

NWT English Language Arts Curriculum

Six **integrated** Language Arts Areas:

1. listening
2. speaking
3. reading
4. writing
5. viewing
6. representing

NWT ELA curriculum as a planning tool:

- From Learning Outcomes (LO), both teachers and students can build language rich experiences to explore the knowledge, skills and strategies expected of students from K-12.
- Though on-going dialogue and on-going assessment, planning is a shared responsibility: all students, all teachers, parents and the community.
- The information is used to create balanced instructional experiences.
- Through a variety of instructional approaches, the Learning Outcomes are not kept separate and distinct; rather, many are integrated into all learning experiences, reaching beyond the language curriculum.
- The Learning Outcomes for each grade are organized along a continuum. A continuum of learning shows the sophistication of knowledge, skills, and strategies acquired over time.
- Consider the children's varied learning experiences, their strengths, and their challenges when determining where each individual is along the continuum.
- Individual learners have different beginning and end points along the continuum; learners can attain competencies at any time and continue to grow along a learning continuum. Each learning context is unique and shapes the progression through Learning Outcomes at a different pace and in varying sequences.
- Learners who are not yet proficient with specific skills need to continue with scaffolded instruction at their individual levels.
- It is necessary to consider the details of the Learning Outcomes of a grade as well as each individual's progression along the continuum.
- Both assessment and evaluation
- The process depends heavily on student involvement through planning and self-assessment.

NWT ELA curriculum as an assessment and evaluation tool:

- Student involvement is the key to empowerment and the establishment of self-reflection processes. The ultimate goal is to develop empowered learners who assess their growth. Through authentic experiences, meaningful, classroom-based assessment provides frequent opportunities for feedback.
- English Language Arts must be viewed as assessing literacy through the six language arts.
- The NWT ELA curriculum contains a variety of on-going assessment opportunities.

How to read the NWT ELA Curriculum:

*Unlike a content-based curriculum, the NWT ELA curriculum is an outcome-based curriculum, meaning that when students are studying a particular unit, they are developing skills found in all five General Outcome areas. The Continuum does **not** organize the General Outcomes according to importance or learning sequence (see unit planning suggestions.)*

The NWT ELA Curriculum is divided in six main sections:

1. Philosophy
 - a. Culture based education / prior knowledge
 - b. Metacognition / Self-assessment / Reflection
 - c. Language Across the Curricula
 - d. The process of Language Acquisition
 - e. Choice and Differentiation
 - f. Inquiry
 - g. The infusion of technology
2. Key Essentials
3. Continuum
 - a. To describe the measurable Learning Outcomes from one grade level to the next
 - b. To assist in planning for differentiation
 - c. Includes:
 - i. The **five General Outcomes**: Students will listen, speak, read, write, view, and represent:
 1. To access and explore prior knowledge and experiences of self and others.
 2. To comprehend and respond personally and critically to oral, print, and other media texts, through a process
 3. To plan and focus an inquiry or research and interpret and analyze information, through a process
 4. To clarify and enhance oral, written, and visual forms of communication, through a process
 5. To celebrate and build community with the home, school, workplace, and wider society
 - ii. **Specific Outcomes** and corresponding general examples
 - iii. **Learning Outcomes** and corresponding illustrative examples
 - iv. The Specific Outcome Links

4. Matrices

- a. To provide an overview of the Specific Outcomes
- b. To organize the SO into three categories
 - i. Receiving
 - ii. Synthesizing
 - iii. Expressing

To demonstrate that the six language arts are interdependent. A balanced LA program requires the integration of all the six language arts.

5. Writing Assessment Section

- a. To illustrate the NWT standards expected of the students who complete each grade.
- b. Details:
 - i. The rubric criteria for year-end standards
 - ii. The meets column is the grade standard, but *approaches* or *exceeds* columns do not necessarily correspond with other grades.
 - iii. The sample rubrics are but one component of a comprehensive assessment
 - iv. Multiple assessments of numerous writing samples are critical to document growth over time.
 - v. The writing process must be assessed as well as the product.

6. Collection of Writing Samples

- a. To assist students, teachers, and parents with goal setting and encourage conversations. It is an instructional tool
- b. The samples show all of the stages of the writing process.
- c. Multiple writing samples are needed to complete a student's writing profile.



