

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
Organizing Idea	Text Forms and Structure: Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.								
Guiding Question	How can ideas and information be organized?			How can the organization of ideas and information support the sharing of messages?			How can the organization of ideas and information support the expression and understanding of messages?		
Learning Outcome	Children explore how messages can be organized.			Students describe the various ways that messages can be organized and presented for different purposes.			Students explain how the organization of ideas and information within texts can support the purpose or meaning of messages.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Messages can be shared for different reasons (purpose), including entertainment, learning, safety, and directions.</p> <p>Messages can be imaginary (fiction) or real (non-fiction).</p> <p>Messages can be shared digitally or non-digitally in a variety of forms, including</p> <ul style="list-style-type: none"> • print • books • stories • pictures • poetry • plays • land <p>Messages, both real and imaginary, generally follow this sequence (structure):</p> <ul style="list-style-type: none"> • beginning • middle • ending <p>Books</p>	<p>Ideas and information can be organized in ways that support understanding messages.</p>	<p>Explore messages shared for different reasons.</p> <p>Discuss the differences between messages that are imaginary (fiction) or real (non-fiction).</p> <p>Explore messages shared in a variety of forms.</p> <p>Discuss the beginning, middle, and ending in a message.</p> <p>Identify the front and back of a book.</p> <p>Identify where reading begins and where to go after (return sweep).</p> <p>Identify the first and last letter in a word, word on a page, or part of a message.</p> <p>Identify corresponding written words as they are read aloud.</p>	<p>Messages can be shared for different reasons (purpose), including entertainment, learning, safety, and directions.</p> <p>Messages can depict ideas and information that are imaginary (fiction) or real (non-fiction).</p> <p>Messages can be shared digitally or non-digitally through</p> <ul style="list-style-type: none"> • reading • writing • listening • speaking • viewing • representing <p>Messages can be shared in a variety of forms, including</p> <ul style="list-style-type: none"> • print • books • stories • pictures • poetry 	<p>Ideas and information can be organized by purpose, form, or structure.</p>	<p>Discuss reasons for messages to be shared (purpose).</p> <p>Describe the differences between messages that are imaginary (fiction) or real (non-fiction).</p> <p>Discuss forms used to organize messages.</p> <p>Identify the beginning, middle, and ending in a message.</p> <p>Determine a message in a variety of environmental print.</p> <p>Identify the title and author of a variety of print messages.</p> <p>Read print from left to right with a return sweep.</p> <p>Read print with accurate one-to-one word matching.</p> <p>Identify</p>	<p>Messages can be shared for different reasons (purpose), including entertainment, learning, safety, and directions.</p> <p>Messages can depict ideas and information that are imaginary (fiction) or real (non-fiction).</p> <p>Messages can be shared digitally or non-digitally through</p> <ul style="list-style-type: none"> • reading • writing • listening • speaking • viewing • representing <p>Messages can be shared in a variety of forms, including</p> <ul style="list-style-type: none"> • print • books • stories • pictures • poetry 	<p>Ideas and information can be organized in a variety of ways to support the expression and understanding of messages.</p>	<p>Identify different reasons for messages to be shared (purposes).</p> <p>Distinguish between messages that are imaginary (fiction) or real (non-fiction).</p> <p>Compare and contrast forms used to organize messages.</p> <p>Describe the structure of a variety of imaginary or real stories.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten		Grade 1		Grade 2		
	<p>and other forms of print are organized in consistent ways (concepts of print):</p> <ul style="list-style-type: none"> • A book has a front and a back cover. • Words are made up of letters. • Print is read from left to right and top to bottom. • One print word represents one spoken word when read aloud. • Every word has a first and last letter. • Every sentence has a first and last word. 		<ul style="list-style-type: none"> • plays • land <p>Stories, both real and imaginary, generally follow this structure:</p> <ul style="list-style-type: none"> • beginning • middle • ending <p>Environmental print can include signs, symbols, and words.</p> <p>Books and other forms of print are organized in consistent ways (concepts of print):</p> <ul style="list-style-type: none"> • A book has a title and an author. • Print is read from left to right and top to bottom with a return sweep. • Each print word represents one spoken word when read aloud. • Sentences are made up of words. • Words are separated by spaces in sentences. 		<p>sentences that start with a capital letter, have spaces between words, and end with punctuation.</p>	<ul style="list-style-type: none"> • plays • letters • land <p>Stories, both real and imaginary, generally follow the structure</p> <ul style="list-style-type: none"> • beginning • problem • solution • ending 	

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
				<ul style="list-style-type: none"> Punctuation marks can signal the end of a sentence. 					
	<p>Features that clarify messages can be digital or non-digital, including</p> <ul style="list-style-type: none"> pictures print size, colour, font, or bolding 	<p>Messages can be clarified when they include (text) features.</p>	<p>Identify a variety of features that help clarify messages.</p>	<p>Features that clarify and organize messages can be digital or non-digital, including</p> <ul style="list-style-type: none"> pictures print size, colour, font, or bolding titles and headings 	<p>Messages can be clarified and organized using text features.</p>	<p>Identify a variety of features that help clarify messages.</p> <p>Include a variety of features to help organize or clarify personal messages.</p>	<p>Features that organize, clarify, or enhance messages can be digital or non-digital, including</p> <ul style="list-style-type: none"> pictures print size, colour, font, or bolding titles and headings captions charts 	<p>Messages can be organized, clarified, and enhanced using text features.</p>	<p>Identify a variety of features that help clarify messages.</p> <p>Include a variety of features to help organize, clarify, and enhance personal messages.</p>
	<p>Imaginary (fictional) stories can include</p> <ul style="list-style-type: none"> fairy tales fables realistic stories <p>A fairy tale is a story based on imaginary people and places.</p> <p>A fable is a short story that teaches a lesson.</p> <p>Realistic stories may include people and places that seem real but were created from someone's imagination.</p> <p>Stories can include characters, setting, and events (story elements).</p> <p>A character can be any person, object, or animal that is part of a story.</p> <p>Setting refers to the time and place of a story.</p> <p>An</p>	<p>Stories and ideas that are imaginary (fictional) can encourage creativity.</p>	<p>Retell events, information, and ideas from a variety of imaginary stories.</p> <p>Discuss story elements within a variety of imaginary stories.</p> <p>Create imaginative representations or dramatizations of stories that include story elements.</p>	<p>Imaginary (fictional) stories can include</p> <ul style="list-style-type: none"> fairy tales fables realistic stories folk tales <p>A folk tale is a story typically passed on through word of mouth.</p> <p>A fairy tale is a story based on imaginary people and places.</p> <p>A fable is a short story, often with animals as characters, that has a moral.</p> <p>Realistic stories may include people and places that seem real but were created from someone's imagination.</p> <p>Stories have structures (elements) that can include</p> <ul style="list-style-type: none"> characters setting events <p>A</p>	<p>Foundational knowledge can be built and expanded by exploring stories and ideas that are imaginary (fictional).</p>	<p>Retell events, information, and ideas from a variety of imaginary stories.</p> <p>Describe story elements within a variety of imaginary stories.</p> <p>Create imaginative representations or dramatizations of stories that include characters, setting, and events.</p> <p>Discuss the narrator's contribution to a story or message.</p>	<p>Imaginary (fictional) stories can include</p> <ul style="list-style-type: none"> folk tales fairy tales fables myths realistic stories <p>A myth is a traditional or legendary story usually concerning a courageous hero, heroine, or event.</p> <p>A hero is a real or imaginary character who faces dangers and challenges and shows strength or courage.</p> <p>A heroine is a female hero.</p> <p>Stories have structures (elements) that can include</p> <ul style="list-style-type: none"> characters setting events plot <p>The plot is the sequence</p>	<p>Stories and ideas that are imaginary (fictional) can encourage thinking about and beyond what is already known.</p>	<p>Retell events, information, and ideas from a variety of imaginary stories.</p> <p>Identify story elements within a variety of imaginary stories.</p> <p>Identify the hero or heroine in a myth.</p> <p>Create imaginative representations or dramatizations of stories that include characters, setting, and plot.</p> <p>Discuss the narrator's contribution to a story or message.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
	event is something that happens in a story.			character can be any person, object, or animal that is part of a story. Setting refers to the time and place of a story. An event is something that happens in a story. A narrator is the person or character telling a story.			of events that make up a story. A narrator is the person or character telling a story.		
	Real information or ideas (non-fiction) can be shared through <ul style="list-style-type: none"> • factual books or stories • people • observations • pictures • land 	Some messages share ideas and information that really happened or really exist (non-fiction).	Represent information and ideas from a variety of real messages.	Real information or ideas (non-fiction) can be shared digitally or non-digitally through <ul style="list-style-type: none"> • personal experiences and stories • factual books, stories, or images • instructions or directions • observations • interactions with people and land Informational texts can have structures, including <ul style="list-style-type: none"> • main idea • supporting details • sequencing 	Messages that share ideas and information that are real or true (non-fiction) can encourage thinking and build foundational knowledge.	Discuss ways that information can be organized to support learning.	Real information or ideas (non-fiction) can be accessed and shared digitally or non-digitally through <ul style="list-style-type: none"> • personal experiences and stories • factual books, stories, or images • instructions or directions • observations • interactions with people and land • information in other content areas Informational texts can have structures, including <ul style="list-style-type: none"> • main idea • supporting details • sequencing • question and answer 	Foundational knowledge can be expanded beyond what is already known by exploring information that is real or true (non-fiction).	Discuss ways that information can be accessed and organized to encourage thinking about and beyond what is already known.

