships, communities, groups, nations, and lived experiences

C2. Comprehension Strategies

apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts

Specific expectations

By the end of Grade 8, students will:

Prereading: Activating Prior Knowledge

C2.1 identify and explain prior knowledge from various sources, including personal experiences and learning in other subject areas, that they can use to make connections and understand new texts

Prereading: Identifying the Purpose for Reading, Listening, and Viewing

C2.2 identify a variety of purposes for engaging with texts, select texts from diverse creators that are suitable for the purposes, and explain why the selections are appropriate

Monitoring of Understanding: Making and Confirming Predictions

C2.3 make predictions using background knowledge and textual information, pose questions to confirm or refute their predictions, and revise or refine their understanding as indicated

Monitoring of Understanding: Ongoing Comprehension Check

C2.4 select suitable strategies, such as rereading, using the glossary, asking questions, and consulting references and other resources, to monitor and confirm their understanding of complex texts and solve comprehension problems

Monitoring of Understanding: Making Connections

C2.5 connect, compare, and contrast the ideas expressed in texts and their knowledges and lived experiences, the ideas in other texts, and the world around them

Summarizing: Identifying Relevant Information and Drawing Conclusions

C2.6 summarize and synthesize the important ideas and supporting details in complex texts, and draw effective conclusions

Reflecting on Learning

C2.7 explain and compare how various strategies, such as visualizing, making predictions, summarizing, and connecting to their experiences, have helped them comprehend various texts, and set goals for future improvement

C3. Critical Thinking in Literacy

apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts

Specific expectations

By the end of Grade 8, students will:

Literary Devices

C3.1 analyze literary devices, including irony, satire, and allusion, in a variety of texts, and explain how they help create meaning and are appropriate for the intended purpose and audience

Making Inferences

C3.2 make local and global inferences, using explicit and implicit evidence, to explain and support their interpretations about various complex texts

Analyzing Texts

C3.3 analyze complex texts, including literary and informational texts, by evaluating, synthesizing, and sequencing relevant information and formulating conclusions

Analyzing Cultural Elements of Texts

C3.4 analyze cultural elements that are represented in various texts, including norms, values, social hierarchy, past times, language, and taboos, by investigating the meanings of these elements, making connections to their lived experience and culture, and considering how the inclusion of these elements contributes to the meaning of the text

Perspectives within Texts

C3.5 analyze explicit and implicit perspectives communicated in various texts, evaluate any evidence that could suggest bias in these perspectives, and suggest ways to avoid any such bias

Analysis and Response

C3.6 analyze how various topics, such as diversity, inclusion, and accessibility, are addressed in texts, respond to the insights and messages conveyed, and identify different positions presented

Indigenous Contexts

C3.7 compare the ways in which historical periods, cultural experiences, and/or socio-political conditions and events have influenced two or more texts created by First Nations, Métis, and Inuit individuals, communities, groups, or nations, and how they relate to current lived experiences

Reflecting on Learning

C3.8 assess the effectiveness of the critical thinking skills they used when analyzing and evaluating various texts, and set goals to improve their use

D. Composition: Expressing Ideas and Creating Texts

Overall expectations

By the end of Grade 8, students will:

D1. Developing Ideas and Organizing Content

plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics

Specific expectations

By the end of Grade 8, students will:

Purpose and Audience

D1.1 identify the topic, purpose, and audience for various texts they plan to create; choose a text form, genre, and medium to suit the purpose and audience, and justify their choices

Developing Ideas

D1.2 generate and develop ideas and details about challenging topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences

Research

D1.3 gather and synthesize information and content relevant to a topic, using a variety of textual sources and appropriate strategies; evaluate the currency, quality, bias, and accuracy of information; verify the reliability of sources; and cite the sources of all content created by others

Organizing Content

D1.4 classify and sequence ideas and collected information, selecting effective strategies and tools, and identify and organize relevant content, evaluating the choices of text form, genre, and medium, and considering alternatives

Reflecting on Learning

D1.5 evaluate the strategies and tools used to develop ideas and organize content for texts of the chosen forms, genres, and media, explain which were most helpful, and suggest steps for future improvement as a text creator

D2. Creating Texts

apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and strategies, and reflect critically on created texts

Specific expectations

By the end of Grade 8, students will:

Producing Drafts

D2.1 draft complex texts of various forms and genres, including narrative, persuasive, expository, and informational texts, citing sources, and use a variety of appropriate media, tools, and strategies to transform information and communicate ideas

Printing, Handwriting, and Word Processing

D2.2 write in cursive fluently, with a personal style, and apply advanced word-processing skills to improve the accuracy and effect of texts

Voice

D2.3 establish an identifiable voice in their texts, modifying language and style to suit the text's form, genre, audience, and purpose, and express their thoughts, feelings, and opinions about the topic clearly

Point of View and Perspective

D2.4 explain the explicit and implicit points of view, perspectives, and bias conveyed in their texts, evaluate how various audiences might respond, and suggest ways to acknowledge other perspectives

Revision

D2.5 make revisions to the content, elements of style, patterns, and features of draft texts, and add, delete, revise, and reorganize sentences to improve clarity, focus, and coherence, using various strategies and seeking and selectively using feedback

Editing and Proofreading

D2.6 edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and format; edit digital texts using word-processing software, including spell- and grammar-checkers

D3. Publishing, Presenting, and Reflecting

select suitable and effective media, techniques, and tools to publish and present final texts, and critically analyze how well the texts address various topics

Specific expectations

By the end of Grade 8, students will:

Producing Final Texts

D3.1 produce final texts using appropriate techniques and tools, including digital design and production tools, to achieve the intended effect

Publishing and Presenting Texts

D3.2 publish and present texts they have created, using various media and tools, and evaluate how their choices helped them communicate their intended message

Reflecting on Learning

D3.3 evaluate the strategies and tools they found helpful when publishing and presenting texts, reflect on what they learned at each stage of the creative process, analyze how their texts address various topics, and suggest steps for future improvement as a text creator

Phonemic Awareness

Grade 1: B2.1

Phonological awareness refers to the ability to reflect on the sound structure of spoken language. *Phonemic awareness* is a subcomponent of phonological awareness. It refers to the ability to identify and manipulate the smallest unit of sound in spoken words, called a *phoneme*. When students begin to identify, notice, segment, blend, and manipulate individual

sounds or phonemes in words, they are developing and consolidating their phonemic awareness. Teaching these skills occurs largely in the context of teaching the decoding and spelling of written words.

	Kindergarten/Grade 1*	Grade 1	Grade 2	Grade 3	Grade 4
Knowledge and skills: isolating phonemes	Isolating the phonemes they hear in words – an important skill to support segmentation				
Looks like...	<ul style="list-style-type: none"> identifying phonemes orally in spoken words (e.g., prompt: "What is the first sound in the word <i>sun</i>?"), first with continuous sounds, and then with stop sounds identifying phonemes in different positions in a word, first with initial phonemes, then with final, and then with medial, with prompting noticing and describing the oral-motor movements used to produce a sound when helpful, including placement, manner, and voicing (e.g., lips popping with a quiet voice box for /p/ or tongue tapping the back of the teeth with a noisy voice box for /d/) 				
Knowledge and skills: blending phonemes	Orally blending phonemes to form spoken words, starting with blending two to three phonemes into a word (with a simple syllable structure) and progressing to more complex structures (Note: C stands for <i>consonant</i> ; V stands for <i>vowel</i> .)	Orally blending phonemes to form spoken words, beginning with two phonemes and progressing to words with up to five sounds with teacher support			

* This column denotes knowledge and skills that children need to acquire before they can move on to the required learning in the next column. Some may have already acquired this learning before they enter Grade 1, while others have not. Ensuring that all students have this foundation sets them up for success and enables them to build on their learning from grade to grade.

	Kindergarten/Grade 1*	Grade 1	Grade 2	Grade 3	Grade 4
Looks like...	<ul style="list-style-type: none"> orally blending phonemes in VC/CV, CVC, and CCVC/CVCC words (e.g., prompt: "To blend the sounds /o/ /n/ → I say them quickly, to say <i>on</i>"; "To blend the sounds /s/ /n/ /o/, I say them quickly → <i>snow</i>."), starting with continuous sounds, and then progressing to stop sounds 	<ul style="list-style-type: none"> orally blending phonemes in words containing up to five phonemes (e.g., teacher says /sh/ /o/ /p/, student responds <i>shop</i>; /s/ /p/ /l/ /i/ /t/ → <i>split</i>) 			
Knowledge and skills: segmenting phonemes	Segmenting spoken words into phonemes, starting with simple structures with two phonemes and progressing to more complex structures with more phonemes	Segmenting spoken words with structures that have more than two phonemes (Note: C stands for <i>consonant</i> ; V stands for <i>vowel</i> .)			
Looks like...	<ul style="list-style-type: none"> segmenting CV/VC and CVC words, starting with continuous sounds, and then progressing to stop sounds 	<ul style="list-style-type: none"> segmenting the sounds of spoken words containing up to five phonemes <ul style="list-style-type: none"> segmenting CVC and CCVC/CVCC words (e.g., prompt: "To segment the word <i>wish</i>, say each sound like this: /w/ /i/ /sh/"), starting with continuous sounds, and then progressing to stop sounds splitting a multisyllabic word into its syllables and then segmenting each phoneme in each syllable 			

Alphabetic Knowledge

Grade 1: B2.2

Alphabetic knowledge refers to knowing the letters by name and understanding alphabetic order.