NWT Tools for Assessment and Planning: ELA Support Documents (ECE 2008)

Overview of NWT-ELA Curriculum Support Documents:

- All of the support documents are developed from the NWT English Language Arts Curriculum
- The **ELA Essential Outcomes** is a summary of the key outcomes developed year by year, K – 6
 - o Each grade-specific “**Grade at a Glance**” document takes the essential outcomes for that grade and gives a brief explanation and examples of what it might look like in the classroom
 - o The document is divided into three sections – receiving, synthesizing, and expressing language. Receiving language is primarily listening, reading, and viewing. Expressing language is primarily speaking, writing, and representing. Synthesizing language looks processing information and metacognition.
 - o The numbers in the left hand column indicate the specific outcomes used to develop each set of essential outcomes; teachers are encourage to refer to those specific outcomes for further ideas and information

- The **Grade at a Glance Summaries** are a brief overview of what literacy development generally looks like at each grade; these may be helpful to administrators, or teachers new to a particular grade or group of grades

- The examples of **Forms of Expressive Language** and **Text for Exploration** list the required forms and genres students should be working with across the grade levels, in speaking/writing/representing and in listening/reading/viewing
 - o The lists are cumulative, so it is acceptable to include forms and genres from previous years for particular purposes, as long as the required items are covered
 - o It is important to remember that the level of skill is very different for students’ reading and writing. Students are not able to write at the same skill level or with the same facility that they display in reading.

- **Text Elements and Techniques** lists the elements and techniques to be explored at each grade; again, the list is cumulative
- There are four continuum documents that have been developed to assist with assessment. They are based on the NWT-ELA Curriculum.
 - o One document is for reading assessment, one is for writing assessment, and the remaining two are for assessing speaking and listening, and viewing and representing.
 - o Some of the benchmarks are also in the Essential Outcomes, but most are specific to each of the assessment areas, rather than the broader areas of the Essential Outcomes

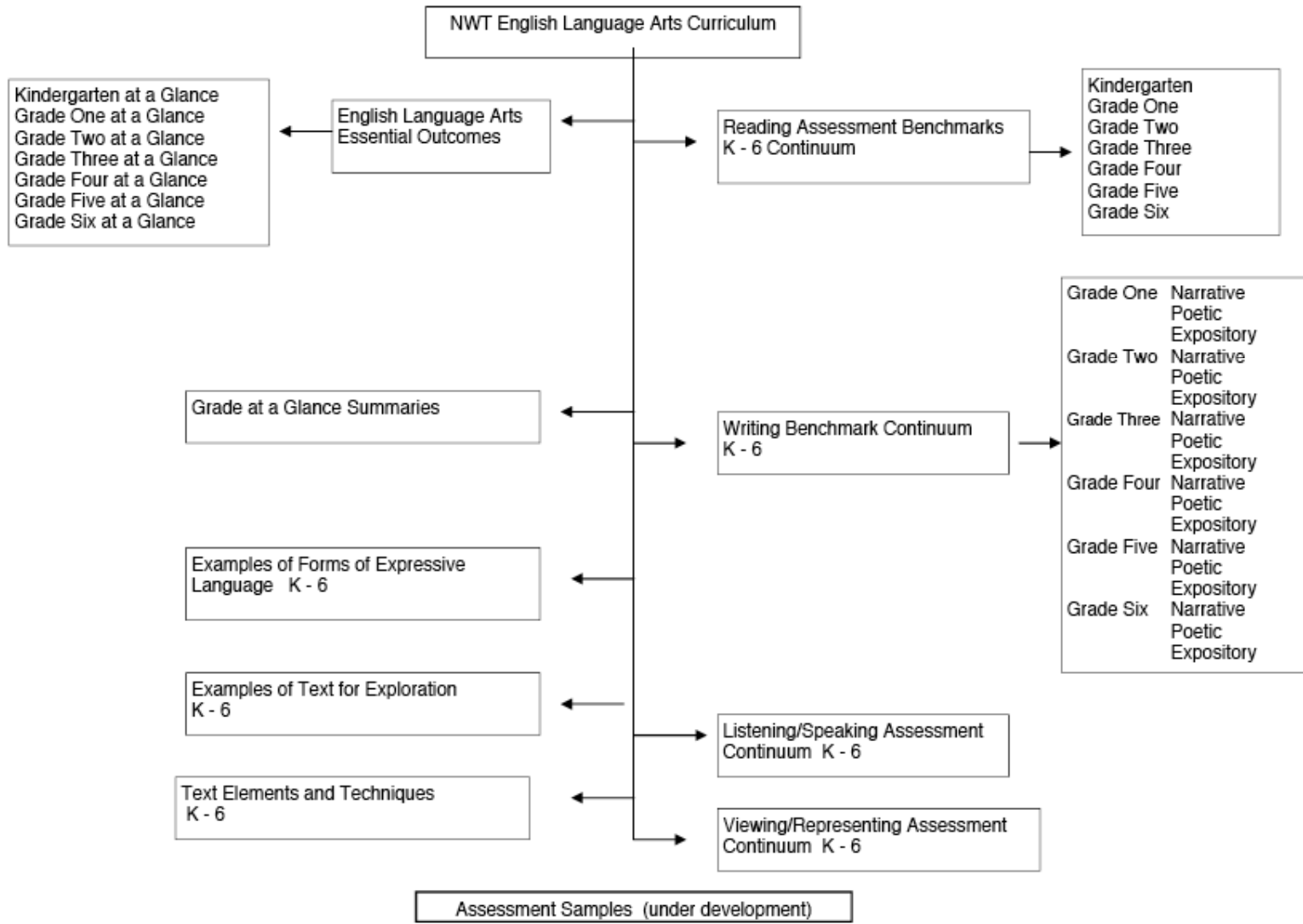
The **reading assessment continuum** is further broken down into reading **assessment at each grade**. There are explanations and examples to go with each benchmark