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten		Grade 1			Grade 2			
	<p>Poems can describe ideas and feelings in serious or playful ways.</p> <p>Originally, most poetry was sung or designed to be remembered, which explains why it traditionally has regular rhythms and rhymes.</p> <p>Sometimes poems do not rhyme.</p>	<p>Poetry helps us explore ideas and feelings.</p>	<p>Explore a variety of ideas and feelings represented through poetry and song.</p> <p>Discuss the difference between poems that rhyme and those that do not.</p>	<p>Poems can describe ideas and feelings in creative and joyful ways.</p> <p>Poems and songs can contain words and phrases that rhyme.</p> <p>Sometimes poems do not rhyme.</p>	<p>Poetry explores ideas and feelings and helps us to connect to our experiences.</p>	<p>Share connections between personal experiences and messages represented through poetry and song.</p> <p>Determine if a poem rhymes or if it does not.</p>	<p>Poetry can include words or phrases used in imaginative ways to create meaning or special effects.</p> <p>Poetic structures can include</p> <ul style="list-style-type: none"> • acrostic • rhyming couplet <p>An acrostic poem is a poem where certain letters in each line spell out a word or phrase.</p> <p>A rhyming couplet is a pair of lines in poetry that rhyme and usually have the same rhythm.</p>	<p>Poetry can expand how we think and feel about what can be seen, heard, smelled, tasted, touched, or experienced in the world.</p>	<p>Identify words or phrases used in imaginative ways that support messages represented through poetry and song.</p> <p>Recognize how poetry and song can expand how we think and feel about what can be experienced.</p> <p>Identify poetic structures, including acrostic poems and rhyming couplets.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
Organizing Idea	Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.								
Guiding Question	How do listening and speaking skills help to communicate feelings, ideas, and thoughts?			How are listening and speaking used in oral communication?			How can listening and speaking be developed to improve oral communication?		
Learning Outcome	Children demonstrate listening and speaking skills through a variety of literacy experiences.			Students describe how listening and speaking can enhance a message.			Students examine and adjust listening and speaking to communicate effectively.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Oral traditions share knowledge of land, people, or animals.	Oral traditions can provide lessons, entertainment, and develop imagination.	Listen to oral traditions shared by First Nations, Métis, and Inuit.	Kinship is the relationship between <ul style="list-style-type: none"> • self • others • community • land • animals Information and stories shared through oral traditions reveal the importance of relationships.	Oral traditions allow for deeper understanding of kinship.	Explore different relationships through oral traditions.	Sharing circles are traditional Indigenous practices that involve listening and speaking. In sharing circles, the speaker holds an object while everyone listens. In sharing circles, an object is passed around clockwise in a circle so that everyone has an opportunity to speak.	Oral traditions connect people to language and ways of knowing.	Explore how oral traditions are shared. Participate in a sharing circle.

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten		Grade 1			Grade 2			
	<p>Listening and speaking skills can be developed through</p> <ul style="list-style-type: none"> • discussions • sharing (presentations) • stories • songs • poems <p>The appropriate volume for speaking can change based on the situation.</p> <p>Speaking is the sharing of one's voice, and it must be cared for and appreciated.</p> <p>Voice is vibration moving through the air.</p>	<p>Ideas, information, and feelings can be shared through listening and speaking.</p>	<p>Share personal experiences and stories through listening and speaking with others.</p> <p>Participate in classroom discussions, respectfully taking turns.</p> <p>Share stories, songs, or poems individually or as part of a group.</p> <p>Adjust speaking volume for a variety of situations.</p>	<p>Listening and speaking skills can be developed through</p> <ul style="list-style-type: none"> • discussions • songs • poems • stories • dramatizations • presentations <p>The speaking voice is supported through full, deep breaths that can affect volume, tone, and rate of speech.</p> <p>The volume, highness or lowness of the voice (pitch), and the pace (rate of speech) can affect the meaning or clarity of a message.</p> <p>Appropriate posture includes alignment, breath, and a relaxed stance.</p> <p>Speakers can indicate differences in character, key ideas, and events through changes in volume,</p>	<p>Listening and speaking can be used to share messages in a variety of situations.</p>	<p>Share experiences, ideas, and information with appropriate volume, tone, and rate of speech.</p> <p>Adjust speaking volume, pitch, and pace for a variety of situations.</p> <p>Share ideas and information sequentially.</p> <p>Present stories, songs, poems, or dramatizations individually or as part of a group.</p> <p>Participate in vocal warm-ups and breathing activities that support oral communication.</p>	<p>Listening and speaking skills can be developed through</p> <ul style="list-style-type: none"> • discussions • formal and informal presentations • collaborative activities <p>Voice can be produced in healthy ways, including by being mindful of</p> <ul style="list-style-type: none"> • relaxation • posture • breathing <p>Volume can be adjusted for purpose and audience.</p> <p>Clarity of speech (enunciation) enhances the ability to be understood.</p> <p>Nervousness can be associated with oral communication, such as</p> <ul style="list-style-type: none"> • sweating • tummy "butterflies" • stumbling over sounds 	<p>Listening and speaking skills can be developed to improve communication.</p>	<p>Contribute to a variety of listening and speaking activities to build confidence in oral language skills.</p> <p>Enhance clarity of oral communication through word choice and enunciation.</p> <p>Present ideas, events, or information in a logical sequence.</p> <p>Participate in breathing and relaxation activities that support oral communication.</p> <p>Listen for changes in inflection, stress, and tone colour in oral communications.</p> <p>Share a short poem with some awareness of inflection, stress, and tone colour.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
				tone, and rate of speech.			<ul style="list-style-type: none"> • forgetting • feeling shaky <p>Voices can be varied in many ways, including</p> <ul style="list-style-type: none"> • direction of pitch (inflection) • vocal force to highlight importance of a word (stress) • overall pitch and inflection patterns (tone colour) <p>Communication models can be used to share messages.</p> <p>Communication models can involve consideration of the</p> <ul style="list-style-type: none"> • speaker • listener • message • situation 		
	<p>Listening is an active process that can include</p> <ul style="list-style-type: none"> • looking at the speaker • raising a hand • taking turns • using appropriate body postures and gestures 	<p>Listening is an active process that supports learning, collaborating, and having fun.</p>	<p>Demonstrate a variety of listening behaviours.</p> <p>Listen to and follow simple one-step instructions.</p>	<p>Listening involves maintaining attention and focus.</p> <p>Listening can include asking and responding to questions.</p> <p>Discussions involve listening and contributing.</p>	<p>Listening is an active process that supports understanding.</p>	<p>Ask questions to clarify information during discussions.</p> <p>Respond orally to questions during discussions.</p> <p>Contribute to discussions as a listener and speaker.</p> <p>Listen to and follow two-step instructions.</p>	<p>Listening can involve</p> <ul style="list-style-type: none"> • maintaining focus • asking and responding to questions • using appropriate body postures and gestures • paying attention to the words, feelings, and behaviours of others 	<p>Listening helps to develop and maintain positive relationships in a variety of situations.</p>	<p>Contribute to discussions as a listener and speaker.</p> <p>Listen to and follow three-step instructions.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten		Grade 1			Grade 2			
	<p>Messages can be shared through sounds and words (verbal).</p> <p>Messages can be shared without sounds (non-verbally) through body language, which can include</p> <ul style="list-style-type: none"> • eye contact • movement • gestures • facial expressions <p>The human voice is capable of producing a variety of sounds.</p>	<p>Language can be expressed verbally or non-verbally.</p>	<p>Express an idea or share information through use of body language or voice.</p> <p>Share a short poem, story, or song from memory using verbal and non-verbal language.</p>	<p>Messages can be shared through sounds and words (verbal).</p> <p>Messages can be clarified without sounds (non-verbally) through body language, which can include</p> <ul style="list-style-type: none"> • eye contact • movement • gestures • facial expressions • posture 	<p>Verbal and non-verbal language can be used to communicate messages.</p>	<p>Examine verbal and non-verbal language that is appropriate for a variety of situations.</p> <p>Adjust verbal or non-verbal language according to a variety of situations.</p>	<p>Different situations may have different expectations for language use.</p> <p>Gestures and facial expressions can be used to enhance ideas and emotions.</p> <p>Body movement can be used to emphasize ideas, feelings, and messages.</p>	<p>Verbal and non-verbal language can be combined to enhance messages.</p>	<p>Examine messages that combine both verbal and non-verbal communication.</p> <p>Enhance messages through combining verbal and non-verbal communication.</p> <p>Adjust verbal or non-verbal language according to purpose and audience.</p> <p>Improvise a scene, situation, or story using verbal and non-verbal language.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
Organizing Idea	Vocabulary: Communication and comprehension are improved by understanding word meaning and structures.								
Guiding Question	How can word knowledge contribute to building vocabulary?			How can vocabulary and morphological awareness work together to increase knowledge of words?			In what ways can understanding words and word structures support communication?		