	Kindergarten/Grade 1*	Grade 1	Grade 2	Grade 3	Grade 4
Knowledge and skills: letter recognition	Naming and forming upper- and lowercase letters both in and out of order	Naming and forming upper- and lowercase letters both in and out of order, and demonstrating knowledge of alphabetic order			
Looks like...	<ul style="list-style-type: none"> naming upper- and lowercase letters both in and out of order, with increasing automaticity beginning to print upper- and lowercase letters with appropriate formation patterns 	<ul style="list-style-type: none"> naming upper- and lowercase letters both in and out of order, with automaticity recognizing and naming upper- and lowercase letters in various fonts printing upper- and lowercase letters with appropriate formation patterns, size, orientation, placement, and spacing 			

Phonics: Grapheme-Phoneme Correspondence

Grade 1: B2.3

Grapheme-phoneme correspondence (GPC) refers to the association between a grapheme (a letter or cluster of letters) and its corresponding phoneme, and vice versa. It may also be called *letter-sound correspondence*. Understanding this relationship enables students to read by relating graphemes to phonemes and blending phonemes together to sound

out words, and to spell by breaking words into phonemes and representing each phoneme with a corresponding grapheme, with automaticity. Learning these skills occurs largely in the context of learning about decoding and spelling of written words.

	Kindergarten/Grade 1*	Grade 1	Grade 2	Grade 3	Grade 4
Knowledge and skills: grapheme-phoneme correspondence	Understanding the relationship between simple and high-frequency graphemes (letters or combinations of letters) and the phonemes (units of sound) they represent	Understanding the relationship between simple, high-frequency, and complex graphemes (letters or combinations of letters) and the phonemes (units of sound) they represent (Note: e in "VCe" below represents the silent e at the end of a word.)			
	<ul style="list-style-type: none"> producing the most common grapheme for each consonant sound, and the most common phoneme for each consonant grapheme, including: <ul style="list-style-type: none"> single consonants <s> as in sat, has <ch> <ck> <sh> <th> as in thick <wh> producing the most common grapheme for each short vowel sound and the most common phoneme for each vowel grapheme: <ul style="list-style-type: none"> short vowels: /a/, /i/, /o/, /u/, /e/ 	<ul style="list-style-type: none"> applying previously learned GPC concepts identifying: <ul style="list-style-type: none"> <-all>, <-oll>, <-ull> consonant patterns: <ph>, <nk>, soft <c> and soft <g> variation VCe patterns VCe exceptions long vowel sounds in VCC words: <-ild>, <-old>, <-ind>, <-olt>, <-ost> long vowel <y> = /ī/; <i> = /ī/; <e> = /ē/ <-le> words (e.g., <i>bundle</i>) r-controlled vowels long vowel teams: <ai>, <ay> = /ā/; <ee>, <ea>, <ey> = /ē/; <oa>, <ow>, <oe> = /ō/; <ie>, <igh> = /ī/; <oo>, <u> = /oo/; <oo> = /ū/; <ew>, <ui>, <ue> = /ū/ <au>, <aw>, <augh> = /o/ <ea> = /ē/, /ā/, /e/ <air>, <are>, <ear> = /air/ diphthongs: <oi>, <oy> = /oi/; <ou>, <ow> = /ow/ silent letters: <kn> = /n/; <wr> = /r/; <mb> = /m/ 			

Word-Level Reading and Spelling: Applying Phonics, Orthographic, and Morphological Knowledge

Grade 1: B2.4, B2.5, B2.6; Grades 2–3: B2.1, B2.2, B2.3; Grade 4: B2.1

The English writing system is based not only on sound but also on meaning. *Orthographic knowledge* refers to the understanding of the English spelling system and its patterns, including grapheme positions and combinations in a word. *Morphological knowledge* refers to the understanding of how morphemes can be used to form words. A morpheme

is the smallest unit of meaning within words, including prefixes, suffixes, and bases. All words are made up of one or more morphemes. Students apply their consolidated phonological awareness and phonics knowledge, as well as their developing orthographic and morphological knowledge, to read and spell words in isolation and in various text contexts.

	Kindergarten/Grade 1*	Grade 1	Grade 2	Grade 3	Grade 4
Knowledge and skills: applying phonics knowledge in reading and spelling	Reading and spelling CV, VC, and CVC words made of phonics patterns they have learned	Reading and spelling CVC, CCVC, CVCC, CCVCC, and CVCe words made of phonics patterns they have learned	Consolidating phonics knowledge in word reading and spelling increasingly complex multisyllabic words, with developing automaticity	Applying word reading and spelling skills to complex multisyllabic words, with increasing automaticity	
Looks like...	<ul style="list-style-type: none"> applying grapheme-phoneme correspondences (see B2.3) to word reading and spelling: <ul style="list-style-type: none"> when reading a word, identifying the graphemes of the word, saying the corresponding phonemes, and blending them together when spelling a word, identifying the phonemes they hear in the word and representing each phoneme with a grapheme 	<ul style="list-style-type: none"> applying grapheme-phoneme correspondences (see B2.3) to word reading and spelling: <ul style="list-style-type: none"> when reading a word, identifying the graphemes of the word, saying the corresponding phonemes, and blending them together when spelling a word, identifying the phonemes they hear in the word and representing each phoneme with a grapheme identifying the vowels of a multisyllabic word, splitting the word into its syllables, blending each syllable, and then blending each word 	<ul style="list-style-type: none"> applying phonics to read the individual syllables of multisyllabic words adjusting for close approximations when reading words, such as by flexing vowel sounds, adjusting syllable stress and schwa (unstressed vowel sound), known as <i>set for variability</i> 	<ul style="list-style-type: none"> adjusting for close approximations when reading words such as by flexing vowel sounds, adjusting syllable stress and schwa (unstressed vowel sound), known as <i>set for variability</i> 	
Knowledge and skills: applying orthographic knowledge in reading and spelling	<ul style="list-style-type: none"> Developing an understanding that there are multiple ways to spell some phonemes and choosing between multiple graphemes to spell a phoneme Using the position of the grapheme or phoneme and their knowledge of position-based tendencies, as necessary, to support spelling and determine accurate pronunciation when reading <p>(Note: Instruction in grapheme-phoneme correspondence should focus on teaching students the “most common spelling” grapheme for that phoneme in that position to support students in making the correct choices when reading and spelling. Orthographic knowledge cannot be taught in isolation and needs to be practised and applied in word decoding and spelling.)</p>				

	Kindergarten/Grade 1*	Grade 1	Grade 2	Grade 3	Grade 4
Looks like...	<ul style="list-style-type: none"> reading and spelling words using phonemes and corresponding graphemes that have been explicitly taught 	<ul style="list-style-type: none"> reading and spelling words using phonemes and corresponding graphemes that have been explicitly taught beginning to use the most common spellings for phonemes with multiple graphemes. For example, for a /k/ sound at the end of a word after a short vowel, the most common spelling is <-ck> learning common endings in spelling patterns: <ul style="list-style-type: none"> long VCC (<-ild>, <-old>, <-ind>, <-olt>, <-ost>) long vowel <y>, <ī>, and <ē> consonant <-le> (e.g., <i>bundle</i>) learning spellings of graphemes related to the /k/ sound (<k> before <e>, <i>, <y>; <c> before all other letters; <ck> follows a short vowel at the end of one-syllable words) learning the most frequent spellings for some final consonant sounds directly after a short vowel: <ul style="list-style-type: none"> <-tch> = /ch/ <-dge> = /j/ the FLSZ spelling rule (i.e., <-ff>, <-ll>, <-ss>, <-zz>) learning the I J U V spelling rule (these letters do not generally end a word) and that words ending in /v/ will end in <e> learning plural <-s> vs. <-es> learning irregular plurals learning positional spellings: <ul style="list-style-type: none"> <ai> vs. <ay> <oi> vs. <oy> <ou> vs. <ow> learning suffix spelling changes: <ul style="list-style-type: none"> doubling rule for <-ed>, <-ing> doubling rule for <-er>, <-est> dropping <-e> rule <-y> to <i> rule 	<ul style="list-style-type: none"> reading and spelling words using phonemes and corresponding graphemes that have been explicitly taught using the most common spellings for phonemes with multiple graphemes. For example, for a long /o/ in the middle of a word, <o-e> is the most common spelling, followed by <oa> consolidating common ending spelling patterns and suffix spelling changes through systematic review becoming familiar with low-frequency spellings: <ul style="list-style-type: none"> <-ar>, <-or> = /er/ (e.g., <i>dollar</i>, <i>doctor</i>) <air>, <are>, <ear> = /air/ <ear> = /ear/ (e.g., <i>bear</i>) alternate long /ā/: <ei>, <ey>, <eigh>, <ea> alternate long /u/: <ew>, <eu>, <ue> = /yū/; <ou> = /ü/ (e.g., <i>soup</i>) <ough> = /aw/ signal vowels (<e>, <i>, <y>) for soft <c> and soft <g> <ch> = /sh/, /k/; <gn> = /n/; <gh> = /g/ 	<ul style="list-style-type: none"> consolidating the concepts learned in previous grades through systematic review using the most common spellings for phonemes with multiple graphemes. For example, for a long /ē/ in the middle of the word, <ee> is the most common spelling, followed by <ea> 	