- o The **writing assessment continuum** looks at writing development over time. Some of the benchmarks are from the ELA Essentials document, but most are from the NWT-ELA

Curriculum

- It is supported by three **writing benchmark descriptions** (for narrative, poetic, and expository) at each grade level.
- The points in each description are developed from the NWT-ELA Curriculum Learning Outcomes.
- There are also three **rubrics** for each grade. The rubrics show the grade below and above, as well as the benchmark descriptions for the specific grade.
- o The **Speaking/Listening** benchmarks and the **Viewing/Representing** benchmarks are taken from the curriculum. There are no grade specific pieces to go with those two documents
- Assessment samples are currently under development and will be made available as soon as they are completed

Overview of ELA Curriculum Support Documents



English Language Arts Essential Outcomes

Receiving Language

| | Kindergarten | Grade One | Grade Two | Grade Three | Grade Four | Grade Five | Grade Six |
|---|--|--|--|---|---|--|---|
| <p>Reading Mechanics</p> <p>2.1.3</p> <p>2.1.4</p> <p>2.1.5</p> <p>2.1.6</p> <p>2.1.7</p> | <p>Recognizes own name, environmental print, and familiar words with personal significance, in context</p> <p>Identifies some letters and some beginning and ending consonant sounds</p> <p>Recognizes that print has meaning</p> <p>Recognizes that letters go together to make words and words to make sentences</p> | <p>Uses title, sequence, sentence patterns, illustrations, and other text cues to construct and confirm meaning</p> <p>Identifies beginning, ending, and some medial sounds, in context</p> <p>Reads familiar, basic sight, and high frequency words in context; reads familiar text with fluency</p> <p>Begins to attend to end punctuation, capitalization, and word boundaries when reading</p> | <p>Uses titles, sequence/organization, sentence patterns, illustrations, headings, key words, and other text cues to construct and confirm meaning</p> <p>Identifies initial, medial, and final consonants in context; begins to use consonant blends, digraphs, and diphthongs to decode unfamiliar words in context</p> <p>Reads for meaning; monitors and self-corrects</p> | <p>Uses organization, illustrations, key words, chapters and headings, capitalization and punctuation, paragraphs, table of contents, and other text cues to construct and confirm meaning</p> <p>Applies phonic rules and strategies to decode unfamiliar words in context</p> <p>Extends sight vocabulary</p> <p>Reads new texts with fluency; attends to conventions</p> | <p>Uses organization, illustrations and captions, key words and placement, conventions, headings and subheadings, hot links, table of contents, and other text cues to construct and confirm meaning</p> <p>Applies phonic rules, strategies, and generalizations to decode unfamiliar words in context</p> <p>Applies knowledge of word analysis to predict meaning of new words</p> | <p>Uses organization, illustrations and captions, key words and placement, conventions, indices, glossaries, bullets, and other text cues to construct and confirm meaning</p> <p>Continues to use a variety of decoding strategies to decode unfamiliar text</p> <p>Reads new text with fluency</p> | <p>Uses organization, illustrations and captions, composition, margin notes/side bars, thumbnails, conventions, syllabication, and other text cues to construct and confirm meaning</p> <p>Continues to use a variety of decoding strategies to decode unfamiliar text</p> <p>Reads new text with fluency</p> |

