**LANGUAGE ARTS CURRICULUM CONTENT BY GRADE – MAY 2016**

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| **KINDERGARTEN** | | |
| ***Students Are Expected To Know The Following:*** | ***Specific Content*** | ***This means…***  ***“These elaborations are not mandatory learning outcomes or standards. Rather they include definitions of key terminology, examples, and guidance on the level of breadth and depth appropriate to a particular grade level.” – Ministry of Education*** |
| **STORY/TEXT** | * structure of a story | * beginning, middle and end of a story |
| * literary elements and devices | * sound concepts (rhythm, rhyme) * humorous and creative texts |
| **STRATEGIES AND PROCESSES** | * reading strategies | * making meaning using predictions and connections * make meaning using pictures, patterns, memory and prior knowledge * retelling some elements of a story * recognizing familiar words/names and environmental print |
| * oral language strategies | * adjusting volume, pace, tone and articulation * focussing on the speaker * taking turns * maintaining a listening posture * asking questions related to the topic * making personal connections * making relevant contributions to a discussion |
| * metacognitive strategies | * talking and thinking about learning as readers and writers |
| * writing processes | * using scribble writing or letter strings to communicate meaning * distinguishing drawing from writing * using pictures to tell stories |
| **LANGUAGE FEATURES, STRUCTURES, AND CONVENTIONS** | * concepts of print | * symbolic nature of writing * correspondence between spoke and written print * the association of letters and sounds * the distinct features of letters and words * the correspondence between upper and lowercase letters * left to right directionality * the use of space to mark word boundaries * the use of specific signs and symbols for punctuation |
| * letter-sound correspondence (phonemic and phonological awareness) | Phonological Awareness:   * ability to hear and create rhyming words * segment the flow of speech into separate words * hear syllables as chunks in spoken words   Phonemic Awareness:   * ability to segment spoken words into phonemes * ability to blend phonemes into words |
| * letter formation | * the use of scribble writing or letter strings to communicate meaning * distinguish drawing from writing |
| * the relationship between reading, writing, and oral language |  |

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| **GRADE ONE** | | | |
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| **STORY/TEXT** | * structure of a story | * setting, character, events | |
| * literary elements and devices | * poetic language, figurative language, sound play, images, colour and symbols | |
| * vocabulary to talk about texts | * book, page, author, title, illustrator, pictures, web page, web site, search page | |
| **STRATEGIES AND PROCESSES** | * reading strategies | * using illustrations and prior knowledge to predict meaning * retelling in own words * locating the main idea and details * using knowledge of language patterns and phonics to decode words * identifying familiar and “sight” words | |
| * oral language strategies | * maintaining a listening posture * asking questions related to the topic * taking turns | |
| * metacognitive strategies | * rereading * monitoring * self correcting errors consistently * using three cueing systems: meaning, structure and visual * talking about thinking * reflecting on learning | |
| * writing processes | * developing early writing skills: creating simple descriptions; repeating simple sentences; adding simple detail; structuring a story (beginning, middle and end) | |
| **LANGUAGE FEATURES, STRUCTURES, AND CONVENTIONS** | * concepts of print | * symbolic nature of writing * correspondence between spoke and written print * the association of letters and sounds * the distinct features of letters and words * the correspondence between upper and lowercase letters * left to right directionality * the use of space to mark word boundaries * the use of specific signs and symbols for punctuation | |
| * print awareness | * understanding of the nature and use of print (i.e. letters and print symbols) * closely associated with word awareness | |
| * letter-sound correspondence (phonemic and phonological awareness) | Phonological Awareness:   * ability to hear and create rhyming words * segment the flow of speech into separate words * hear syllables as chunks in spoken words | Phonemic Awareness:   * ability to segment spoken words into phonemes * ability to blend phonemes into words |
| * letter formation | * legible printing with space between letters and words | |
| * sentence structure and grammar | * the structure of simple sentences * the use of *s* to form plural of familiar words | |
| * conventions | * common practices in punctuation and capitalization | |