	Kindergarten/Grade 1*	Grade 1	Grade 2	Grade 3	Grade 4
Knowledge and skills: applying morphological knowledge in reading and spelling	<ul style="list-style-type: none"> Understanding that words consist of bases that convey meaning and that can be modified with affixes (prefixes and suffixes) to change the meaning of the word. Adding prefixes and/or suffixes may have three other impacts on the resulting words: <ul style="list-style-type: none"> changing the word's function or role in a sentence (e.g., changing a verb to a noun); changing the word's pronunciation (e.g., medic vs. medicine); and/or uncommonly, changing the word's spelling (e.g., hop vs. hopping, divide vs. division) Developing the ability to segment words into recognizable morphemes and to apply their morphological knowledge to spell and read longer and more complex words 				
Looks like...	<ul style="list-style-type: none"> beginning to use suffixes, including: -s, -es, -ed, -ing recognizing that some suffixes can be pronounced in different ways (e.g., -s can be /s/ as in "cats" and /z/ as in "dogs") orally working with groups of words with the same base (e.g., play, playing, playdate) recognizing affixes in oral or written language recognizing compound words during oral activities 	<ul style="list-style-type: none"> using prefixes, including: un-, re-, in- (not), dis- using suffixes, including: -ing, -er/-or, -est, -ly applying suffixes with and without base changes, including three common suffixing patterns: doubling, e-drop, and changing y to i understanding the three sounds of -ed and applying them to spelling using compounding to join bases (e.g., for <i>book</i>, note + <i>book</i> = <i>notebook</i>, <i>book</i> + <i>shelf</i> = <i>bookshelf</i>), and affixing when appropriate 	<ul style="list-style-type: none"> using prefixes, including: pre-, de-, a- (schwa), co-, uni-, bi-, tri-, mis-, dis- using suffixes, including: -ion, -ure, -er, -or, -ist, -ish, -y, -ness, -less, -able/-ible, -ful understanding that derivational affixes not only change the meaning of the word, but also can change the part of speech recognizing that as affixes are added, pronunciation may shift adjusting syllable stress and schwa to produce the correct pronunciation exploring derivational word families while adding affixes to a learned base (e.g., changing a verb to a noun: <i>instruct</i> + <i>ion</i> = <i>instruction</i>) 	<ul style="list-style-type: none"> using prefixes, including: trans-, post-, inter-, intra-, over-, under-, sub-, non-, in-/im- (in/into), anti-, mid- using suffixes, including: -ic, -al/-ial, -ous, -ive using adverbs (e.g., recognizing and using suffixes to form adverbs that describe a specific manner, period of time, or order: -y, -ly, -ful, -less) recognizing and using bound bases understanding how words move across grammatical boundaries depending on their use and context (e.g., <i>The students enjoyed their success</i> (noun). → <i>The student was successful</i> (adjective) and <i>passed the test.</i> → <i>We are successful</i> (adjective). → <i>She successfully</i> (adverb) <i>climbed the mountain.</i>) using derivational families to support spelling words with a schwa sound (e.g., students can use <i>define</i> to choose a grapheme for the schwa in <i>definition</i>) 	<ul style="list-style-type: none"> using prefixes, including: fore-, super-, semi-, en-/em- using suffixes, including: -ant, -ent, -ate, -ism understanding how words move across grammatical boundaries depending on their use and context (e.g., <i>The students enjoyed their success</i> (noun). → <i>The student was successful</i> (adjective) and <i>passed the test.</i> → <i>We are successful</i> (adjective). → <i>She successfully</i> (adverb) <i>climbed the mountain.</i>) using derivational families to support spelling words with a schwa sound (e.g., students can use <i>define</i> to choose a grapheme for the schwa in <i>definition</i>)
Knowledge and skills: words with irregularities	<ul style="list-style-type: none"> Applying developing phonological, grapheme-phoneme correspondence, orthographic, and morphological knowledge to decode and spell words with irregularities Memorizing irregular grapheme-phoneme correspondences for instances where phonological, orthographic, and morphological information cannot be used through meaningful practice, multiple exposures to the word, and explicit instruction, instead of memorizing words as whole units 				
Looks like...	<ul style="list-style-type: none"> applying phonological, orthographic, and morphological knowledge to decode and encode the parts of irregular words that are regular learning the unexpected portions of these words to support word reading and spelling. For example, students could use orthographic knowledge to decode and encode the first and last sound of the word <i>what</i>, but they would memorize the vowel pattern. For example, in the word <i>put</i>, students use grapheme-phoneme correspondences to decode the <p> and <t> and memorize that the <u> has an unexpected pronunciation. 			<ul style="list-style-type: none"> applying phonological, orthographic, and morphological knowledge to decode and encode the parts of irregular words that are regular learning the unexpected portions of these words to support word reading and spelling. For example, students could use orthographic knowledge to decode and encode the first and last sound of the word <i>what</i>, but they would memorize the vowel pattern. For the word <i>should</i>, students could use grapheme-phoneme correspondence to spell the /sh/ and apply the <-ould> spelling pattern found in common words such as <i>could</i> and <i>would</i>. 	

Vocabulary

Grade 1: B2.7; Grades 2–3: B2.4; Grade 4: B2.2

The process of developing vocabulary involves acquiring new words and understanding their meanings when reading and listening and writing and speaking. In learning new words, students learn the meaning, usage, form, and relationship to other words, and build the breadth and depth of their vocabulary.

Some words have different meanings in different contexts. In learning words, students should link the meanings and features of the words, such as their semantic features. The semantic features identify similarities and differences between words, which helps link new words to students' existing word schemas.

Words have different roles and utilities in spoken and written language. *Tier 2* words are found in written language as

well as in oral language in the classroom and are useful across many different content areas. These words have high utility for students and should be the focus of explicit vocabulary instruction. Tier 1 words are those that frequently occur in spoken language, while Tier 3 words are generally specific to a particular content area and have less broad utility for students.

Vocabulary is developed through both explicit instruction of words and implicit learning from working with oral language and written texts in various contexts.

	Kindergarten/Grade 1*	Grade 1	Grade 2	Grade 3	Grade 4
Knowledge and skills: networks and features of words	Linking the meanings and features of new words, such as linking semantic features to their existing word schemas				
Looks like...	<ul style="list-style-type: none"> • learning the meaning of new words and deepening understanding of somewhat familiar words by relating these to known words and concepts (knowledge networks) • demonstrating an understanding of the meaning of words by sorting, categorizing, and classifying them based on semantic features • linking new words to previously learned words based on their semantic features • recognizing that certain words have multiple meanings, which may cross over various parts of speech or grammatical functions. For example, <i>I tripped on some rocks (noun). This movie rocks (verb).</i> • using words flexibly, adding new meanings to previously learned words, enhancing the depth of their vocabulary 				

	Kindergarten/Grade 1*	Grade 1	Grade 2	Grade 3	Grade 4
<p>Looks like... (cont'd)</p>	<ul style="list-style-type: none"> With teacher support and direct instruction, demonstrating an understanding of categories by being able to sort and resort pictures, objects, photographs, or written words into various categories and then sorting the items into subcategories (e.g., sorting pictures of foods and clothing into two different categories and then sorting each category further into food groups or clothing worn during different seasons) demonstrating an understanding of antonyms that relate to everyday events and refer to attributes, position, location, size, age, and some simple concepts of time and quantity (e.g., on-off, hot-cold, winter-summer, day-night, large-small, full-empty, all-none, beginning-end) with teacher support, demonstrating an increasing awareness and understanding of words with multiple meanings (e.g., a <i>bat</i> is an animal but also a tool for playing baseball) 	<ul style="list-style-type: none"> demonstrating an understanding of categories by being able to sort and resort pictures, objects, photographs, or written words into various categories and then sorting the items into subcategories (e.g., sorting pictures of foods and clothing into two different categories and then sorting each category further into food groups or clothing worn during different seasons) providing definitions, including a category and an example, for routine or content-based words that they have learned through explicit instruction (e.g., Happy is a feeling. <i>You feel happy when you see your friend.</i>) demonstrating an understanding of antonyms that relate to everyday events and refer to attributes, position, location, size, age, time, and quantity (e.g., yesterday-tomorrow, first-last, cool-warm, add-subtract, above-beneath) with teacher support, beginning to develop an understanding of synonyms with teacher support, demonstrating an increasing understanding of words with multiple meanings (e.g., pop) and an understanding that different meanings may serve different functions in a sentence (e.g., <i>pop</i> can be a noun or a verb) with teacher support, beginning to demonstrate an understanding that words can vary slightly in meaning and are used in specific situations (e.g., jog, sprint, run), and that words may be organized on a scale (e.g., freezing, cold, cool, tepid, warm, hot, scalding) 	<ul style="list-style-type: none"> demonstrating an understanding of, and generating, a variety of synonyms and antonyms shifting between the multiple meanings of words depending on context, with some support from the teacher demonstrating an understanding that words can vary slightly in meaning (e.g., eat vs. devour) and increasing their ability to use words accurately in specific contexts (e.g., <i>I ate my pizza at lunch vs. I was so hungry at lunch that I devoured my pizza</i>) 	<ul style="list-style-type: none"> building awareness and understanding that words can have a literal as well as a figurative meaning and using context to distinguish between the meanings (e.g., <i>My sister is a night owl.</i>) shifting between the multiple meanings of words depending on context distinguishing shades of meaning between cognitive verbs (e.g., know vs. believe vs. suspect) demonstrating an understanding of puns 	<ul style="list-style-type: none"> demonstrating an understanding that words can have a literal as well as a figurative meaning and using context to distinguish between the meanings (e.g., <i>My finger was cut by a sharp blade of grass.</i>) shifting between the multiple meanings of words depending on context recognizing, and continuing to acquire the meanings of, various metaphors, similes, idioms, and other figures of speech explaining words with figurative meanings, such as metaphors distinguishing between synonyms that have similar but not exactly the same meanings (e.g., say, speak, tell, state)