| | Kindergarten | Grade One | Grade Two | Grade Three | Grade Four | Grade Five | Grade Six |
|--|---|--|---|--|--|---|---|
| Comprehension 1.1.1 1.2.1 2.1.1 2.1.2 2.1.7 2.2.2 2.2.3 3.2.4 5.2.2 | Talks about connections between prior knowledge, self, and new information Recognizes that print and pictures are connected and have meaning Begins to make inferences about text | Makes connections between self and prior and new experiences; begins to ask questions to clarify and revise new understandings Makes inferences about text | Asks questions to clarify connections and new understandings; begins to draw conclusions Begins to set purpose for reading | Draws conclusions based on connections; discusses differences between prior knowledge and new information and ideas Asks relevant questions for clarification Sets purpose for reading | Extends questions and answers to clarify new understandings; explains conclusions Uses a variety of comprehension strategies to construct and confirm understanding | Applies understandings and conclusions to new contexts Begins to choose appropriate comprehension strategies to construct and confirm understanding | Extends questions and answers to clarify own and others' new understandings; revises understandings and conclusions Chooses appropriate comprehension strategies to construct and confirm understanding |
| Text Elements 2.1.3 2.2.1 2.3.1 2.3.2 | Tells about realistic and imaginary texts Talks about simple text elements (eg beginning, middle, end; repetition) and techniques (eg type size) See attached list of text elements and | Recognizes what is real and imaginary in a variety of text Begins to identify simple text elements (eg title, sequence) and techniques used to emphasize text (eg fonts, graphics) See attached list of text | Recognizes information being expressed in different ways, and experiments with expressing the same information in different ways Identifies text elements (eg setting, publication information) and techniques used to emphasize text (eg lighting, colour | Identifies and represents the same information in a variety of forms and genres Identifies text elements (eg rhythm, logical organization) and techniques used to emphasize text (eg costumes, props) | Identifies text elements (eg sequence of plot, metaphor) and techniques used to emphasize text (eg arrangement) See attached list of text elements and techniques common to Grade Four level text | Begins to discuss the strengths and limits as well as the purposes of various forms and genres Identifies text elements (eg perspective, hyperbole) and techniques used to emphasize text (eg point of view) | Discusses the strengths and limits as well as the purposes of various forms and genres Identifies text elements (eg thematic organization, overstatement) and techniques used to emphasize text (eg symbolism) See attached |

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|--|--|--|---|--|--|---|---|
| | techniques common to Kindergarten level text | elements and techniques common to Grade One level text | choice) See attached list of text elements and techniques common to Grade Two level text | See attached list of text elements and techniques common to Grade Three level text | | See attached list of text elements and techniques common to Grade Five level text | list of text elements and techniques common to Grade Six level text |
|--|--|--|---|--|--|---|---|

| | Kindergarten | Grade One | Grade Two | Grade Three | Grade Four | Grade Five | Grade Six |
|--|---|---|---|--|--|---|---|
| Text Selection, Interactions, and Classroom Community 1.1.2 1.1.3 1.1.5 5.1.2 5.1.3 | Demonstrates appropriate active listening and viewing behaviours Begins to choose appropriate text | Demonstrates appropriate active listening and viewing behaviours and begins to ask questions Chooses appropriate text and begins to explain preferences Chooses to read with and for others | Demonstrates attentive audience behaviours; begins to use questions and conversation to explore and extend understanding Chooses appropriate text and explains preferences; begins to collect examples of preferred text | Demonstrates attentive audience behaviours; continues to ask questions for clarity and information Chooses appropriate text, based on teacher and peer recommendations; collects samples of preferred text and explains preferences | Listens to opposing opinions, disagrees respectfully, and expresses opinions Discusses and explains preferences in text collections | Shows respect for presenter through active listening and viewing Begins to assess collections of preferred texts based on feedback from others | Demonstrates critical listening and viewing behaviours, and shows respect for the presenter Assesses collection of preferred texts based on feedback from others |