Learning Outcome	Children develop vocabulary through a variety of literacy experiences.			Students recognize and analyze patterns in and across words.			Students build vocabulary by connecting morphemes and words to their meanings.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Literacy experiences can include <ul style="list-style-type: none"> • read alouds • songs • poems • rhymes • pictures • conversations 	Literacy experiences can provide opportunities to learn new words.	Explore and play with new words. Identify the meaning of new words. Develop new vocabulary through a variety of literacy experiences. Transfer new vocabulary to different situations.	Vocabulary development includes learning tier 2 words that are <ul style="list-style-type: none"> • unknown to most learners • critical for comprehending new texts • useful and may be encountered in the future Vocabulary development includes some academic words from read alouds and texts (tier 3 words). A synonym is a word that has a similar meaning to another word. An antonym is a word that has the opposite meaning of another word.	Learning new words improves comprehension and communication.	Confirm word meanings in a variety of ways. Identify the meaning of tier 2 words and use them in sentences. Use tier 3 words in discussions. Recognize that words can be replaced with synonyms. Explore antonyms when comparing words. Transfer understandings of words to different situations.	Vocabulary development includes learning tier 2 words that are <ul style="list-style-type: none"> • unknown to most learners • critical for comprehending new texts • useful and may be encountered in the future Vocabulary development includes academic words from a variety of texts (tier 3 words). Words can create effects in language, including <ul style="list-style-type: none"> • alliteration • onomatopoeia • repetition Words can describe a sound that mimics the sound of an object or action (onomatopoeia) (e.g., sizzle).	Vocabulary development contributes to the ability to communicate effectively.	Identify meanings of words in a variety of situations. Identify and discuss words of interest in texts. Use tier 2 words in a variety of literacy situations. Identify meanings of words from subject content areas (tier 3 words). Apply a variety of synonyms to enhance expression. Apply a variety of antonyms to contrast ideas. Identify homophones and homographs. Transfer understandings of words to different situations. Record new words and their

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
							<p>Words or phrases can appear over and over again (repetition) (e.g., extra, extra, extra).</p> <p>Homophones are words that have the same sound but different spellings and meanings.</p> <p>Homographs are words that have the same spelling but different meanings, and sometimes different pronunciations.</p>		<p>meanings in a variety of ways.</p> <p>Identify alliteration, onomatopoeia, and repetition in spoken language.</p>
				<p>Morphemes are the smallest units of a word that hold meaning.</p> <p>A base is the main morpheme in a word.</p> <p>Suffixes are morphemes located at the ending of words.</p> <p>Adding the suffix <s> or <es> to the ending of a word can make it plural.</p> <p>Adding the suffix <ed> to the ending of a word changes the tense.</p> <p>A compound word is formed when two individual words are put together to make a new word.</p> <p>The meaning of a compound word can be similar to or different from the two individual words that were combined to form the word.</p>	<p>Word meanings can change by adding or removing morphemes.</p>	<p>Identify words according to their base.</p> <p>Recognize suffixes in oral or written language.</p> <p>Add or remove suffixes to make words singular or plural.</p> <p>Add or remove suffixes to change the tense of words.</p> <p>Recognize compound words.</p> <p>Describe changes in meaning that occur when two words are combined to form a compound word.</p>	<p>Adding the suffix <ing> or <ed> to the end of a base changes the tense.</p> <p>Adding <er> or <est> to a base indicates a comparison.</p> <p>A base is the main morpheme in a word.</p> <p>Words that share a base share connections in meaning and spelling.</p>	<p>Morphemes can change the meaning or function of a word.</p>	<p>Manipulate suffixes to change the tense of words.</p> <p>Manipulate suffixes to make words singular or plural.</p> <p>Manipulate suffixes when making comparisons between ideas.</p> <p>Identify changes in meaning when suffixes are added to or removed from bases.</p> <p>Use compound words to extend vocabulary.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
Organizing Idea	Phonological Awareness: Foundational literacy is supported by the ability to identify and manipulate sounds in oral language.								
Guiding Question	How are sound and oral language connected?			How does the manipulation of sound in oral language support phonological awareness?			How does sound contribute to understanding oral language?		
Learning Outcome	Children experiment with sounds in words.			Students manipulate sounds in words in oral language.			Students apply understandings of how sounds create meaning in oral language.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Sounds can be identified at the beginning, middle, or ending of words.	Words are made up of sounds (phonemes).	Identify sounds at the beginning of spoken words. Identify sounds in the middle of spoken words. Identify sounds at the ending of spoken words.	Alliterative words begin with the same consonant sound (e.g., marvelous muffins) Alliterative phrases include tongue twisters (e.g., Peter Piper picked a peck of pickled peppers).	Alliterative words begin with the same consonant sound.	Generate alliterative words. Generate alliterative phrases.			
	Songs and poems can contain rhyming words.	Words that rhyme have the same sound at the end.	Explore rhyme in a variety of language-learning contexts. Identify one-syllable rhyming words.	Words that rhyme can have more than one syllable. Songs and poems can contain rhyming words.	Rhyming words can be present in a variety of oral language contexts.	Generate rhyming words that have up to three syllables. Recall simple songs or poems that contain words that rhyme.			
	Sounds can be identified at the beginning of words. Sounds can be identified at the ending of words.	Words have initial and final sounds (phonemes).	Identify sounds at the beginning and ending of spoken words. Sort words based on their initial sounds. Sort words based on their final sounds.						

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
	<p>Sentences can be separated into words.</p> <p>Words can be separated into parts, including syllables, phonemes, onsets, rimes, or the two individual words that compose a compound word.</p> <p>Onset is the consonant, consonant cluster, or consonant digraph that appears at the beginning of a word and comes before the vowel (e.g., <i>st-eam</i>).</p> <p>Rime is the ending part of a word containing the vowel (e.g., <i>st-eam</i>).</p>	<p>Spoken language is made up of words and sentences that can be separated into parts (segmentation).</p>	<p>Count the number of words in a spoken sentence of three to four words.</p> <p>Separate compound words into two individual words.</p> <p>Identify the number of syllables in one- to three-syllable words.</p> <p>Separate words into onsets and rimes.</p>	<p>Compound words can be separated into two individual words.</p> <p>Words can be separated into syllables.</p> <p>Words can be separated into sounds.</p> <p>Sounds can be identified at the beginning, in the middle, or at the ending of spoken words.</p>	<p>Separating words into syllables or phonemes (segmentation) supports the ability to hear and manipulate sounds in words.</p>	<p>Identify individual words in compound words.</p> <p>Identify syllables in words that have three or more syllables.</p> <p>Segment the sounds of words containing up to five phonemes.</p>	<p>Consonant blends can be separated into their individual sounds.</p> <p>Consonant blends can be located anywhere in words.</p>	<p>Words can be separated (segmented) into syllables or sounds (phonemes).</p>	<p>Segment and identify the sounds in words that have five or more phonemes.</p> <p>Identify phonemes in words that have three or more syllables.</p> <p>Segment and identify sounds in words that have consonant blends.</p> <p>Segment individual words within compound words.</p>
	<p>Two separate words can be blended to form a new word (compound word).</p> <p>Two or more syllables can be blended to form a new word.</p> <p>Sounds (phonemes) can be blended to form words.</p>	<p>Sounds can be blended to form spoken words.</p>	<p>Blend two words to form compound words.</p> <p>Blend syllables to form words.</p> <p>Blend onsets and rimes to form words.</p> <p>Blend sounds to form words.</p>	<p>Two separate words can be blended to form a new word (compound word).</p> <p>Syllables can be blended to form new words.</p> <p>Sounds (phonemes) can be blended to form words.</p>	<p>Words can be formed by blending words, parts of words, or sounds.</p>	<p>Identify and blend syllables in words that have two to three syllables.</p> <p>Identify and blend sounds in words that have up to five phonemes.</p>	<p>Blending is combining sounds or word parts located anywhere in words.</p> <p>Consonant blends are two or more consonant letters that often appear together in words and represent sounds that are smoothly joined.</p> <p>Individual sounds and consonant blends can be blended into a sequence to form words.</p>	<p>Syllables and individual sounds can be blended into a sequence to form words.</p>	<p>Identify and blend the sounds in words that have up to six sounds.</p> <p>Identify and blend sounds in words that have consonant blends.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
	<p>Sounds in words (phonemes) can be removed.</p> <p>Syllables in words can be removed.</p> <p>One of the words in a compound word can be removed.</p>	<p>Parts of words can be removed (deletion).</p>	<p>Delete one word in compound words.</p> <p>Delete one syllable from multisyllabic words.</p> <p>Delete onsets or rimes in words.</p> <p>Delete sounds in words.</p>	<p>Sounds can be added to the beginning, middle, or ending of words.</p> <p>Sounds can be deleted from the beginning, middle, or ending of words.</p> <p>Sounds can be substituted for different sounds at the beginning, middle, or ending of words.</p>	<p>Sounds in words can be added, deleted, or substituted (manipulated).</p>	<p>Recognize the position of letters in words.</p> <p>Add sounds to the beginning, middle, or ending of words.</p> <p>Delete sounds from the beginning, middle, or ending of words.</p> <p>Substitute one sound for another in one-syllable words.</p>	<p>Sounds can be manipulated by adding, deleting, or substituting different sounds.</p> <p>Sounds can be manipulated at the beginning, middle, or ending of words.</p>	<p>Words can be changed by manipulating sounds (phonemes).</p>	<p>Manipulate phonemes in a variety of one-syllable or multisyllabic words.</p> <p>Delete the second phoneme in a consonant blend to form a new word.</p> <p>Substitute for the second phoneme in a consonant blend to form a new word.</p> <p>Substitute a sound anywhere in a word to form a new word.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
Organizing Idea	Phonics: Foundational literacy is supported by understanding relationships between sounds in oral language and the letters that represent them.								