	Kindergarten/Grade 1*	Grade 1	Grade 2	Grade 3	Grade 4
Knowledge and skills: independent word-learning strategies	Developing strategies to determine the meaning of words in oral language and text				
Looks like...	<ul style="list-style-type: none"> learning the meaning of unfamiliar words through looking outside the word (i.e., using context, including examples, synonyms, and antonyms) and looking inside the word (i.e., using morphological and structural analysis) applying their developing morphological knowledge to support their understanding of the meaning of new words (e.g., take the sentence <i>Ted's backyard was too small, so he wanted to look for one that was more spacious</i>. Students can use the sentence context, as well as morphological information about the base space, to determine the meaning of the unknown word) 				
	<ul style="list-style-type: none"> beginning to build an awareness and self-monitoring of when they do not understand new spoken words and beginning to clarify the meanings, with teacher support 	<ul style="list-style-type: none"> demonstrating an awareness of when they do not understand new spoken words and clarifying the meanings (e.g., spontaneously state that they do not understand a word and ask for a definition) 	<ul style="list-style-type: none"> clarifying the meanings when they do not understand spoken or written words by accessing resources such as a dictionary, a thesaurus, or a glossary (printed or digital) 	<ul style="list-style-type: none"> independently seeking clarification of the meanings of unfamiliar words and phrases by accessing resources such as a dictionary, a thesaurus, or a glossary (printed or digital) 	
Knowledge and skills: Tier 2 words	Developing and integrating their understanding of Tier 2 words (those used in written language as well as in oral language) in the classroom across different content areas				
Looks like...	<ul style="list-style-type: none"> using Tier 2 words (e.g., analyze, compare) that have been explicitly taught in various subject areas (e.g., science, social studies) across multiple contexts using Tier 2 words when engaging in conversations, asking and answering questions, and using new vocabulary in different contexts 				
Knowledge and skills: applying morphological knowledge to vocabulary	Applying an understanding that words are composed of morphemes, which are units of meaning within a word, and using knowledge of morphemes to support learning of the meaning of words				
Looks like...	<ul style="list-style-type: none"> beginning to recognize and use their understanding of high-frequency morphemes (e.g., -s) to gain a deeper understanding of words (e.g., the word <i>dogs</i> means there is more than one dog because it ends in -s) 	<ul style="list-style-type: none"> beginning to recognize and use an understanding of high-frequency morphemes (e.g., re-, -ly) to figure out the meaning of unknown words they hear, with teacher support 	<ul style="list-style-type: none"> using morphological knowledge, as well as understanding of grammar and sentence structure, to infer the meanings of words 	<ul style="list-style-type: none"> using morphological knowledge, as well as understanding of grammar and sentence structure, to determine the meaning of unfamiliar content words (e.g., evaporate-evaporation-vapour) 	<ul style="list-style-type: none"> using morphological knowledge, as well as understanding of grammar and sentence structure, to determine the meaning of unfamiliar content words (e.g., evaporate-evaporation-vapour)

Reading Fluency: Accuracy, Rate, and Prosody

Grade 1: B2.8; Grades 2–3: B2.5; Grade 4: B2.3

Fluency is the ability to read text accurately, at an appropriate pace, with expression. It is the bridge between word recognition and comprehension. As decoding is automatized, students increase their ability to read texts fluently, freeing cognitive resources to focus on the meaning of the texts. First and foremost, reading fluency relies on accuracy. Students

must integrate subskills such as fluent word recognition to read words accurately, which, in turn, supports their reading of sentences and paragraphs with accuracy and fluency. Additionally, students should be able to read texts with appropriate pacing, and with expression and intonation that facilitate comprehension and convey meaning.

	Kindergarten/Grade 1*	Grade 1	Grade 2	Grade 3	Grade 4
Knowledge and skills: accuracy, rate, and prosody	<ul style="list-style-type: none"> Integrating fluent word recognition to read words accurately and to support their reading of texts with accuracy and fluency Reading texts with appropriate pacing, with expression and intonation that facilitate comprehension and convey meaning 				
Looks like...	<ul style="list-style-type: none"> naming letters accurately and automatically identifying the sound for a grapheme with increasing accuracy and automaticity beginning to develop accurate word reading at the single-word level based on knowledge of grapheme-phoneme correspondences reading decodable text aloud with accuracy and beginning to develop automaticity 	<ul style="list-style-type: none"> identifying the sound for a grapheme accurately and automatically developing accurate and effortless word identification at the single-word level, based on learned grapheme-phoneme correspondences and learned irregular words recognizing high-frequency words effortlessly reading decodable text aloud with increasing automaticity and accuracy and with appropriate pacing to support comprehension 	<ul style="list-style-type: none"> reading a variety of texts with automaticity and accuracy and with appropriate pacing for the grade to support comprehension of grade-level texts recognizing irregular and high-frequency words using decoding strategies to work through new words and demonstrating automaticity when reading all other words recoding (rereading) words that were newly decoded to increase word reading fluency using knowledge of punctuation to pause appropriately at longer phrase boundaries and to read with intonation and expression 	<ul style="list-style-type: none"> reading a variety of texts with automaticity and accuracy and with appropriate pacing for the grade to support comprehension of grade-level texts using decoding strategies to work through new words and demonstrating automaticity when reading all other words recoding (rereading) words that were newly decoded to increase word reading fluency using knowledge of sentence structure to parse sentences and to pause appropriately when punctuation is not provided 	<ul style="list-style-type: none"> reading a variety of texts with automaticity and accuracy, with appropriate pacing for the grade, and using expression and intonation to support comprehension and in accordance with the purpose of reading using decoding strategies to work through new words and demonstrating automaticity when reading all other words recoding (rereading) words that were newly decoded to increase word reading fluency using knowledge of sentence structure to parse sentences and to pause appropriately when punctuation is not provided

Language Conventions Continuum for Reading and Writing, Grades 1–9, Overall Expectation B3

Ontario Language Curriculum, Grades 1 to 8, and Ontario English Curriculum, Grade 9, 2023

The chart that follows shows the language conventions associated with syntax and sentence structure, grammar, and capitalization and punctuation that students are expected to learn and apply through oral communication, reading, and writing. The chart indicates a continuum of learning – that is, initial development, consolidation, and refinement – stretching from Grade 1 to Grade 9. This continuum of learning refers to the approximate windows of time when students are initially developing, consolidating, and refining the use of these conventions **in their own writing**. While the chart indicates the windows when students are using the given structures in their writing, they will likely be adeptly using and understanding these conventions in oral language much earlier.

These language conventions need to be introduced and developed within the contexts of writing, reading, and oral communication, rather than in isolation, so that students can learn to use them to communicate and comprehend in meaningful ways. Emphasis should be placed on the function and role of a structure within a sentence, instead of simply its name. Although learning is embedded in context, instruction should still follow a thoughtful, purposeful sequence, systematically teaching conventions from simple to complex. Instruction should focus on supporting students in understanding the function of these conventions in well-crafted sentences, and in using them to build correct, sophisticated sentences that effectively communicate meaning.

Legend

Initial Development (I)	<ul style="list-style-type: none">• Initial Development of Learning: Introduce the use of the concept in writing in a contextualized way according to students' needs• Students build on their oral grammatical knowledge during writing and reading activities
Consolidation (C)	<ul style="list-style-type: none">• Consolidation of Learning: Consolidate the concept in writing within planned learning in a contextualized way according to students' needs• Students identify, formulate, verify, and apply their grammatical knowledge during writing and reading activities
Refinement (R)	<ul style="list-style-type: none">• Refinement of Learning: Refine students' understanding by providing opportunities for them to apply the concept to new contextualized learning• Students refine their grammatical knowledge and apply it with proficiency during writing and reading activities

B3.1 Syntax and Sentence Structure	1	2	3	4	5	6	7	8	9
simple sentences: declarative (e.g., The dog barks loudly all day.)	I	C	C	R					
simple sentences: imperative (e.g., Please turn on the water.)	I	C	C	R					
simple sentences: interrogative (e.g., Where is the library book on structures?)	I	C	C	R					
simple sentences: exclamatory (e.g., I am excited and happy to see my friend!)	I	C	C	R					
compound sentences (e.g., Sherice sings in a band and sometimes she plays drums.)	I	C	C	C	C	C	C	C	R
complex sentences (e.g., It is freezing outside because it is winter.)			I	C	C	C	C	C	C
complex sentences with adverbial clauses (e.g., <i>While Amer is a big fan of soccer</i> , he prefers cricket.)			I	C	C	C	C	C	C
independent clauses (e.g., Swati reads articles, and Hong enjoys novels.)				I	C	C	C	C	R
dependent clauses (e.g., <i>After Nagamo wrote her first novel last year</i> , she decided to write a second novel.)				I	C	C	C	C	R
compound-complex sentences (e.g., Since Mykola is allergic to wheat, he could not have the rolls he made, but he could have the soup.)					I	C	C	C	C
sentence fragments and run-on sentences					I	C	C	C	R
complex sentences with adjective or relative clauses (e.g., The crowd, <i>who looked happy</i> , danced across the street.)						I	C	C	C
complex sentences with prepositional clauses (e.g., <i>While we were playing football</i> , the ball thrown by my friend went into the lake.)							I	C	R

