**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** |
| ***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
 | * 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** |
| ***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** | * 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** |
| ***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** | * 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** |
| ***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
 | * 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** |
| ***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 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** |
| ***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 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
 |