Synthesizing Language

| | Kindergarten | Grade One | Grade Two | Grade Three | Grade Four | Grade Five | Grade Six |
|---|---|--|--|--|---|---|---|
| <p>Gathering Ideas and Information</p> <p>3.1.1 3.1.2 3.1.3 3.1.4 3.2.1 3.2.2 3.2.4 3.3.2 3.3.3</p> | <p>Begins to talk about personal knowledge of a topic and uses it to ask and answer questions</p> <p>Begins to seek information from other sources (texts and people)</p> <p>Represents ideas and information</p> <p>Begins to evaluate usefulness of information</p> | <p>Talks about personal knowledge of a topic; begins to identify missing elements in personal knowledge and asks questions to satisfy curiosity and information needs</p> <p>Identifies purpose and audience for information gathered</p> <p>Seeks information from text sources</p> <p>Begins to paraphrase key ideas and information</p> | <p>Records personal knowledge of a topic and asks relevant questions for clarification, exploration, and investigation</p> <p>Experiments with a variety of forms to connect purpose and audience</p> <p>Selects relevant information to answer questions</p> <p>Paraphrases key ideas and information</p> <p>Begins to determine relevance of information and sources</p> | <p>Organizes personal knowledge of a topic and refines questions to acquire specific information</p> <p>Uses appropriate forms to connect purpose and audience</p> <p>Records new information from a variety of sources and evaluates its relevance</p> <p>Begins to recognize when more information is needed</p> <p>Records key ideas and information in own words</p> <p>Uses the library's organizational system to locate information</p> | <p>Categorizes information and develops a variety of broad inquiry-based questions</p> <p>Uses relevant information from primary and/or secondary sources and identifies additional sources when needed</p> <p>Sets criteria to evaluate sources</p> <p>Begins to select appropriate strategy for accessing and gathering information</p> | <p>Begins to summarize personal knowledge, information, and ideas into categories; asks questions based on identified information gaps</p> <p>Begins to create a plan for an inquiry</p> <p>Begins to use a combination of relevant primary and secondary sources, and identifies additional sources of information when needed</p> <p>Begins to match sources to inquiry purpose and focus</p> | <p>Summarizes personal knowledge, information, and ideas into categories; uses a variety of broad inquiry-based questions to focus an inquiry</p> <p>Creates a plan for inquiry</p> <p>Uses a combination of relevant primary and secondary sources, and identifies additional sources of information when needed</p> <p>Matches sources to inquiry purpose and focus</p> |

| | Kindergarten | Grade One | Grade Two | Grade Three | Grade Four | Grade Five | Grade Six |
|--|---|--|--|---|---|--|--|
| Processing 1.1.1 1.1.2 1.2.2 2.2.2 2.2.3 2.3.3 3.2.2 3.2.4 3.3.1 3.3.3 | <p>Begins to talk about connections between prior/personal knowledge and new information</p> <p>Sorts concrete objects and pictures according to similarities and differences</p> <p>Explains personal opinions and concepts, and begins to acknowledge others' ideas</p> | <p>Talks about connections between personal/prior knowledge and new information; begins to use prior knowledge and textual cues to make predictions</p> <p>Begins to use graphic organizers to categorize information according to similarities and differences</p> <p>Explores personal opinions and concepts, and those of others, by asking questions</p> | <p>Makes connections between prior knowledge and new information, and to questions asked</p> <p>Uses prior knowledge and textual cues to make and check predictions; begins to identify main ideas in information</p> <p>Uses graphic organizers with guidance and sequences information and ideas</p> <p>Begins to use questions and conversation to explore and extend understanding</p> | <p>Uses prior knowledge, connections, predictions, and inferences to make sense of information</p> <p>Identifies main ideas in information and begins to identify supporting ideas</p> <p>Begins to explain information and ideas using a graphic organizer</p> <p>Uses questions and conversations to explore and extend understanding</p> | <p>Begins to compare/contrast self to characters, communities, and cultures portrayed in text</p> <p>Identifies main and supporting ideas in text</p> <p>Uses questions and conversations effectively to explore connections between own ideas, perspectives, and responses, and those of others; begins to integrate those connections into personal understanding</p> | <p>Begins to compare how groups of people are portrayed in texts and to identify bias and stereotype</p> <p>Begins to adjust and explain personal understanding of concepts by integrating others' opinions and ideas</p> <p>Sets criteria and evaluates the usefulness of information and sources</p> | <p>Begins to identify how similar themes/ideas are explored in texts from various cultures and communities</p> <p>Uses evidence to support revisions of previous understandings, including others' opinions and ideas</p> <p>Uses resources to access information; begins to use specific criteria to evaluate sources</p> |