B3.2 Grammar	1	2	3	4	5	6	7	8	9
common nouns (e.g., firefighter, drum, park)	I	C	R						
singular nouns (e.g., teacher, eraser, notebook)	I	C	R						
plural nouns (e.g., students, desks, berries)	I	C	R						
the pronoun "I"	I	C	R						
verb tense: past (e.g., Hiro <i>walked</i> home from school.)	I	C	C	C	C	C	R		
verb tense: present (e.g., Maham <i>draws</i> hearts on all her homework.)	I	C	C	C	C	C	R		
verb tense: future (e.g., Chi <i>will write</i> the email after lunch.)	I	C	C	C	C	C	R		
common adjectives (e.g., bumpy, brown, delicious, brilliant)	I	C	C	R					

B3.2 Grammar (continued)	1	2	3	4	5	6	7	8	9
common conjunctions (e.g., when, so what, whether, unless)	I	C	C	C	C	C	C	C	R
abstract nouns (e.g., peace, joy, imagination, reconciliation)		I	C	C	R				
collective nouns (e.g., fleet, bunch, cluster, batch)		I	C	C	R				
personal pronouns: subject (e.g., you, he, she, it, they, we)		I	C	C	C	R			
personal pronouns: object (e.g., you, her, him, it, them, us)		I	C	C	C	R			
personal pronouns: possessive (e.g., my, mine; your, yours; their, theirs; our, ours)		I	C	C	C	R			
forms of the verb "to be" (e.g., am, are, be, was, being)		I	C	C	C	C	C	C	R
comparative adjectives (e.g., She is <i>younger</i> than her brother.)		I	C	C	C	R			
superlative adjectives (e.g., They use the <i>smallest</i> bag to carry their groceries.)		I	C	C	C	R			
coordinating conjunctions (e.g., Karim can be a plumber, or he can be a welder.)		I	C	C	C	C	C	C	R
subordinating conjunctions (e.g., You need to walk slowly <i>because</i> you may fall on the ice.)		I	C	C	C	C	C	C	R
recognition of the words that adverbs modify (e.g., The principal <i>spoke</i> calmly during the meeting.)		I	C	C	C	C	C	R	
possessive nouns (e.g., women's, man's, students')			I	C	C	R			
linking verbs (e.g., to be, to become, to seem)			I	C	C	C	C	C	R
progressive tense (e.g., He <i>was writing</i> an email when the phone rang.)			I	C	R				
interrogative adjectives (e.g., what, which, whose)			I	C	C	R			
prepositions (e.g., in, at, on, in front of, next to)			I	C	C	C	C	R	
interjections (e.g., wow, hey, ouch)			I	C	C	R			
relative pronouns (e.g., The woman <i>who</i> called earlier did not leave a message.)				I	C	C	C	C	C
perfect tense (e.g., You <i>have shopped</i> in that store.)				I	C	C	C	C	R
interrogative verbs (e.g., <i>Did</i> you break my favourite toy?)				I	C	C	C	C	C
imperative verbs (e.g., <i>Place</i> your order in the next five minutes.)				I	C	C	C	C	C
pronouns as adjectives (e.g., <i>Neither</i> came at the time of the meeting.)				I	C	R			

B3.2 Grammar (continued)	1	2	3	4	5	6	7	8	9
direct objects for nouns (e.g., They promised the children new <i>bicycles</i> .)					I	C	C	C	C
intensive pronouns (e.g., <i>He himself</i> was responsible for his success in sports.)					I	C	C	C	C
reflexive pronouns (e.g., She bought <i>herself</i> a mango.)					I	C	C	C	C
proper adjectives (e.g., There are ten <i>Canadian</i> provinces and three territories.)					I	C	C	R	
correlative conjunctions (e.g., <i>Either</i> we walk to school <i>or</i> we ride our bicycles.)					I	C	C	C	R
gerunds as nouns (e.g., <i>Running</i> is my favourite summer activity.)						I	C	C	C
distinguish and convert between active voice for verbs (e.g., The cat <i>chases</i> the mouse.) and passive voice for verbs (e.g., My first day of school is one that <i>will always be remembered</i> .)						I	C	C	C
prepositional phrases (e.g., Look <i>to your right</i> and you will see the garage.)						I	C	C	C
indirect objects (e.g., They gave <i>me</i> a pencil.)							I	C	C
predicate nouns (e.g., My favourite hobby is <i>camping</i> .)							I	C	C
predicate adjectives (e.g., That music sounds <i>wonderful</i> .)							I	C	C
participles (e.g., The boys <i>sitting</i> on the bench were talking.)							I	C	C
adverbial phrases (e.g., The person was cheering <i>very loudly</i> .)							I	C	C

B3.3 Capitalization and Punctuation	1	2	3	4	5	6	7	8	9
capital letters at the beginning of sentences (e.g., We walked to the park this morning.)	I	C	R						
appropriate punctuation marks at the end of sentences (e.g., The weather is cloudy.)	I	C	R						
capital letters for proper nouns (e.g., My family travelled from <i>Brantford</i> to <i>Toronto</i> by train.)		I	C	R					
commas to separate items in lists (e.g., I like to skate, sled, and snowshoe in the winter.)		I	C	R					
apostrophes for possessives (e.g., <i>Ira's</i> sister was late to meet him for lunch.)		I	C	C	R				
quotation marks for direct speech (e.g., Maia said, "I am busy now.")		I	C	C	C	R			
capital letters in dialogue (e.g., The woman exclaimed, "We are so happy that you enjoyed your day.")			I	C	C	C	C	C	R
capitals for words in titles (e.g., The book was called <i>The Journey across Canada</i> .)			I	C	C	R			

B3.3 Capitalization and Punctuation <i>(continued)</i>	1	2	3	4	5	6	7	8	9
commas and quotation marks to mark direct speech and direct quotations from texts (e.g., "Free bus passes for all students," said Mr. Bond.)			I	C	C	C	C	R	
apostrophes for contractions (e.g., <i>It's</i> a nice day outside.)			I	C	C	R			
capital letters for proper adjectives (e.g., They like to eat <i>Indian, Korean, and Japanese</i> food.)				I	C	C	C	C	R
commas to set off nouns of direct address (e.g., Dad, where is my baseball bat?)				I	C	C	C	R	
quotation marks to indicate the title of a short work (e.g., "The Peaceful Day" is a short story.)				I	C	C	R		
commas to set off advanced phrases or clauses, such as appositives and participles (e.g., The store owner, who sells fruit and vegetables, has one child.)					I	C	C	C	C
colons for introducing a list after a complete sentence (e.g., There were many colours in the painting: red, purple, and green.)					I	C	C	R	
colons in formal letters and memo salutations (e.g., To whom it may concern:)						I	C	C	R
colons to indicate new speakers in script dialogue (e.g., Narrator: The curtain opens to a large sunny window.)						I	C	C	R
commas after transitional words or phrases (e.g., Lastly, you place the taco on the plate.)						I	C	C	R
colons to introduce a quotation after a complete sentence (e.g., This phrase recurs throughout the film: "Pass the rice.")							I	C	R
semicolons to separate two independent clauses (e.g., I went to the market; I forgot to buy corn soup.)							I	C	C
commas to set off conjunctive adverbs (e.g., Your dog got into the neighbour's yard; in addition, he dug up the flowers.)							I	C	C
ellipses or dashes to indicate an admission, a pause, or a break (e.g., Yesterday he enrolled...in art instead of music.)							I	C	C

Glossary

The definitions provided in this glossary are specific to the curriculum context in which the terms are used

academic vocabulary

Words used in academic dialogue and texts. Academic vocabulary is less common in general conversation. Examples include: *approach*, *concept*, and *distribution*. Also called *Tier 2 words*. (Compare **domain-specific words**.) See also **tiers of vocabulary**.

affix

A morpheme attached to the beginning or end of a base to modify its meaning. Affixes are bound morphemes; they cannot stand alone. Prefixes and suffixes are both affixes. See also **prefix**, **suffix**.

allegory

A story, poem, or picture that can be interpreted to reveal a hidden meaning. Each character or event may be a symbol representing an idea or quality.

alliteration

The deliberate repetition of sounds or syllables, especially initial consonants, for stylistic effect. For example, “**P**eter **P**iper **p**icked a **p**eck of **p**ickled **p**eppers” and “the **s**nake **s**lithers **s**lowly”.

allusion

A brief reference, explicit or implicit, to a place, person, event, or to a part of another text.

alphabetic knowledge

Knowledge of the letters of the alphabet by name and an understanding of alphabetic order.

analogy

A literary device that involves a comparison of two otherwise unlike things, for the purpose of explanation or clarification.

anthropomorphism

The attribution of human characteristics or behaviour to what is not human, such as an animal or object.

antonym

A word opposite in meaning to another word (e.g., *hot/cold*).

assonance

The deliberate repetition of similar vowel sounds for stylistic effect (e.g., *feel/clean*).

automaticity

The ability to use skills or perform procedures accurately with little or no mental effort. Automaticity in reading and spelling refers to the ability to decode and spell words quickly and accurately without having to stop and think about each letter or sound in the word. In general, automaticity develops with practice.

base

A structural element that forms the foundation of a written word; any unit of a word to which affixes can be added. (e.g., *act* is the base of *acted*, *action*, *activity*, *activate*, *react*). Types of bases include:

- **bound base.** A base that requires an affix to form a word (e.g., -ject in *inject* and *project*).
- **free base.** A base that forms a word on its own (e.g., *eat*, *date*, *weak*).

bias

An opinion, preference, prejudice, or inclination that limits an individual's or group's ability to make fair, objective, or accurate judgements. Bias may occur in any text. *Explicit bias* refers to attitudes and opinions that are consciously held and conveyed in texts. *Implicit bias* refers to unconscious attitudes or stereotypes conveyed in texts that may influence an audience's thoughts, feelings, and behaviour.

blending

An aspect of phonemic awareness that involves the ability to combine individual phonemes (sounds) to form words. (Compare **segmenting**.)

bound base

See **base**.

capitalization

The use of a capital letter to begin a sentence; to indicate a proper noun, a personal title, an acronym, or an initialism; and to set off important words in titles and headings.

clause

A group of words containing a subject and a verb that are related to one another. All sentences must contain at least one clause.