Guiding Question	How do letters and sounds work together to make words?			How can understanding relationships between sounds and letters (phonics) increase knowledge of words?			How can understanding the relationships between sounds and letters (phonics) enhance decoding and encoding?		
Learning Outcome	Children make connections between letters and sounds in words.			Students recognize and analyze letters and sounds in words.			Students apply understandings of letter combinations and sounds in words.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>The English alphabet consists of a set of 26 letters.</p> <p>Letters have distinguishable characteristics, including</p> <ul style="list-style-type: none"> • height • shape • straight lines • curved lines <p>Letters can be upper case or lower case.</p>	<p>Letters come in many shapes and sizes.</p>	<p>Identify letters by characteristics.</p> <p>Recognize all upper case and lower case letters by name.</p>	<p>The English alphabet consists of a set of 26 letters that represent sounds.</p> <p>Letters can be upper case or lower case.</p>	<p>Letters represent sounds in words.</p>	<p>Recognize both upper case and lower case letters of the alphabet fluently.</p> <p>Distinguish between letters that are consonants and letters that are vowels.</p> <p>Make connections between letters and sounds in words.</p>			

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
	<p>Letters represent sounds in words.</p> <p>There is a relationship between written letters (graphemes) and the sounds they represent (phonemes).</p>	<p>Knowing the relationship between letters and sounds (phonics) supports reading print messages.</p>	<p>Make connections between letters and sounds in words.</p> <p>Recognize the first, middle, or ending letter or sound in words.</p>	<p>There is a relationship between written letters (graphemes) and the sounds they represent (phonemes).</p> <p>Two or more letters can represent a single sound.</p> <p>Letters in words can be silent.</p> <p>Some letters have variable pronunciations.</p> <p>A vowel that is followed by <r> can make a new sound (e.g., <i>ti-ger</i>, <i>turn</i>, and <i>bird</i>).</p> <p>An open syllable ends with a vowel (e.g., <i>he-ro</i>, <i>pa-per</i>, and <i>e-ven</i>).</p>	<p>Letter combinations represent units of sound within a word.</p>	<p>Associate sounds to letters, letter clusters, and letter sequences.</p> <p>Experiment with letters, sounds, and words to create new words.</p> <p>Read one- to two-syllable words that include the 60 most frequent letter-sound correspondences.</p> <p>Recognize and use long and short vowel sounds in words.</p> <p>Read and write consonant sounds in the beginning, middle, and ending of words using the letters that represent them.</p> <p>Read and write two consonant letters that represent one sound at the</p>	<p>Letter combinations and sounds for reading include</p> <ul style="list-style-type: none"> • vowels • blends • digraphs • diphthongs <p>Blends combine sounds or word parts.</p> <p>A combination of two letters can make a single sound (digraph).</p> <p>Long vowel sounds can be made by gliding from one position of the mouth to another within the same syllable (diphthong).</p> <p>Letters in words can be silent.</p> <p>Some letters have variable pronunciations.</p> <p>An open syllable ends with a vowel or diphthong (e.g., <i>mu-sic</i>).</p> <p>A</p>	<p>Relationships between letter combinations and sounds support understanding of words.</p>	<p>Make connections between a full range of letter combinations and sounds.</p> <p>Apply knowledge of silent letters when learning new words.</p> <p>Recognize and use the full range of consonant letters and letter clusters in the beginning, middle, and ending of words.</p> <p>Recognize and use letter combinations that represent long vowel sounds.</p> <p>Recognize how the letter <r> can influence the vowel sound.</p> <p>Distinguish between vowel sounds in open syllables (consonant-vowel CV) and closed syllables (vowel-consonant VC).</p> <p>Read words that include the</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2	
						<p>beginning, middle, and ending of words.</p> <p>Identify short vowel sounds in words and identify the letters that represent them.</p> <p>Identify long vowel sounds in words and identify the letters that represent them.</p> <p>Recognize how the letter <r> can influence the vowel sound.</p>	<p>closed syllable is a vowel followed by a consonant, and the vowel usually says its short sound (e.g., <i>tennis</i>).</p> <p>A vowel that is followed by <r> can make a new sound (e.g., <i>ti-ger</i>).</p>	<p>120 most frequent letter-sound correspondences.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
Organizing Idea	Fluency: Comprehension and literary appreciation are improved by the ability to read a range of texts accurately, automatically, and with expression.								
Guiding Question	How does letter and word recognition develop fluency?			How does reading prosody (expression) support understanding?			In what ways does fluency support the development of reading?		
Learning Outcome	Children recognize some letters and words with speed and accuracy.			Students apply accuracy, appropriate rate, and expression in the development of fluency.			Students demonstrate and apply fluency strategies while reading.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
				<p>Letters can be recognized quickly and accurately.</p> <p>Sounds in words can be blended quickly and accurately.</p> <p>Words consisting of three phonemes (three sounds) can be blended quickly and accurately.</p>	<p>Fluency involves the ability to decode new words with accuracy and at an appropriate rate.</p>	<p>Identify all 26 letters of the alphabet quickly and accurately.</p> <p>Blend sounds in words with speed and accuracy to decode unfamiliar words.</p>	<p>Morphemes are the smallest units of sound that hold meaning.</p> <p>Letter combinations, sounds, and morphemes that can be blended quickly and accurately for reading include</p> <ul style="list-style-type: none"> • vowels • blends • digraphs • diphthongs • syllables 	<p>Fluency development contributes to one's ability to understand messages.</p>	<p>Blend sounds quickly and accurately to decode unfamiliar messages.</p> <p>Apply language structure, meaning, and rapid word recognition to support fluency.</p> <p>Read at a steady, comfortable pace.</p>
	<p>Some letters can be recognized quickly and accurately.</p> <p>Some words can be recognized quickly and accurately.</p>	<p>Some words, signs, and symbols are very common and can be recognized automatically.</p>	<p>Recognize some letters of the alphabet with speed and accuracy.</p> <p>Recognize 5–10 high frequency words.</p> <p>Recognize one's own name.</p> <p>Recognize some environmental print automatically.</p>	<p>High frequency words are common words that occur often in written language.</p> <p>Some words that appear often in print cannot be decoded and must be read by sight (e.g., the).</p>	<p>Fluency involves the ability to recognize high frequency words with accuracy and at an appropriate rate.</p>	<p>Read 125 high frequency words automatically.</p> <p>Read 125 high frequency words in sentences and texts.</p>	<p>High frequency words include words that occur often in written language.</p> <p>The ability to recognize high frequency words with accuracy and at an appropriate rate supports reading comprehension.</p>	<p>Recognizing high frequency words supports reading comprehension.</p>	<p>Read 175 new high frequency words automatically.</p> <p>Read high frequency words in sentences and texts.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
	Phrased reading reflects end punctuation, including pausing at periods and raising one's voice at the end of questions.	Fluent and phrased reading sounds like spoken language.	Notice end punctuation and reflect it in voice.	<p>Phrased reading sounds like spoken language.</p> <p>Fluent reading can include stopping at periods and pausing at commas.</p> <p>Intonation and expression include purposeful movement of the pitch of the voice, including</p> <ul style="list-style-type: none"> • loud and soft stresses of words • raising the voice as a response to question marks • alternating the voice to show excitement as a response to exclamation marks 	Fluent and phrased reading can increase the ability to comprehend written messages.	<p>Read phrases smoothly, taking punctuation into consideration.</p> <p>Read texts aloud with appropriate intonation and expression.</p>	<p>Reading fluency is supported by</p> <ul style="list-style-type: none"> • pace • phrasing • expression • punctuation <p>Pace is the rate at which written messages are read.</p> <p>Phrasing is reading smoothly by grouping words together into meaningful phrases with punctuation.</p> <p>Expression is reading with feeling in the voice, including various pitch movements.</p> <p>Punctuation supports reading with fluency through pausing and intonation.</p> <p>Quotation marks signal to the reader to align voice with characters in a written message.</p>	Fluent reading can engage audiences or improve comprehension.	<p>Read with appropriate stress on words, pausing, and phrasing.</p> <p>Read with appropriate intonation and expression.</p> <p>Use punctuation in written messages to enhance fluency.</p> <p>Read dialogue with phrasing and expression to engage an audience or reflect understanding.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
Organizing Idea	Comprehension: Text comprehension is supported through applying varied strategies and processes, and considering both particular contexts and universal themes.								
Guiding Question	How are messages understood?			What messages are conveyed through ideas and information within texts?			How does comprehension facilitate the meaning of a text?		