| | Kindergarten | Grade One | Grade Two | Grade Three | Grade Four | Grade Five | Grade Six |
|--|---|---|--|---|--|---|---|
| <p>Organization</p> <p>1.2.1</p> <p>2.3.1</p> <p>3.1.4</p> <p>3.3.1</p> <p>4.1.1</p> | <p>Begins to talk about forms and genres</p> <p>Begins to talk about the connection between forms of expression, purpose, and audience</p> <p>Organizes ideas and information with guidance</p> | <p>Begins to recognize differences in forms and genres, and to model various forms and genres</p> <p>Begins to sequence ideas and information</p> <p>Represents stories in sequence</p> <p>Talks about connections between forms of expression, purpose, and audience, and begins to experiment with a variety of forms to make those connections</p> | <p>Sequences ideas and information</p> <p>Experiments with a variety of forms to connect purpose and audience</p> <p>Begins to represent the same information in a variety of forms and genres</p> | <p>Experiments with the sequence of texts</p> <p>Uses appropriate forms to connect purpose and audience</p> <p>Represents the same information in a variety of forms and genres</p> <p>Identifies the same ideas and information in a variety of forms and genres</p> <p>Begins to organize and reorganize in a variety of ways</p> | <p>Organizes and reorganizes ideas and information in a variety of ways, with guidance</p> <p>Identifies the same ideas and information in a variety of forms and genres</p> <p>Sequences ideas and information using graphic organizer, with guidance</p> | <p>Organizes and reorganizes ideas and information in a variety of ways</p> <p>Begins to discuss the strengths and limits of various forms and genres</p> <p>Chooses and uses graphic organizers, with guidance</p> | <p>Adapts models of organizational patterns to enhance own texts</p> <p>Discusses the strengths and limits of various forms and genres</p> <p>Chooses and uses graphic organizers</p> |

| | Kindergarten | Grade One | Grade Two | Grade Three | Grade Four | Grade Five | Grade Six |
|--|--|---|--|--|--|--|---|
| Participation and Classroom Community 1.1.2 1.2.2 5.1.1 5.1.2 5.1.3 5.2.1 5.2.3 | Begins to collaborate with a peer to accomplish tasks and to choose to participate in a variety of partnerships Begins to speak and listen respectfully to others Begins to ask for and offer help | Collaborates with a peer to accomplish a task and chooses to participate in a variety of partnerships and groups Speaks and listens respectfully to others Asks for help and chooses to help others | Identifies personal behaviours that contribute to group success Contributes to a variety of group tasks Speaks and listens respectfully to group members Begins to ask for and offer help based on strengths and challenges | Collaborates to accomplish tasks and contributes to a variety of group tasks Asks for and offers help based on strengths and challenges | Begins to share the responsibility for group tasks Experiments with a variety of roles in small/whole group activities | Begins to reflect on personal responsibility to the group and to the task Uses appropriate roles for tasks assigned to group | Reflects on personal responsibility to the group and to the task Shares responsibility for group tasks and group goals |
| Reflection and Metacognition 1.1.3 1.1.4 1.2.1 3.3.4 4.2.1 5.1.1 5.1.3 5.2.2 | Begins to reflect on learning experiences Begins to ask for and offer help Talks about own and others' creations and stories | Reflects on learning experiences Identifies personal behaviours that contribute to success Begins to ask for and respond to feedback about work | Begins to request and offer help, according to needs Asks for and responds to feedback about work | Identifies strengths of own writing through sharing | Sets and reviews reading/writing/viewing goals Reflects on learning experiences (with support) Begins to request and offer constructive feedback | Sets goals and begins to set criteria to assess those goals Reflects on learning experiences through prompts or guided questions Requests and offers constructive feedback | Sets goals and also sets criteria to assess those goals Reflects on learning experiences, with prompts |