- **independent clause.** A clause that expresses a complete thought and can stand on its own as a simple sentence.
- **dependent clause.** A clause that does not express a complete thought and cannot stand on its own as a sentence. Also called a *subordinate clause*.

coherence

The underlying logical connectedness of the parts of an oral, written, visual, or multimodal text. A paragraph is coherent if all of its sentences are connected logically so that they are easy to follow. An essay is coherent if its paragraphs are logically connected.

cohesive ties

Words or phrases, including anaphors, synonyms, conjunctions, and pronouns, used to integrate information within and across sentences and to link and connect ideas in a text. Also called *cohesive devices*.

compound word

A word made from two or more words (e.g., *sunshine, snowball, football*).

comprehension

The ability to understand and draw meaning from texts.

comprehension strategies

A variety of strategies that students use before, during, and after listening, reading, and viewing to construct meaning from texts, including: activating and using background and prior knowledge; making predictions; monitoring comprehension (e.g., visualizing; generating and asking questions; making connections); summarizing; and reflecting on their learning.

consonance

The deliberate repetition of similar consonant sounds for stylistic effect (e.g., *stroke/luck*).

consonant

A speech sound (e.g., /p/, /g/, /n/) made by completely or partly stopping the flow of air through the breath channel. *See also* **vowel**.

continuous sound

A sound that can be stretched out or elongated. Examples include /f/, /m/, and /s/. All vowels make continuous sounds. (*Compare* **stop sound**.)

conventions

Accepted practices or rules in the use of language, and of features in a text form or genre. Some conventions help convey meaning (e.g., punctuation and grammar in written texts); some describe accepted practices in a genre (e.g., the main characters in children's books should be children or animals; locations in horror films should be dark and secluded) and some describe rules for the presentation of content (e.g., sizes of margins and indents in an academic essay). Oral, written, visual, and multimodal texts each have their own conventions that influence the way we interpret their meanings. *See also* **genres, text features, text form**.

critical analysis

The process of examining the ideas, arguments, and evidence presented in a text, assessing their credibility or reliability, considering different perspectives, and drawing conclusions.

critical thinking

The process of thinking about ideas or situations in order to understand them fully, identify their implications, make a judgement, and/or guide decision making. Critical thinking includes skills such as questioning, predicting, analyzing, synthesizing, examining opinions, identifying values and issues, detecting bias, and distinguishing between alternatives.

cultural elements

See elements of text.

cultural text

This text form includes sign systems, storytelling tools, and symbols that contribute to and shape a society's culture. Cultural texts have underlying cultural, historical, and/or social meanings. They either require certain cultural knowledge to be understood, are produced through a certain cultural context or, as most texts do, become representative of a culture's beliefs and values. For example, an Indigenous-specific cultural text form, which may include elements of material culture, expresses and communicates beliefs and values in a First Nations, Métis, or Inuit culture and embodies cultural and social perspectives and meanings, in relation to their use in contemporary and historical contexts (e.g., clothing, regalia, oral teachings, stories, songs, music, dances, carvings, cultural practices, and languages). Some cultural text forms are protected, according to a culture's traditions. It is therefore critical for individuals to understand that it may be necessary for them to engage with and seek direction from the specific communities from which a cultural text form originates before using it. Understanding the conventions and symbols used within a specific cultural context is necessary to interpret cultural text forms effectively.

culturally responsive and relevant text

A text that engages readers' interests as it considers or connects the identities, backgrounds, lived experiences, perspectives, and knowledges of the reader.

cursive writing

A style of handwriting where the letters are rounded and joined together in a flowing manner, generally for the purpose of making writing faster.

decodable text

Text that contains words reflecting grapheme-phoneme correspondences and morphological patterns that have been explicitly and systematically taught to early readers. Decodable texts are used in early reading instruction to practice phonics skills. *See also grapheme-phoneme correspondence, morphology, phonics.*

decoding

The process of applying phonemic awareness and knowledge of grapheme-phoneme correspondence, including knowledge of letter-sound patterns, to sound out words. (*Compare encoding*). *See also grapheme-phoneme correspondence, phonemic awareness.*

derivational affix

An affix by means of which one word is formed (derived) from another. Adding a derivational affix to a base is one of the most common ways of deriving a new word in English. Most affixes are Greek, Latin, or Anglo-Saxon in origin.

derivational family

A word family made up of all the words derived from the same base.

dialogue

A conversation between two or more characters in a story, or by two actors in a play or film.

digital media literacy

The skills, strategies, mindsets, dispositions, and social practices that enable people to creatively and critically participate in digitally networked contexts. Digital media literacy includes the ability to combine the multimodal properties of media literacy with the technological capabilities of digital literacy.

digital text

A text created, stored, and transmitted in a digital form (e.g., web page, social media post, email, computer graphic).

digraph

A combination of two letters representing one sound (e.g., consonant digraphs: ph, sh, ch, etc., and vowel digraphs: ar, ea, ir, er, oa, ue, etc.)

diphthong

A sound formed by the combination of two vowels in one syllable. Diphthongs are sometimes called *gliding vowels* because the sound is made by moving from one vowel to the next.

disinformation

False information that is deliberately spread. Disinformation is a subcategory of misinformation. (*Compare* **misinformation**.)

domain-specific context

The particular field or area of knowledge that is relevant to a given communication. Communication within a domain may involve specialized knowledge, styles, conventions, and terminology.

domain-specific words

Terms that are specific to a field of study and are not typically encountered in everyday reading. Also called *Tier 3 words*. *See also* **academic vocabulary, tiers of vocabulary**.

editing

The making of changes to the content, structure, and wording of drafts to improve the organization of ideas, eliminate awkward phrasing, correct grammatical and spelling errors, and generally ensure that the writing is clear, coherent, and correct. (*Compare proofreading.*) *See also writing process.*

elements of style

Elements and devices used by creators of texts to help create meaning and aesthetically pleasing and distinctive texts. For example, elements of literary style include word choice, sentence structure, and syntax; figurative language; literary devices, rhetorical devices (e.g., repetition, emphasis, dramatic pause); and techniques to add rhythm and sound (e.g., alliteration, onomatopoeia). Elements of visual style include use of colour, line, shape, texture, pattern, and space to achieve harmony, balance, and focus. Elements of style in film include lighting and shooting style. Also called *stylistic elements*. *See also alliteration, figurative language, literary device, onomatopoeia, syntax, word choice.*

elements of text

The characteristic aspects of a particular text form or genre (e.g., the compositional elements of fiction include plot, characters, point of view, setting, style, and theme; audio elements of a film include speech, music, sounds, sound effects, and volume; the elements of an image include colour, composition, line, shape, contrast, repetition, style; cultural elements of texts include the use of cultural symbols, imagery, and motifs, the representation of cultural values, beliefs, and practices, and the historical and social context in which the text was created). *See also genres, point of view, style, text form, theme.*

encoding

The process of applying knowledge of grapheme-phoneme correspondences (also called letter-sounds patterns) to spell words. (*Compare decoding.*)

expressive communication

The process of expressing a message using verbal and/or non-verbal communication. Expressive communication includes writing, speaking, and representing. (*Compare receptive communication.*) *See also representing.*

figurative language

Words or phrases used in a non-literal way to create a desired effect (e.g., metaphors, similes, personification). *See also imagery, literary device.*

flashback

A device used in film and literature that takes the audience from the present moment in a chronological narrative to a scene in the past.