Learning Outcome	Children share understandings of messages communicated in texts.			Students investigate meaning communicated in texts.			Students use and explain a variety of processes to comprehend texts.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>New words and ideas can be learned by listening to texts.</p> <p>The language in texts that is listened to can contain more complex words and ideas than everyday language.</p>	<p>Understanding messages in texts can be enhanced by listening to texts read aloud.</p>	<p>Listen to a variety of texts that are read aloud.</p> <p>Engage in discussions about texts that have been listened to.</p>	<p>Texts that are listened to can contain more formal or complex language than everyday language.</p> <p>Responses to messages listened to in texts can include</p> <ul style="list-style-type: none"> • discussions • pictures with a few words or sentences 	<p>Understanding text can be enhanced by listening to messages read aloud.</p>	<p>Listen to a variety of fictional and informational texts that are read aloud.</p> <p>Respond to texts that have been read aloud.</p> <p>Understand words and phrases from texts that have been read aloud.</p>	<p>Texts that are listened to can contain more complex language and information than texts read independently.</p> <p>Responses to texts that are listened to can include</p> <ul style="list-style-type: none"> • discussions • visual representations • writing 	<p>Text comprehension can be enhanced by listening to a variety of texts read aloud.</p>	<p>Listen and respond to a variety of fictional and informational texts that are read aloud.</p> <p>Understand and use words and phrases from texts that have been read aloud.</p>
	<p>Simple, predictable, or decodable print texts often repeat words and phrases through patterns that can be recognized.</p> <p>Understandings of messages within texts can be shared in a variety of ways, including</p> <ul style="list-style-type: none"> • discussions • pictures with a few letters or words 	<p>Predictable and decodable texts support a reader's understanding.</p>	<p>Read aloud simple, predictable, and decodable texts.</p> <p>Share understandings of messages read independently.</p>	<p>Understanding of messages in texts read independently can be shared through</p> <ul style="list-style-type: none"> • discussions • pictures with a few words or sentences 	<p>Predictable and decodable print texts can be read and understood independently.</p>	<p>Read simple, fully predictable and decodable texts independently.</p> <p>Understand words and sentences from print texts read independently.</p> <p>Share understandings of print texts read independently.</p>	<p>Understanding of print texts read independently can involve</p> <ul style="list-style-type: none"> • discussions • visual representations • writing 	<p>Print texts can be understood independently.</p>	<p>Read, independently, texts that contain mostly predictable and decodable words.</p> <p>Use and understand words and sentences from print texts read independently.</p> <p>Discuss ideas and information from print texts read independently.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
				<p>Word solving can include</p> <ul style="list-style-type: none"> • chunking • stretching • manipulating sounds <p>Understanding print texts can be checked by asking</p> <ul style="list-style-type: none"> • does it make sense? (meaning) • does it sound right? (syntax) • does it look right? (visual cues) <p>Self-correcting can include</p> <ul style="list-style-type: none"> • altering speed • rereading • reading on • seeking clarification 	<p>Comprehension can involve solving, monitoring, and self-correcting.</p>	<p>Solve unknown words in a variety of ways.</p> <p>Use meaning, syntax, and visual cues to check understandings when reading print text.</p> <p>Self-correct when print text does not make sense.</p>	<p>Understanding print text can be checked by asking</p> <ul style="list-style-type: none"> • does it make sense? (meaning) • does it sound right? (syntax) • does it look right? (visual cues) <p>Word solving can include</p> <ul style="list-style-type: none"> • chunking • stretching • manipulating sounds • searching for additional information <p>Self-correcting can include</p> <ul style="list-style-type: none"> • altering speed • rereading • reading on • seeking clarification 	<p>Comprehension of print texts involves self-monitoring and self-correcting.</p>	<p>Use meaning, syntax, and visual cues to monitor understandings when reading print text.</p> <p>Solve unfamiliar or multisyllabic words in a variety of ways.</p> <p>Self-correct when meaning is unclear during reading.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
	<p>Details include specific information that help the reader to understand texts.</p> <p>Sequencing involves putting events in a correct or an appropriate order.</p>	<p>Understanding texts can involve describing ideas, information, and details.</p>	<p>Discuss ideas and details from texts.</p> <p>Sequence events in a text.</p> <p>Retell the beginning, middle, or ending of a text.</p> <p>Retell or dramatize a story, including characters and events.</p> <p>Describe illustrations.</p>	<p>The main idea of a text is the most important idea.</p> <p>Sequencing key ideas and details is important when summarizing texts.</p> <p>The moral or lesson of a text can be the main idea.</p>	<p>Understanding texts can involve determining the main idea, key ideas, and details.</p>	<p>Discuss the main idea of a variety of texts.</p> <p>Identify key ideas and details from texts.</p> <p>Sequence four to six events in a text.</p> <p>Retell the beginning, middle, or ending of a text.</p> <p>Retell or dramatize a story, including characters and setting.</p> <p>Describe information from illustrations or visuals in texts.</p> <p>Identify the moral or lesson of a fable, folk tale, or myth.</p>	<p>The moral or lesson of a text can be the main idea.</p> <p>The topic of a text can be the main idea.</p> <p>The sequence of key ideas and details is important when summarizing texts.</p>	<p>Comprehension can involve summarizing the main idea, key ideas, and details.</p>	<p>Summarize a text, including the main idea and key ideas.</p> <p>Sequence four or more events in a text.</p> <p>Retell or dramatize a story, including characters, setting, and plot, in sequence.</p> <p>Include information from illustrations or visuals in summaries of texts.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
	<p>Connections can be made to ideas and information in texts, including</p> <ul style="list-style-type: none"> • connecting to experiences • connecting to feelings 	<p>Understanding messages in texts can involve making connections.</p>	<p>Share connections between a text and personal feelings or experiences.</p>	<p>Connections can be made to ideas and information in texts, including</p> <ul style="list-style-type: none"> • connecting to experiences • connecting to feelings • connecting to similarities and differences between texts • connecting to background knowledge <p>Similarities and differences can be identified in various aspects of a text, including</p> <ul style="list-style-type: none"> • people • characters • places • objects • settings • events • actions • information 	<p>Comprehension of texts can involve making connections.</p>	<p>Share personal connections to ideas or information in texts.</p> <p>Identify similarities and differences between two texts.</p>	<p>Connections can be made to ideas and information in texts, including</p> <ul style="list-style-type: none"> • connecting to experiences • connecting to feelings • connecting to similarities and differences within a text • connecting to similarities and differences between texts • connecting to background knowledge • connecting text to the world <p>Aspects of text that can be compared or contrasted include</p> <ul style="list-style-type: none"> • people • characters • places • objects • settings • events • actions 	<p>The process of text comprehension can be improved through making connections.</p>	<p>Share connections that support understandings of ideas or information in texts.</p> <p>Compare and contrast aspects within a text.</p> <p>Compare and contrast aspects among several texts.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
							<ul style="list-style-type: none"> information 		
	<p>Questions that help understand messages in texts can include</p> <ul style="list-style-type: none"> Who? What? Where? When? Why? 	<p>Understanding messages in texts can involve asking and answering questions.</p>	<p>Ask questions to clarify ideas or information in texts.</p> <p>Answer questions about ideas or information in texts.</p>	<p>Questions that guide comprehension of texts can include</p> <ul style="list-style-type: none"> Who? What? Where? When? Why? How? <p>Texts can contain information that answers questions.</p> <p>The same words can be in both the question and the answer (literal recall).</p>	<p>Comprehension can involve asking and answering questions.</p>	<p>Ask questions to clarify information in texts.</p> <p>Answer questions requiring literal recall and understanding of examples, details, or facts in texts.</p> <p>Answer questions that require giving opinions about information in texts.</p> <p>Locate information from texts to answer questions.</p>	<p>Questioning includes asking or answering questions regarding</p> <ul style="list-style-type: none"> Who? What? Where? When? Why? How? <p>Answers to questions may not be immediately apparent and may involve searching for more information.</p> <p>Answers to questions may involve integrating new information with background knowledge.</p>	<p>Comprehension can be enhanced by formulating questions and searching for answers within texts.</p>	<p>Ask questions to clarify information in texts.</p> <p>Answer questions requiring literal recall and understanding of evidence, details, or facts.</p> <p>Answer questions that require making interpretations or giving opinions about information.</p> <p>Answer “why” questions that require recognizing cause and effect relationships.</p>
	<p>Predicting includes imagining what might happen based on information, including</p> <ul style="list-style-type: none"> title pictures details within the text <p>background knowledge</p> <p>Predictions can be made prior to or during reading, viewing, or listening to texts.</p>	<p>Understanding messages can involve making predictions.</p>	<p>Make predictions based on information provided in texts.</p> <p>Compare actual outcomes to predictions made.</p>	<p>Predicting includes imagining an outcome based on a combination of information, including</p> <ul style="list-style-type: none"> title pictures details within the text <p>background knowledge</p>	<p>Comprehension can be enhanced by making predictions.</p>	<p>Make predictions prior to and while reading, viewing, or listening to a text based on information provided within the text.</p> <p>Compare actual outcomes to predictions made.</p>	<p>Predicting includes imagining an outcome based on a combination of information, including</p> <ul style="list-style-type: none"> title pictures evidence background knowledge 	<p>Comprehension can be supported by making and revising predictions.</p>	<p>Make predictions prior to and while reading, viewing, or listening to a text based on information provided within the text.</p> <p>Revise understandings in response to new information.</p> <p>Compare actual outcomes to predictions made.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
Organizing Idea	Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author’s craft.								