Expressing Language

| | Kindergarten | Grade One | Grade Two | Grade Three | Grade Four | Grade Five | Grade Six |
|--|--|---|--|---|---|---|--|
| <p>Content and Ideas</p> <p>3.2.1 4.1.1 5.2.1 5.2.2</p> | <p>Draws and begins to writes about self and family</p> <p>Content contains personal experiences</p> | <p>Draws and writes about self and family</p> <p>Content contains personal experiences and ideas</p> | <p>Draws, writes, and represents self, family, and community</p> <p>Begins to generate ideas for a topic through exploration of experiences and ideas</p> | <p>Represents own ideas and experiences</p> <p>Generates ideas for a topic through exploration of ideas and other sources</p> | <p>Describes similarities and differences between own and others' experiences</p> <p>Focuses a topic using a variety of sources</p> | <p>Describes similarities and differences between own and others' ideas</p> <p>Focuses a topic by integrating ideas from experiences and other sources</p> | <p>Recognizes differing perspectives of common experiences</p> <p>Focuses a topic by integrating ideas from experiences and a variety of other sources</p> |
| <p>Forms and Organization</p> <p>2.3.1 2.3.3 4.1.2 4.1.3</p> | <p>Creates original text; see list of possible text forms for specific examples</p> <p>Begins to model different forms of expression for a specific audience and purpose</p> <p>Begins to tell stories with beginning, middle, and end</p> | <p>Creates original text; see list of possible text forms for specific examples</p> <p>Models a variety of forms of expression for a specific audience and purpose</p> <p>Tells stories with beginning, middle, and end; beings to sequence print to tell a story</p> | <p>Creates original text; see list of possible text forms for specific examples</p> <p>Experiments with a variety of forms of expression to connect purpose and audience</p> <p>Writes stories with beginning, middle, and end</p> | <p>Creates original text; see list of possible text forms for specific examples</p> <p>Uses appropriate forms of expression to connect purpose and audience</p> <p>Experiments with the sequence of own texts</p> | <p>Creates original text; see list of possible text forms for specific examples</p> <p>Chooses from a variety of favourite forms for various audiences and purposes</p> <p>Determines key ideas and then organizes supporting details in own work</p> | <p>Creates original text; see list of possible text forms for specific examples</p> <p>Chooses forms that are appropriate to a variety of audiences and purposes</p> <p>Uses experiences with receptive and expressive language as models for organizing work</p> | <p>Creates original text; see list of possible text forms for specific examples</p> <p>Selects specific forms that serve particular audiences and purposes</p> <p>Adapts organizational patterns such as stanzas or paragraphs to own work</p> |
| <p>Words and Language</p> <p>2.3.3</p> | <p>Begins to talk about new vocabulary;</p> | <p>Talks about new vocabulary and begins to</p> | <p>Extends vocabulary (speaking, reading, writing)</p> | <p>Continues to extend vocabulary in</p> | <p>Begins to explain how an author uses</p> | <p>Explains how an author uses words to create</p> | <p>Explains how effective an author's words are in clarifying and</p> |

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| 4.2.4 | begins to respond to the rhythm, sounds, and images created through effective word choice | use it in written and spoken expressions Begins to talk about author's voice, with guidance | Identifies words that create sounds, images, or rhythm, and talks about how the author expresses his voice through word choice | expressive and receptive language Begins to identify humour in word choice | words to create sounds or images and express his voice Begins to describe how language is used to create humour | sounds or images and the techniques used express voice Describes how language is used to create humour | enhancing meaning Begins to understand the subtle ambiguities in language and the importance of precise language in context |
|-------|---|--|--|---|--|---|--|

| | Kindergarten | Grade One | Grade Two | Grade Three | Grade Four | Grade Five | Grade Six |
|-------------------------------------|---|---|---|--|--|---|--|
| Revision 3.3.3 4.2.2 4.3.1 | <p>Begins to evaluate the usefulness of ideas or information in a representation</p> <p>Begins to explain ideas by adding detail</p> <p>Begins to check for completeness and adds words and labels to pictures</p> <p>Begins to revisit ideas</p> | <p>Evaluates the usefulness of information and begins to accept or reject it for the representation</p> <p>Explains ideas by adding details and begins to revise work based on feedback</p> <p>Rephrases to clarify meaning</p> | <p>Begins to determine the relevance of ideas and information in representation</p> <p>Elaborates ideas with details</p> <p>Confers to revise own and others' work; revises work based on feedback</p> <p>Adds or deletes words to make sense</p> | <p>Determines relevance of information and begins to recognize when further information is needed</p> <p>Adds detail to own texts</p> <p>Revises to accommodate new ideas and information</p> <p>Initiates conferences to revise own and others' works</p> | <p>Begins to determine relevance of information and ideas within subtopics and recognizes when more information is needed</p> <p>Revises to create an interesting impression and check for sequence of ideas</p> <p>Uses pre-established criteria as a basis for suggestions for revisions</p> | <p>Determines relevance of information and ideas within subtopics and addresses information needs to complete representation</p> <p>Revises for content, organization, and clarity</p> <p>Participates in developing criteria that can be used to suggest revisions</p> | <p>Begins to evaluate the relevance of information and ideas using specific criteria</p> <p>Revises to eliminate unnecessary information</p> <p>Uses criteria to provide feedback for others' and to revise own work</p> |
| Presentation 4.4.1 4.4.2 | Shares personal interests with a familiar | Makes presentation to a familiar audience | Makes presentation to a familiar audience, and | Makes presentation to a familiar audience, and | Prepares and shares presentation (with | Prepares and shares presentation that engages | Prepares and shares information on a topic with class members in a |