FLSZ rule

Spelling rule in which one-syllable words ending with the sound /f/, /l/, /s/, or /z/ double the last letter. For example, *puff*, *spell*, *hiss*, and *fizz* follow the FLSZ rule. Also called the *floss rule*.

fluency

The ability to identify words accurately and to read text quickly with ease, pace, automaticity, and expression. As they develop fluency, students read expressively, with proper phrasing and punctuation, and gain more meaning from the text.

foreshadowing

A literary device in which a creator provides an indication of future events in the plot.

free base

See **base**.

genres

The types or categories into which texts are grouped. For example, literary genres include: novel, short story, essay, poetry, and drama. See also **conventions**.

grapheme

A letter or a cluster of letters that represent a phoneme in a word. For example, single letters often represent a phoneme (e.g., c, g, t, p) but digraphs (e.g., sh, ch) are common and three or four letters can also represent a single phoneme occasionally (e.g., <igh> in *light* or <eigh> in *eight*). See also **phoneme**.

grapheme-phoneme correspondence

The association between a grapheme and its corresponding phoneme. For example, when a student sees the letter d and articulates the sound /d/ (as in *dog*). Grapheme-phoneme correspondence is also called *letter-sound correspondence*. See also **grapheme, phoneme**.

graphic text

See **visual text**.

hyperbole

A literary device in which exaggeration is used deliberately for effect or emphasis (e.g., *a flood of tears, piles of money*).

idiom

A group of words that, through usage, has taken on a special meaning different from the literal meaning (e.g., *Better late than never!* or *Piece of cake*.)

imagery

Descriptions and figures of speech (e.g., metaphors, similes) used by writers to create vivid mental pictures in the mind of the reader. See also **figurative language, literary device**.

Indigenous Storywork

A framework, described by Stó:lō scholar Jo-ann Archibald, for understanding the characteristics of Indigenous oral narratives and the process of storytelling. Indigenous Storywork establishes a receptive listening context for holistic meaning-making, bringing storytelling into educational contexts and demonstrating how stories have the power to heal the heart, mind, body, and spirit. Indigenous Storywork is built on the seven principles of respect, responsibility, reciprocity, reverence, holism, interrelatedness, and synergy.

inference

A conclusion or opinion reached using reasoning and evidence from a text, based on what the creator states and implies in the text and what the reader brings to the text from their prior knowledge and experience.

- **local inference.** An inference formed based on an understanding of implied information at the local level of sentences and paragraphs.
- **global inference.** An inference based on an understanding of implied information in the whole text (e.g., about the theme of the text). A global inference usually requires the application of the reader's previous knowledge.

informational text

See text form.

intonation

The stress and pitch of spoken language. Intonation is used to communicate information additional to the meaning conveyed by words alone (e.g., a rising intonation at the end of a sentence indicates a question). (*Compare tone.*)

irony

A technique using contrast or contradiction for the purposes of humour or emphasis; for example, a statement that has an underlying meaning different from its literal or surface meaning.

language conventions

See conventions.

letter-sound correspondence

See grapheme-phoneme correspondence.

literacy

The ability to understand and express thoughts or ideas in a given language. Traditional literacy refers to the ability to read and write. *See also digital media literacy.*

literary device

A particular pattern of words (e.g., rhyme, parallel structure), figure of speech (e.g., hyperbole, irony, metaphor, personification), or technique (e.g., comparison and contrast, foreshadowing, juxtaposition, analogy) used in literature to produce a specific effect. Also called a *stylistic device*. See also **figurative language, imagery**.

literary text

See **text form**.

media

The plural of *medium*. See **medium**.

media text

Any work, object, or event that communicates meaning to an audience. Most media texts use words, graphics, sounds, and/or images, in print, oral, visual, or digital form, to communicate information and ideas to their audience. Examples include: advertisement, database, vlog, film, newspaper, magazine, brochure, interview, clothing, song, dance. See also **multimodal text**.

medium

The channel or system through which a text is conveyed, determined by the text's mode(s), purpose, and audience, and including print, audio, visual, audio-visual, and digital means. For example, the medium for a written text might be a handwritten letter or book; the medium for an oral text might be a podcast or video clip. The plural is *media*. Media for reaching mass audiences include print, radio, television, artifacts, and the internet. See also **mode of communication**.

metalinguistic awareness

An individual's ability to reflect on and evaluate the structure of language objectively. Metalinguistic awareness refers to awareness in the area of phonology, syntax, and pragmatics. It allows individuals to monitor and control their language use, and is a strong predictor of reading development for all children. Multilingual children may experience accelerated development of metalinguistic awareness.

metaphor

A figure of speech in which a word or phrase is applied to something to which it is imaginatively but not literally applicable (e.g., *heart of gold, night owl*).

misinformation

Any kind of inaccurate or misleading information. Misinformation can be spread unintentionally by those who believe it to be correct. (Compare **disinformation**.)

mode of communication

An element in meaning making that describes the means by which communications are designed and perceived. The six modes of communication are linguistic (reading, writing, speaking, and listening), visual (representing and viewing), aural (sounds and music), gestural (e.g., using body language, facial expressions, gestures), spatial (e.g., using scale, proximity, direction), and multimodal. *See also* **multimodality**.

morpheme

The smallest unit of meaning within words. A morpheme can be either a prefix, a suffix, or a base. Words are made up of one or more morphemes.

morphological knowledge

The understanding of how morphemes can be used to form words.

morphology

The study of word structures and the patterns (e.g., prefixes, roots, and suffixes) of how words are formed, and how words are related to each other in the same language.

multimodal text

A text that uses more than one mode to communicate meaning (e.g., children's picture book; graphic novel; film; video; website; speech with visual aids). Most media texts are multimodal. *See also* **mode of communication, text**.

multimodality

The use of a combination of multiple sensory and communicative modes, such as auditory, visual, audio, gestural, tactile, and spatial. *See also* **mode of communication**.

narrator

A character who recounts the events of a novel, narrative poem, play, or film, or a person who delivers a commentary accompanying a text. For example, an omniscient narrator of a story knows what all the characters are thinking and is the all-knowing voice in the story. *See also* **point of view**.

non-verbal communication

Aspects of communication that convey meaning without the use of words or voice (e.g., facial expressions, gestures, body language, eye movement, silence, proximity, touch), and by using objects and pictures in place of words and speech. Gestures and other types of non-verbal communication may have diverse cultural connotations.

onomatopoeia

The use of a word having a sound that suggests its meaning (e.g., *splash, murmur, buzz, twitter*). *See also* **literary devices**.

oral communication

The exchange of information and ideas through speech or the spoken word. It can be face-to-face or by way of a communication device such as a telephone or video conferencing application. Aspects of spoken language include word choice, pronunciation, and fluency, as well as tone, pitch, and pace. Non-verbal communication (e.g., body language) can emphasize spoken words. *See also* **fluency, non-verbal communication.**

oral text

A text that is transmitted orally (e.g., greeting, conversation, question, statement, exclamation, instructions, directions, poem, rhyme, song, rap, story, anecdote, announcement, news broadcast, interview, oral presentation, speech, recitation, debate, report, role play, drama). Oral texts often include prosodic and non-verbal elements to help clarify their meaning.

orthographic knowledge

Knowledge of how letters represent sounds in spoken language. Orthographic knowledge includes knowledge of the English spelling system and its patterns, including grapheme positions and combinations in a word. *See also* **position-based tendencies.**

orthography

The spelling system of a language.

parts of speech

Categories of words sorted by their grammatical and semantic functions within sentences. English contains the following common parts of speech:

- **noun.** A word that refers to people, places, things, and ideas.
- **pronoun.** A word that replaces a noun.
- **verb.** A word that expresses an action, occurrence, or state of being.
- **adjective.** A word that describes a noun or pronoun.
- **adverb.** A word that describes a verb, an adjective, or another adverb.
- **preposition.** A word that connects nouns, pronouns, and phrases.
- **conjunction.** A word or phrase that connects other words, phrases, or sentences, clauses.
- **interjection.** A word or phrase that expresses emotion. It has no grammatical connection with the sentence in which it is used.
- **article.** A type of adjective used before a noun to indicate whether the identity of the noun is known (definite article) or unknown (indefinite article).

personification

A figure of speech in which a thing or abstraction is represented as a person or by a figure in human form (e.g., *The sun smiled down on us.* Or *The stairs groaned as we walked on them.*) *See also* **figurative language, elements of style.**

perspective

A particular attitude towards or way of regarding something.

- **explicit perspective.** A perspective in a text is expressed clearly, directly, and unambiguously.
- **implicit perspective.** A perspective in a text that is present or implied but expressed indirectly; it may be an attitude or view held subconsciously by the creator.

See also **bias.**

persuasive text

See **text form.**

phoneme

The smallest unit of sound in spoken words.

phonemic awareness

A subcomponent of phonological awareness. Phonemic awareness refers to the ability to identify and manipulate the smallest unit of sound in spoken words, called a *phoneme*. *See also* **blending, phoneme, phonological awareness, segmenting.**

phonics

The systematic and structured teaching of grapheme-phoneme correspondences and how to use these to decode/read and encode/spell words. *See also* **decoding.**

phonological awareness

The ability to reflect on the sound structure of spoken language, including the ability to identify and produce words that share the same rhyme, hear individual syllables within a word, and break a syllable into its onset and rime. *See also* **phonemic awareness, syllable.**

point of view

The perspective of the narrator in relation to the story; the vantage point from which events are seen (e.g., first, second, or third person; omniscient, limited, or unreliable). *See also* **narrator.**

position-based tendencies

Tendencies or rules related to position-based spellings and accurate pronunciation. To spell and pronounce words, students need to understand the concept of position-based grapheme-phoneme correspondences; for example, when the letter i is placed before the letter e in the middle of a word, it is pronounced as /ee/: *niece, piece*. *See also* **orthographic knowledge.**

prefix

A morpheme that precedes a base to form a different word (e.g., trans- before *form* or *act*). *See also* **affix, suffix.**

proofreading

The careful reading of a final draft of written work to eliminate typographical errors and to correct errors in grammar, usage, spelling, and punctuation. *See also* **editing, writing process.**

prosody

Reading aloud or speaking expression, which is determined by phrasing, pause structures, stress, intonation, and general expressiveness.

punctuation

The use of symbols (e.g., periods, commas, semicolons) to distinguish elements within a sentence or to separate sentences. Punctuation marks create and clarify meaning in a written text and help the reader understand how text sounds when it is read aloud. *See also* **parts of speech, sentence types.**

r-controlled vowel

A vowel that is immediately followed by the letter r. The r controls, or colours, the pronunciation of the vowel, changing it to a sound that is distinct from short or long vowels. For example, the vowel in *spot* is a short /o/, but the vowel in *sport* is the r-controlled /ô/.

receptive communication

The process of receiving and understanding a message conveyed using verbal and/or non-verbal communication. Receptive communication includes reading, listening, and viewing.