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| **GRADE TWO** | | | |
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| **STORY/TEXT** | * elements of a story | * character, plot, setting, structure, and dialogue | |
| * literary elements and devices | * descriptive, poetic and figurative language * sound play * images, colour and basic symbols | |
| * text features | * as applied to written text (applies to features that are not the words – such as bolding, underlining) | |
| * vocabulary associated with texts | * book, page, author, title, illustrator, pictures, web page, web site, search page, headings, table of contents, pictures and diagrams | |
| **STRATEGIES AND PROCESSES** | * reading strategies | * using contextual clues, blends, word families, and vowel sounds * word chunking * visualizing * questioning * retelling * using visual cues | |
| * oral language strategies | * asking questions to clarify * expressing simple opinions * speaking with expression * taking turns | |
| * metacognitive strategies | * monitoring (does this make sense) * self correcting errors consistently * using three cueing systems: meaning, structure and visual * talking about thinking and reflecting on learning * contributing to and using class generated criteria ones’ own and others’ work * setting personal goals * making a simple plan for improvement | |
| * writing processes | * organizing writing to include a beginning, middle and end * beginning to use basic writing process (revising, editing proofreading) | |
| **LANGUAGE FEATURES, STRUCTURES, AND CONVENTIONS** | * features of oral language |  | |
| * word patterns, word families |  | |
| * concepts of print | * symbolic nature of writing * correspondence between spoke and written print * the association of letters and sounds * the distinct features of letters and words * the correspondence between upper and lowercase letters * left to right directionality * the use of space to mark word boundaries * the use of specific signs and symbols for punctuation | |
| * letter-sound correspondence (phonemic and phonological awareness) | Phonological Awareness:   * ability to hear and create rhyming words * segment the flow of speech into separate words * hear syllables as chunks in spoken words | Phonemic Awareness:   * ability to segment spoken words into phonemes * ability to blend phonemes into words |
| * letter formation | * legible printing with space between words | |
| * sentence structure and grammar | * the structure of compound sentences | |
| * conventions |  | |

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| **GRADE THREE** | | |
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| **STORY/TEXT** | * elements of a story | * character, plot, setting, conflict, theme |
| * form, function and genre of texts |  |
| * structures and features of written text | * headings, diagrams, columns, sidebars |
| * literary elements and devices | * descriptive language, poetic language, figurative language * images, imagery * rhythm, rhyme * simile * alliteration |
| **STRATEGIES AND PROCESSES** | * reading strategies | * using contextual clues * using phonics and word structure * visualizing * questioning * retelling and predicting * previewing text * summarizing |
| * oral language strategies | * focussing on the speaker * taking turns * using a receptive listening posture * asking questions to clarify * listening for specifics * expressing simple opinions * speaking with expression * staying on topic |
| * metacognitive strategies | * monitoring (does it make sense) * self correcting errors consistently * using three cueing systems (meaning, structural and visual) * talking about thinking and reflecting upon learning * contributing to and using class generated criteria ones’ own and others’ work * setting personal goals * making a simple plan for improvement; taking steps to achieve goals |
| * writing processes | * developing basic revising, editing and proofreading strategies and identifying an audience |
| **LANGUAGE FEATURES, STRUCTURES, AND CONVENTIONS** | * features of oral language |  |
| * word patterns, word families |  |
| * legible printing | * legible printing with spacing between words |
| * sentence structure and grammar | * compound sentence structure * formation of plurals |
| * conventions | * common practices in punctuation in sentences * apostrophe use in contractions |

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| **GRADE FOUR** | | |
| ***Students Are Expected To Know The Following:*** | ***Specific Content*** | ***This means…***  ***“These elaborations are not mandatory learning outcomes or standards. Rather they include definitions of key terminology, examples, and guidance on the level of breadth and depth appropriate to a particular grade level.” – Ministry of Education*** |
| **STORY/TEXT** | * form, function and genre of texts |  |
| * features of written text |  |
| * literary elements | * character, setting, plot, conflict * purpose * main idea * theme |
| * literary devices | * imagery * sensory detail * simile and metaphor |
| * elements of non-fiction texts | * oral, written, visual or digital communication * oral texts include: speeches, poems, plays, oral stories * written texts include: novels, articles, short stories * visual texts include: posters, photographs and other images * digital texts include: electronic forms of all of the above * oral, written, and visual elements can be combined |
| * evidence |  |
| * bias |  |
| **STRATEGIES AND PROCESSES** | * reading strategies |  |
| * oral language strategies |  |
| * metacognitive strategies |  |
| * writing processes |  |
| **LANGUAGE FEATURES, STRUCTURES, AND CONVENTIONS** | * features of oral language |  |
| * paragraph structure | * use of a topic sentence and supporting details |
| * sentence structure and grammar | * parts of speech (past, present and future tenses) * subject-verb agreement |
| * conventions | * common practices in punctuation, such as the use of commas, quotation marks for dialogue, and the apostrophe |