Guiding Question	How can messages be recorded?			How can writing be used to communicate meaning?			How can writing processes and techniques improve expression?		
Learning Outcome	Children experiment with written expression of ideas and information.			Students apply understandings of writing through creation of messages.			Students investigate the ways ideas and information conveyed in writing can be enhanced.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
				<p>Processes can be used to support writing messages, and can involve</p> <ul style="list-style-type: none"> • planning • writing • editing • sharing <p>Planning can involve thinking or talking about</p> <ul style="list-style-type: none"> • why you are writing a message (purpose) • who will be reading the message (audience) • the form the message will take • ideas <p>Messages can be written in sentences that contain complete thoughts.</p> <p>Several sentences can be written to expand on</p>	<p>Ideas and information can be shared through written messages.</p>	<p>Create written messages that align with an intended audience or purpose.</p> <p>Create written messages in a variety of forms to represent ideas or information.</p> <p>Generate ideas that can be expressed through messages.</p> <p>Combine ideas in a logical sequence to create sentences.</p> <p>Write sentences that contain complete thoughts and make sense.</p> <p>Edit written work for spelling, grammar, and punctuation.</p> <p>Add images or features to written messages.</p> <p>Share written messages with others.</p> <p>Print</p>	<p>Writing processes used to organize and share messages can involve</p> <ul style="list-style-type: none"> • planning • writing • editing • sharing <p>Planning can involve thinking or talking about</p> <ul style="list-style-type: none"> • why you are writing a message (purpose) • who will be reading the message (audience) • the form the message will take • ideas <p>Run-on sentences are sentences that string too many ideas together with connecting words.</p> <p>Sentences can be organized in a logical sequence to create written messages.</p> <p>Editing generally involves</p>	<p>Writing can provide opportunities to share thoughts and ideas in meaningful ways.</p>	<p>Create written messages that align with an intended audience or purpose.</p> <p>Create written messages in a variety of forms to represent ideas or information.</p> <p>Generate ideas that can be expressed through messages.</p> <p>Focus and limit the number of ideas in sentences.</p> <p>Include a variety of sentence types in writing.</p> <p>Organize sentences in a logical sequence to create written messages.</p> <p>Edit written work for spelling, grammar, and punctuation.</p> <p>Incorporate images or features to enhance written</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1		Grade 2			
				<p>one idea.</p> <p>Editing generally involves correcting errors in spelling, grammar, or punctuation.</p> <p>Sharing can involve adding images or features to written messages.</p> <p>Written messages have an author or a creator.</p> <p>Written messages are owned by their creators.</p>		<p>your name on messages you create.</p>	<p>correcting errors in spelling, grammar, or punctuation.</p> <p>Sharing can involve selecting a variety of features to enhance written messages.</p>		<p>messages.</p> <p>Share written messages with others.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten		Grade 1			Grade 2			
	Ideas for personal expression can be inspired by experiences with people, places, and things.	Ideas and information can be expressed creatively to learn and have fun.	Express ideas and information in a variety of creative ways.	<p>Writing can support creative expression of ideas through organization and word choice.</p> <p>Creative ideas for written expression can be inspired by personal experiences with</p> <ul style="list-style-type: none"> • people • places • things • stories • images • information <p>Creative ideas can be organized in a variety of ways.</p> <p>In creative writing, word choice can paint a picture in the reader’s mind.</p> <p>Creative ideas can be clarified by adding words that describe things that can be seen, heard, smelled, tasted, or touched (sensory language).</p>	Creative writing can inspire imaginative thinking and fun.	<p>Collect ideas that are inspired by a variety of experiences.</p> <p>Express ideas and information through a variety of written forms (e.g., stories, poetry, posters).</p> <p>Identify effective use of sensory language in stories, songs, or print texts.</p> <p>Include sensory language to enhance ideas in creative writing.</p>	<p>Writing can support creative expression of ideas through organization and word choice.</p> <p>Creative ideas for written expression can be inspired by personal experiences with</p> <ul style="list-style-type: none"> • people • places • things • stories • images • information <p>Creative ideas can be organized in a variety of ways.</p> <p>Creative ideas can be clarified by adding words that describe things that can be seen, heard, smelled, tasted, or touched (sensory language).</p>	Creative writing can influence expression of thoughts and emotions.	<p>Collect ideas that are inspired by a variety of experiences.</p> <p>Express ideas and information through a variety of written forms (e.g., stories, poetry, posters).</p> <p>Include adjectives and adverbs to add interest and detail to writing.</p> <p>Include sensory language to enhance ideas in creative writing.</p> <p>Use punctuation and figurative language to create appeal in written messages.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
	<p>Factual information can be gathered from a variety of people, places, or things (sources).</p> <p>Gathering information can include listening, speaking, observing, or representing.</p>	<p>Information can be shared about people, places, or things that are real (factual).</p>	<p>Ask questions about real people, places, or things to learn more about them.</p> <p>Gather factual information from a variety of people, places, or things.</p> <p>Share factual information through messages that include pictures, letters, or words.</p>	<p>Factual information can be gathered to support sharing ideas about things that are real.</p> <p>Factual information can come from a variety of digital or non-digital sources, including</p> <ul style="list-style-type: none"> • people • places • print • images • observations <p>Gathering information can include listening, speaking, observing, or representing.</p> <p>Organizational tools, such as graphic organizers, can help plan and record factual information.</p>	<p>Research processes can be used to gather and record factual information.</p>	<p>Ask questions to identify research topics.</p> <p>Gather factual information from a variety of people, places, or things.</p> <p>Use organizational tools to help plan or record information.</p> <p>Record factual information through messages that include images and words.</p>	<p>Asking questions can help focus research topics.</p> <p>Factual information can come from a variety of digital or non-digital sources, including</p> <ul style="list-style-type: none"> • people • places • print • images • observations <p>Gathering information can include listening, speaking, observing, or representing.</p> <p>Organizational tools, such as graphic organizers, can help plan and record factual information.</p>	<p>Research processes can be used to learn new things or build on what is already known.</p>	<p>Ask questions to focus research topics.</p> <p>Gather factual information on topics from various sources.</p> <p>Use organizational tools to help plan or record information.</p> <p>Record factual information through messages that include images, words, and sentences.</p>
	<p>Messages can be shared in digital or non-digital ways, including</p> <ul style="list-style-type: none"> • pictures • symbols • letters • words • scribbles <p>Written messages have an author or a creator.</p> <p>Written messages are owned by their creators.</p>	<p>Messages can be created using a variety of digital or non-digital methods or tools.</p>	<p>Create a variety of digital or non-digital messages.</p> <p>Identify the author or creator of messages.</p> <p>Print your first name on messages you create.</p>	<p>Digital or non-digital methods or tools used to create written messages can include printing and keyboarding.</p>	<p>Written messages can be created using a variety of digital or non-digital methods or tools.</p>	<p>Print letters and words with appropriate size and spacing.</p> <p>Consistently grasp writing tools correctly.</p> <p>Locate letter keys on a keyboard to type messages.</p>	<p>Written messages can be created using a variety of digital or non-digital methods or tools, including printing and keyboarding.</p>	<p>The method or tool used to present written works can enhance the clarity of a message.</p>	<p>Print with appropriate size, formation, and spacing to enhance the clarity of a message.</p> <p>Locate a variety of keys on a keyboard to type messages.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
Organizing Idea	Conventions: Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects.								
Guiding Question	How do conventions support literacy development?			How do the functions of conventions support literacy development?			How do conventions foster the development of effective communication?		
Learning Outcome	Children develop appropriate grammar in oral language and experiment with spelling and punctuation in written messages.			Students use and develop grammar, spelling, and punctuation in oral and written language.			Students examine and apply grammar, spelling, and punctuation in a variety of contexts to build effective communication.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Names begin with a capital letter.</p> <p>Sentences begin with a capital letter.</p> <p>Sentences often end with periods.</p>	<p>Written messages can be communicated in predictable ways.</p>	<p>Identify capital letters in names.</p> <p>Identify capital letters at the beginning of sentences.</p> <p>Identify periods at the end of sentences.</p>	<p>Capitalization is used for</p> <ul style="list-style-type: none"> • first and last name • first word of a sentence • names of people and places • days of the week • months <p>Punctuation marks can signal the end of a sentence and make ideas clear.</p> <p>Punctuation can include</p> <ul style="list-style-type: none"> • a period • a question mark • an exclamation mark 	<p>Capitalization and punctuation can support the meaning of a message.</p>	<p>Apply capital letters when writing first and last names.</p> <p>Apply capital letters when writing the first word of a sentence.</p> <p>Apply capital letters when writing names of places.</p> <p>Apply capital letters when writing days of the week and months.</p> <p>Identify and use end punctuation in sentences.</p>	<p>Capitalization is used for</p> <ul style="list-style-type: none"> • first word of a sentence • names of people and places • days of the week and months • titles <p>A proper noun names a specific person or place and begins with a capital letter.</p> <p>Punctuation marks can signal the end of a sentence and make ideas clear.</p> <p>Punctuation can include</p> <ul style="list-style-type: none"> • a period • a question mark • an exclamation mark • an apostrophe in contractions <p>A contraction is a combination of two words, where an apostrophe takes the place</p>	<p>Capitalization and punctuation can make messages more clear.</p>	<p>Capitalize the first word of a sentence.</p> <p>Capitalize names of people and places.</p> <p>Capitalize days of the week and months.</p> <p>Capitalize titles.</p> <p>Include punctuation at the end of sentences.</p> <p>Insert apostrophes in place of letters in contractions.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
							of certain letters.		