(*Compare* **expressive communication.**) *See also* **viewing.**

representing

The process of communicating visually in various formats (e.g., a chart, diagram, photograph, video). Representing involves students understanding the purposes and audiences for visual texts and applying suitable techniques and conventions as well as a critical understanding of their choices.

(*Compare* **viewing.**) *See also* **expressive communication.**

revising

The process of making major changes to the content, structure, wording, and elements of style of a draft text to improve the organization of ideas, eliminate awkwardness of expression, correct errors, and generally ensure that the text's meaning is clear, coherent, and correct. *See also* **editing, proofreading, writing process.**

rhyme

Words rhyme when they have the same or similar ending sounds; for example, *rain* rhymes with *pain*, *stain*.

satire

The use of irony, sarcasm, or other forms of humour to expose or criticize human folly or vice.

schwa

A vowel that is unstressed, toneless, and neutral, occurring in unstressed syllables (e.g., *a* in *about* or *o* in *synonym*). Schwa sounds are the most common vowel sounds in the English language. They are often transcribed using an upside down e symbol (ə).

segmenting

An aspect of phonemic awareness that involves separating a word into individual sounds (phonemes). (Compare **blending**.)

semantic features

Meaning-based properties that capture the similarity of meaning among sets of related words. For example, *young*, *female*, and *human* are semantic features of the word *girl*. See also **word schema**.

sentence forms

English has four main sentence forms:

- **simple**. A sentence consisting of one independent clause.
- **compound**. A sentence made up of two or more independent clauses joined by a semicolon or coordinating conjunction, usually preceded by a comma.
- **complex**. A sentence made up of one independent clause and one or more dependent clauses.
- **compound-complex**. A sentence made up of two or more independent clauses and one or more dependent clauses.

sentence types

English has four main sentence types:

- **declarative**. A sentence that makes a statement.
- **imperative**. A sentence that makes a request or gives a command or instruction.
- **interrogative**. A sentence that asks a question.
- **exclamatory**. A sentence that expresses strong emotion or feelings and ends in an exclamation mark.

See also **punctuation**.

set for variability

A reader's ability to adjust for close approximations of pronunciation when reading words, such as by flexing vowel sounds or by adjusting syllable stress and schwa. See also **schwa**.

simile

A figure of speech in which two unlike things are compared using the words *like* or *as* (e.g., *runs like a cheetah* and *busy as a bee*.) See also **figurative language**.

stop sound

A consonant sound that is formed by briefly blocking the air from leaving the vocal tract. A stop sound cannot be stretched out or elongated. Examples include /b/ in *cub*, /t/ in *bit*, and /p/ in *top*. (Compare **continuous sound**.)

style

A manner of writing, speaking, or representing. In a literary work, style usually refers to distinctive characteristics of the word choice, figurative language, literary devices, language patterns, and sentence structures of the work. In other forms, a creator's distinctive style is the sum of all the stylistic elements and devices they consistently use. See also **elements of style**, **figurative language**, **literary device**.

stylistic elements

See **elements of style**. See also **literary device**.

suffix

A morpheme that is added to the end of a base to create a different word. See also **affix**, **prefix**.

summarizing

Stating the main points or facts of a text.

syllable

The smallest segment of a word that includes one vowel sound, which may have an accompanying consonant, for example, *family* has three syllables: fam-i-ly.

symbolism

The use of something concrete or visible to stand for or represent an abstract idea.

synonym

A word that has the same or almost the same meaning as another word (e.g., *clean/pure*).

syntax

The arrangement of words, phrases, and clauses in a sequence to form sentences. The order of words in a sentence is part of what determines their grammatical function (e.g., subject, object). See also **parts of speech**.

synthesizing

Linking, combining, and/or integrating ideas and information within and across texts into a coherent whole.

text

A means of communication that uses words, graphics, sounds, and/or images, in print, oral, visual, or digital form, to present information and ideas to an audience. Texts can take multiple forms and include multiple modes such as an artifact imbued with interwoven meaning(s). *See also* **text form**.

text conventions

See **conventions**.

text features

The technical or design aspects of a text that clarify and/or give support to the meaning in the text (e.g., in a written text: title, table of contents, headings, subheadings, lists, bold font, illustrations; in a digital text: hyperlinks, drop-down menus, pop-ups, banners). *See also* **conventions, elements of texts**.

text form

A category or type of text that has certain defining characteristics. The concept of text forms provides a way for readers, listeners, viewers, and creators to think about the purpose of a text and its intended audience. Most texts are of multiple forms (e.g., a comic strip is a visual text that may also be narrative, expository, literary). Text forms include but are not limited to:

- **descriptive**. A descriptive text provides an account or representation of a person, object, or event, using descriptive or figurative language.
- **expository**. An expository text explains something, providing evidence, or uses a text pattern such as comparison and contrast, or cause and effect. A *narrative exposition* provides factual background information within a story. Also called an *explanatory text*.
- **functional**. A functional text is any text that is useful in daily life; it usually includes information that helps the reader, listener, or viewer make decisions and complete tasks.
- **informational**. An informational text informs the reader, listener, or viewer about a specific topic. This term is also used to describe any non-literary text.
- **literary**. A literary text is a text created to tell a story or to entertain. Its primary purpose is usually aesthetic, but it may also contain political messages or beliefs.
- **narrative**. A narrative text tells a story or recounts a series of connected events. A *personal narrative* is told from the first-person point of view.
- **persuasive**. A persuasive text attempts to convince or influence the reader, listener, or viewer to do or believe something. An *argument* aims to persuade others that an action or idea is right or wrong, using logic and providing evidence.
- **procedural**. A procedural text describes procedures or how to do something.
- **report**. A report gives an account of something observed, heard, done, or investigated.
- **visual**. A visual text is an image, or a text in which images may play a major role.

See also **cultural text, digital text, media text, oral text, visual text**.

text patterns

Ways in which content in a text is organized to create a specific effect or convey meaning. Text patterns in writing include time order or chronological order (events presented in time sequence); comparison and contrast (an outline of similarities and differences); cause and effect (an outline of events or actions linked to their consequences); generalization (general statements supported by examples); combined/multiple orders (two or more organizational patterns used together: for example, comparison/contrast and cause/effect).

theme

The main idea or implicit message that recurs in or pervades a text. (*Compare topic.*)

tiers of vocabulary

Vocabulary can be classified into three tiers according to frequency of use, complexity, and meaning.

- **Tier 1 words.** Words that frequently occur in spoken language and typically do not have multiple meanings. These words often do not require direct instruction.
- **Tier 2 words.** Words that are found more often in written language than in oral language and are useful across many different content areas. These words have high utility for students and should be the focus of explicit vocabulary instruction.
- **Tier 3 words.** Words that are generally specific to a particular content area and have less broad utility for students. *See also domain-specific words.*

tone

A manner of speaking, writing, or creating that reveals the creator's attitude towards a subject and/or audience. (*Compare intonation.*)

topic

The subject of a text. (*Compare theme.*)

viewing

The process of understanding and appreciating visual texts in various formats. Viewing involves analyzing the techniques and conventions of visual texts, and becoming critical viewers of visual media. (*Compare representing.*) *See also receptive communication.*

visual elements

The pictorial, graphic, and aesthetic elements of an image (e.g., colour, composition, line, shape, contrast, repetition, style) or text (e.g., typography, illustration, graphic design).

visual text

A picture, image, or graphic design (e.g., a drawing, painting, collage, or photograph; a chart or diagram; a graphic design or layout; a film shot; a storyboard; the visual component of a graphic novel, comic strip, cartoon, game, poster, billboard, advertisement, traffic sign). Images may include diverse cultural connotations and symbols, and portray diverse people, cultures, and practices. Also called a *graphic text*.

voice

The distinctive style or character of a text arising from how the creator uses various elements and features of a text form or genre to create the mood of the work as a whole (e.g., in a written or spoken text, word choice, sentence structure, imagery, rhythm, sound, tone; in a visual text, use of materials, techniques, themes, and colour palette).

vowel

A speech sound made with the mouth fairly open and the tongue not touching the top of the mouth. Examples include: /ē/ as in “me”, /u/ as in “to”. *See also* **consonant**.

word choice

The careful selection of words to communicate a message or establish a particular voice or writing style. Word choice plays a key role in establishing correctness, clearness, or effectiveness. Also called *diction*.

word schema

Knowledge of the meaning of specific words and words in general that can be used to derive the meaning of new words.

writing process

The process involved in producing a polished piece of writing. The writing process comprises several stages, each of which focuses on specific tasks. The main stages are: planning for writing, drafting, revising, editing, proofreading, and publishing. *See also* **editing, proofreading**.