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| **GRADE FIVE** | | |
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| **STORY/TEXT** | * form, function, and genre of texts |  |
| * features of written text |  |
| * literary elements | * narrative structure (climax, conclusion, resolution) * characterization |
| * literary devices | * sound devices (alliteration, onomatopoeia) * figurative language (metaphor and simile) |
| * non-fiction elements |  |
| * perspective/point of view |  |
| **STRATEGIES AND PROCESSES** | * reading strategies |  |
| * oral language strategies |  |
| * metacognitive strategies |  |
| * writing processes |  |
| **LANGUAGE FEATURES, STRUCTURES, AND CONVENTIONS** | * features of oral language |  |
| * effective paragraphing | * developing paragraphs with a topic sentence and supporting details |
| * sentence structure and grammar | * parts of speech * past, present and future tenses * subject – verb agreement |
| * conventions | * common practices in punctuation (e.g the comma in lists, quotations marks, apostrophes) * capitalization of titles, headings, subheadings |

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| **GRADE SIX** | | |
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| **STORY/TEXT** | * form, function, and genre of text | * recognized different forms, functions and genres of text * select and create texts based on knowledge of form, function and genre * expand repertoire as creators of a variety of texts; take risks |
| * features of written text |  |
| * literary elements |  |
| * literary devices |  |
| * elements of non fiction text | * facts and data in informational texts * chronology in memoirs, biographies * headings and subheadings in textbooks * analogies and real life examples * diagrams, tables, charts, maps * captions, labels and web links |
| * techniques of persuasion | * use of language to appeal to emotion, logic, and/or trust (authority) |
| **STRATEGIES AND PROCESSES** | * reading strategies |  |
| * oral language strategies |  |
| * metacognitive strategies |  |
| * writing processes |  |
| **LANGUAGE FEATURES, STRUCTURES, AND CONVENTIONS** | * features of oral language |  |
| * effective paragraphing | * developing paragraphs that are characterized by unity * adequate development * coherence * topic sentence and supporting details * clear transitions |
| * language varieties | * regional dialects and varieties of English * Standard Canadian English vs. American English * formal vs. informal registers * situational varieties (i.e. essays vs. text messages) |
| * sentence structure and grammar | * varied sentence structure * correct pronoun use * subject verb agreement * use of transitional words * awareness of run on sentences and sentence fragments\* |
| * conventions | * common practices in all punctuation use, capitalization and Canadian spelling |

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| **GRADE SEVEN** | | | |
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| **STORY/TEXT** | * form, function, and genre of text |  |
| * features of written text |  |
| * literary elements | * characterization, character type (protagonist, antagonise, stereotype * story structure * setting |
| * literary devices | * metaphor * sound devices (alliteration) * imagery * hyperbole |
| * elements of non fiction * text | * facts and data in informational texts * chronology in memoirs, biographies * headings and subheadings in textbooks * analogies and real life examples * use of third person * diagrams, tables, charts, maps   captions, labels and web links | |
| **STRATEGIES AND PROCESSES** | * reading strategies |  |
| * oral language strategies |  |
| * metacognitive strategies |  |
| * writing processes |  |
| **LANGUAGE FEATURES, STRUCTURES, AND CONVENTIONS** | * features of oral language |  |
| * language varieties | * regional dialects and varieties of English * Standard Canadian English vs. American English * formal vs. informal registers * situational varieties (i.e. essays vs. text messages) |
| * syntax and sentence fluency | * use of a mix of simple, complex and compound sentences * correct pronoun use * subject verb agreement * use of transitional words * awareness of run on sentences and sentence fragments |
| * conventions | * common practices in all punctuation use, capitalization and Canadian spelling |