	<p>A sentence is a group of words that shares a complete thought or idea.</p> <p>Sentence types include</p> <ul style="list-style-type: none"> telling (declarative) asking (interrogative) 	<p>Language has structures (grammar) that can support sharing ideas.</p>	<p>Speak in sentences that include a complete thought or idea.</p> <p>Differentiate between telling and asking sentences.</p>	<p>A sentence is a group of words that shares a complete thought or idea.</p> <p>Sentence types include telling (declarative) or asking (interrogative).</p> <p>Sentences include a noun and a verb.</p> <p>A noun is a person, place, thing, or animal.</p> <p>A verb is an action word.</p>	<p>Language has structures (grammar) that can help express messages.</p>	<p>Recognize sentences in oral or written language that include a complete thought or idea.</p> <p>Differentiate between telling and asking sentences.</p> <p>Differentiate between nouns and verbs in sentences.</p>	<p>Sentence types include</p> <ul style="list-style-type: none"> telling (declarative) asking (interrogative) excitement (exclamatory) <p>A sentence that expresses strong emotion can end with an exclamation mark (exclamatory).</p> <p>Sentences include a noun and a verb.</p> <p>A noun is a person, place, thing, or animal.</p> <p>A pronoun can be used in place of a noun.</p> <p>An adjective is a word that describes a noun.</p> <p>A verb is an action word.</p> <p>An adverb is a word that describes a verb.</p> <p>The subject of a sentence tells whom or what</p>	<p>Language has structures (grammar) that can help express ideas, thoughts, and emotions.</p>	<p>Write a variety of sentences that include a complete thought or idea.</p> <p>Identify nouns in sentences.</p> <p>Recognize and use pronouns to replace nouns in sentences.</p> <p>Use a variety of adjectives to describe nouns.</p> <p>Identify verbs in sentences.</p> <p>Use adverbs to describe verbs.</p> <p>Identify the subject in a sentence.</p> <p>Identify when subjects and verbs agree in sentences.</p> <p>Recognize and use prepositions in sentences to show time and place.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
							<p>the sentence is about.</p> <p>The subject and the verb in a sentence must agree, with both being either singular or plural (subject-verb agreement).</p> <p>Some words can be used with other words to show time or place (prepositions) (e.g., under, with, before, after).</p>		
	<p>The spelling of words can be remembered.</p> <p>High frequency words occur often in spoken and written language.</p> <p>High frequency words may not have a one letter to one sound relationship (e.g., the).</p>	<p>Some words are very common and can be spelled automatically.</p>	<p>Spell 5–10 high frequency words.</p>	<p>Spelling patterns can look the same or sound the same (word families).</p> <p>Spelling patterns can include</p> <ul style="list-style-type: none"> • vowel-consonant (VC) (e.g., at) • consonant-vowel-consonant (CVC) (e.g., top) • vowel-consonant-silent “e” (VCe) (e.g., ice) <p>Some words can be made plural by adding an <s> or <es>.</p> <p>Spelling patterns in one-syllable words include</p> <ul style="list-style-type: none"> • short vowel sounds (e.g., mat) • long vowel sounds (e.g., green) <p>Many high frequency words are not spelled in predictable ways (e.g., walk).</p>	<p>Spelling patterns can support the spelling of unfamiliar words.</p>	<p>Recognize letter patterns in words.</p> <p>Apply spelling patterns to spell unfamiliar words.</p> <p>Spell 125 high frequency words.</p> <p>Identify words that are not spelled in predictable ways.</p>	<p>Spelling patterns can include</p> <ul style="list-style-type: none"> • vowel-consonant (VC) (e.g., on) • consonant-vowel-consonant (CVC) (e.g., cup) • vowel-consonant-silent “e” (VCe) (e.g., ate) • consonant-vowel-consonant-silent “e” (CVCe) (e.g., nose) • vowel-consonant-consonant (VCC) (e.g., ill) • vowel-vowel-consonant (VVC) (e.g., eel) • dropping the <e> and adding <ing> • doubling the letter before adding <ing> or <ed> <p>Some words can be made plural by adding an <s> or <es>.</p> <p>Spelling patterns in one-syllable words include</p> <ul style="list-style-type: none"> • short vowel sounds (e.g., pick) 	<p>Spelling can be supported by recognizing patterns that occur within and across words.</p>	<p>Identify spelling patterns within and across words.</p> <p>Apply spelling patterns to spell unfamiliar words.</p> <p>Identify silent consonants in words.</p> <p>Spell 300 high frequency words.</p> <p>Identify words that are not spelled in predictable ways.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
							<ul style="list-style-type: none"> long vowel sounds (e.g., coat) <p>Some consonants are silent in some words (e.g., talk).</p> <p>Many high frequency words are not spelled in predictable ways (e.g., friend).</p>		
Saying words slowly can help to hear individual sounds in words.	Spelling includes writing the sounds heard in words.	<p>Attempt to spell unknown words using letter-sound relationships.</p> <p>Copy environmental print to become familiar with how words are spelled.</p>	<p>Words have correct spellings.</p> <p>Every word contains a vowel.</p> <p>Every syllable found in a word contains a vowel.</p> <p>Articulating words slowly can help to identify sounds.</p> <p>Thinking about how letters in a word look can help with spelling.</p> <p>Digital or non-digital supports can be used to help spell words correctly, including</p> <ul style="list-style-type: none"> personal word lists dictionaries environmental print peers, teachers, or parents/guardians 	Spelling words correctly helps written messages to be understood.	<p>Apply knowledge of known words, word parts, and word patterns to attempt to spell unfamiliar words.</p> <p>Include a vowel in every word.</p> <p>Include a vowel in every syllable.</p> <p>Attempt to spell unknown words using letter-sound relationships.</p> <p>Say words slowly to identify sounds when spelling words.</p> <p>Describe how a word looks.</p> <p>Use a variety of supports to spell and check the spelling of words.</p>	<p>Every word and every syllable contains a vowel.</p> <p>Articulating words slowly can help to identify sounds.</p> <p>Thinking about how a word looks can help with spelling.</p> <p>Knowledge of words and word parts can be applied to the spelling of new words.</p> <p>Spelling can involve trial and error.</p> <p>Digital or non-digital supports can be used to help spell words correctly, including</p> <ul style="list-style-type: none"> personal word lists dictionaries environmental print peers, teachers, or parents/guardians 	Spelling strategies and supports can be used to help communicate messages.	<p>Include a vowel in every word and syllable.</p> <p>Say words slowly to identify sounds when spelling words.</p> <p>Describe how a word looks.</p> <p>Apply knowledge of known words, word parts, and word patterns to spell unfamiliar words.</p> <p>Use a variety of supports to spell and check the spelling of words.</p>	

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
Organizing Idea	Text Forms and Structure: Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.					
Guiding Question	How can text organization enhance meaning?			How can text organization influence communication?		