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|--|---|--|---|--|---|--|---|
| | audience; speaks clearly and faces audience | | supports it with photographs, examples, hands-on materials or other enhancements; begins to answer audience questions | supports it with photographs, examples, hands-on materials or other enhancements; answers audience questions | enhancements) with familiar audience Uses appropriate volume, intonation and non-verbal cues when presenting information | the audience Uses appropriate gestures, facial expressions, emphasis and pacing when presenting information | planned and focused group session Uses appropriate volume, phrasing, intonation, non-verbal cues and presentation space to enhance communication |
|--|---|--|---|--|---|--|---|

| | Kindergarten | Grade One | Grade Two | Grade Three | Grade Four | Grade Five | Grade Six |
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| Conventions 3.3.2 4.2.3 4.3.1 4.3.2 4.3.3 | Forms some recognizable letters and numbers; begins to locate specific letter and number keys on keyboard; begins to use paint and drawing tools on computer Matches sounds with letters Begins to identify periods in familiar text | Begins to identify titles of sources Forms upper and lower case letters legibly; organizes print from top-to-bottom, left-to-right; produces text and graphics on computer Begins to edit sentences Approximates spelling of unfamiliar words and uses some basic sight words Uses periods and capitalizes first letters of | Identifies titles and authors of sources Prints legibly with word boundaries; shows consistency in size and shape of letters; begins to develop proficient keyboarding skills; begins to edit text on computer Edits sentences Applies phonic rules (initial medial and final consonants, short and long vowels, simple blends) to familiar and unfamiliar words; continues to | Lists titles and authors of sources Prints legibly and fluidly; begins to demonstrate consistency in size and shape of cursive letters; develops proficiency in keyboarding skills; begins to use both text and graphics in documents Edits for complete sentences Applies phonic rules (digraphs, blends, vowel combinations) and structural analysis to spell unfamiliar words | Begins to cite references using authors' names in alphabetical order and titles Writes legibly, with consistent alignment, slant, and spacing; experiments with templates and familiar software when composing and revising Edits for appropriate use of statements, questions, and exclamations Uses a variety of spelling patterns, strategies, and resources Uses basic | Cites references using authors' names in alphabetical order, titles, and publication dates Writes legibly, and can use a word processing program when composing and revising Edits to eliminate fragments and run-on sentences Uses a variety of spelling patterns, strategies, and resources; predicts spelling of unfamiliar words and uses resources to confirm correctness | Writes legibly and at an appropriate pace; uses a variety of software design elements Edits for subject-verb agreement, appropriate verb tense, and correct pronoun references Uses a variety of spelling patterns and strategies including syllabication and structural analysis; uses a variety of resources to determine spelling of common exceptions to conventional |

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| | | names, beginnings of sentences, and the pronoun "I" | <p>approximate spelling; expands sight word base</p> <p>Uses periods and questions marks; edits sentences for punctuation and capitalization</p> | <p>in contexts</p> <p>Uses end punctuation and some commas; proofreads own and others' work for punctuation and capitalization</p> | <p>capitalization and punctuation, including commas in series and quotation marks, when editing and proofreading</p> | <p>Uses capitalization and punctuation correctly, including compound sentences, headings, and titles, when editing and proofreading</p> | <p>spelling patterns</p> <p>Uses capitalization and punctuation correctly, including salutations and addresses, when editing and proofreading</p> |
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