Learning Outcome	Students examine how the purpose, form, or structure of texts can support the communication of ideas and information.			Students identify how the purpose, form, and structure of texts can support the communication of ideas and information.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>A text is anything that has meaning for the person who creates it or examines it, and can be digital or non-digital.</p> <p>The purpose of a text can be to</p> <ul style="list-style-type: none"> • inform • entertain • persuade • inspire <p>Texts can be categorized according to their content and can include fiction and non-fiction.</p> <p>Fiction is a type of text that uses imagination to tell a story.</p> <p>Non-fiction is a type of text that expresses information and facts.</p> <p>Literary forms of fiction and non-fiction texts can include</p> <ul style="list-style-type: none"> • books • poetry • drama • letters • short stories <p>Stories can be fiction or non-fiction and generally follow the structure</p> <ul style="list-style-type: none"> • beginning 	<p>The purpose, form, or structure of texts can help organize the expression and understanding of ideas and information.</p>	<p>Identify the purpose of a variety of texts.</p> <p>Differentiate between fiction and non-fiction texts according to content.</p> <p>Identify the form of a variety of fiction and non-fiction texts.</p> <p>Identify the structure of a variety of fiction and non-fiction texts.</p> <p>Describe how the structure of texts can help organize the expression or understanding of ideas or information.</p>	<p>A text is anything that has meaning for the person who creates it or examines it, and can be digital or non-digital.</p> <p>The purpose of a text can be to</p> <ul style="list-style-type: none"> • inform • entertain • persuade • inspire <p>A genre is a category of text that has a specific content or style and can include</p> <ul style="list-style-type: none"> • fiction • non-fiction <p>Literary forms of fiction and non-fiction texts can include</p> <ul style="list-style-type: none"> • books • poetry • drama • letters • journal entries • short stories <p>Narrative texts can be fiction or non-fiction and generally follow the structure</p> <ul style="list-style-type: none"> • beginning • problem • events 	<p>Text form or structure can support the organization and communication of ideas and information for a variety of purposes.</p>	<p>Identify the purpose of a variety of texts.</p> <p>Differentiate between fiction and non-fiction genres according to content.</p> <p>Identify a variety of literary forms.</p> <p>Identify the structure of a variety of narrative texts.</p> <p>Describe how the structure of texts can support the organization and communication of ideas or information.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
	<ul style="list-style-type: none"> • problem • events • solution • ending 			<ul style="list-style-type: none"> • solution • ending 		
	<p>Text features can be digital or non-digital, including</p> <ul style="list-style-type: none"> • images and graphics • titles and headings • tables of contents and indexes • fonts • captions • maps • charts and graphs 	<p>Text features can provide information that is not in the main body of a text.</p>	<p>Identify a variety of text features that provide additional information in a text.</p> <p>Include a variety of text features to organize, clarify, or enhance personal messages.</p>	<p>Text features can be digital or non-digital, including</p> <ul style="list-style-type: none"> • images and graphics • titles and headings • tables of contents and indexes • fonts • captions • maps • charts and graphs 	<p>Text features can organize and enhance information in the main body of a text.</p>	<p>Identify a variety of text features that provide additional information in a text.</p> <p>Include a variety of text features to organize, clarify, or enhance personal messages.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
	<p>Fictional texts can be categorized by sub-form, including</p> <ul style="list-style-type: none"> • traditional literature, including folk tales, fairy tales, fables, and myths • realistic fiction • historical fiction • mystery <p>Realistic fiction takes place in modern times and describes believable characters involved in plausible events.</p> <p>Historical fiction takes place in a setting of the past.</p> <p>A mystery describes the solution of a crime or the unravelling of secrets.</p> <p>Fictional texts can have structures that include</p> <ul style="list-style-type: none"> • books with chapters • collections of stories related to a single idea • circular plots <p>Elements of fiction can include</p> <ul style="list-style-type: none"> • major and minor characters • setting • plot <p>A</p>	<p>Fictional texts are often products of a text creator’s imagination and are not factual.</p>	<p>Differentiate between a variety of fiction sub-forms by content, characters, time, or place.</p> <p>Identify fictional text structures that contribute to organization, clarity, or personal engagement.</p> <p>Identify elements within a variety of fictional texts.</p> <p>Determine if characters in fictional texts are major or minor.</p> <p>Create imaginative representations or dramatizations of fictional texts that depict understandings of characters, setting, and plot.</p> <p>Describe the narrator’s contribution to a text.</p>	<p>Fiction sub-genres can include</p> <ul style="list-style-type: none"> • traditional literature, including folk tales, fairy tales, fables, and myths • realistic fiction • historical fiction • mystery • fantasy <p>A fantasy is a fictional text that contains elements that are highly unreal.</p> <p>Fictional texts can have structures that include</p> <ul style="list-style-type: none"> • books with chapters • collections of stories related to a single idea • main plots with subplots • circular plots • flashback <p>A flashback interrupts the story plot to take an audience back in time to past events in a character’s life.</p> <p>Elements of fiction can include</p> <ul style="list-style-type: none"> • characters • setting • plot • point of view <p>Fictional</p>	<p>Fictional texts can open our minds to new possibilities and ideas.</p>	<p>Differentiate between a variety of fiction sub-genres by content, characters, time, or place.</p> <p>Identify fictional text structures that contribute to organization, clarity, or personal engagement.</p> <p>Identify elements within a variety of fictional texts.</p> <p>Determine if characters in fictional texts are round or flat.</p> <p>Create imaginative representations or dramatizations of fictional texts that depict understandings of characters, setting, and plot.</p> <p>Identify the narrator’s point of view in texts told in the first or third person.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 3		Grade 4	
	<p>major character is central to the plot or problem in a story.</p> <p>A minor character is a character in a story who is not the main focus and is less developed.</p> <p>A circular plot is sequenced to end with characters returning to a similar situation to where they started.</p> <p>A narrator can be a character in a story or someone telling the story from the outside looking in.</p>			<p>texts can include characters who can be known by what they say, think, or do.</p> <p>Types of characters can include round and flat.</p> <p>A round character is interesting and layered and may change throughout a story.</p> <p>A flat character does not change throughout a story.</p> <p>Point of view is the way an author chooses to tell or narrate a story and can include first person or third person.</p> <p>First person is where the author or narrator relates information from their own point of view, often using "I."</p> <p>Third person point of view is where the author is narrating a story about the characters, referring to them by name or using pronouns such as "he," "she," or "they."</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
	<p>Non-fiction texts can include</p> <ul style="list-style-type: none"> • biographies • autobiographies • procedural texts • content area texts • interactions with people • land <p>Non-fiction texts can have structures that include</p> <ul style="list-style-type: none"> • main idea or topic • supporting details • sequencing • compare and contrast • question and answer 	<p>Non-fiction texts have structures that support the sharing of factual information to explain or describe real people, places, things, or events.</p>	<p>Compare and contrast ways that non-fiction texts can be organized to explain or describe real people, places, things, or events.</p>	<p>Non-fiction texts can include</p> <ul style="list-style-type: none"> • biographies • autobiographies • procedural texts • persuasive texts • content area texts • interactions with people • land <p>Non-fiction texts have structures that can include</p> <ul style="list-style-type: none"> • introduction of main idea or topic • supporting details • sequencing • conclusion • question and answer • compare and contrast <p>Non-fiction texts can share opinions based on interpretations of information that is true.</p>	<p>Non-fiction texts can open our minds to new possibilities and ideas.</p>	<p>Identify ways that non-fiction texts can be organized to support the sharing of information that can open our minds to new possibilities and ideas.</p> <p>Discuss a variety of opinions expressed in non-fiction texts.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 3		Grade 4			
	<p>Poetry can include words or phrases used in a non-literal way to create a desired effect (figurative language).</p> <p>Poetic structures can include</p> <ul style="list-style-type: none"> • haiku • limerick • concrete • sonnet <p>Haiku is a Japanese poem of seventeen syllables, in three lines of five, seven, and five syllables, traditionally emphasizing images from nature.</p> <p>A limerick is a poem that consists of five lines in a single stanza with a rhyme scheme of AABBA.</p> <p>A concrete poem is a poem that is written so that the shape of the words on the page matches the subject of the poem.</p> <p>A sonnet is a fourteen-line poem consisting of two stanzas. The first stanza consists of eight rhyming lines. The second stanza consists of six rhyming lines.</p>	<p>Poetry is a form of expression that encourages creativity and new ways of thinking about ideas and feelings.</p>	<p>Identify words or phrases applied creatively in poetry that encourage new ways of thinking about ideas and feelings (figurative language).</p> <p>Identify poetic structures that contribute to creative expression of ideas.</p>	<p>Poetry can include figurative language used in a non-literal way to create a desired effect.</p> <p>Poetic structures can include</p> <ul style="list-style-type: none"> • verse • free verse • nonsense verse • concrete • sonnet <p>Poetry can be written in verse.</p> <p>Verse is text structured with a rhythm and typically has a rhyme.</p> <p>Free verse is a type of poetry that does not rhyme or have a regular rhythm.</p> <p>Nonsense verse is poetry that uses words (either real or made up) or sounds in a way that does not have an obvious meaning. It usually imitates traditional forms and patterns of speech or verse and may have an internal logic.</p> <p>Nonsense verse helps us understand how language works and how meaning is formed in a way that stimulates creativity.</p>	<p>Poetry engages the imagination, and can encourage us to connect with other people, places, ideas, or emotions.</p>	<p>Identify ways that non-fiction texts can be organized to support the sharing of information that can open our minds to new possibilities and ideas.</p> <p>Discuss a variety of opinions expressed in non-fiction texts.</p> <p>Experiment with writing nonsense verse.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
Organizing Idea	Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.					
Guiding Question	How can listening and speaking improve oral communication?			In what ways can listening and speaking have an intentional and reciprocal relationship?		
Learning Outcome	Students examine and apply understandings of listening and speaking through a variety of formal and informal interactions.			Students examine and demonstrate how listening and speaking interactions build relationships and support understanding.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Throughout history, languages developed orally before being written down.</p> <p>Stories can last and be retold over long periods of time.</p> <p>Interactions between generations of people can include</p> <ul style="list-style-type: none"> • ancestors • grandparents • parents • children <p>Traditional knowledge shared orally can serve as a guide for learning and living.</p> <p>Shared oral language can build community.</p> <p>Various forms of oral language have different traditions and conventions of delivery.</p>	<p>Oral traditions share important information from generation to generation through listening and speaking.</p>	<p>Investigate oral traditions that have been shared over time.</p> <p>Discuss how oral traditions show respect for traditional shared knowledge.</p>	<p>Oral traditions can support connections to</p> <ul style="list-style-type: none"> • people • the community • the natural world • the constructed world <p>Stories presented in oral traditions shared by First Nations, Métis, or Inuit reflect connections to spirit, land, cosmos, time, and people.</p>	<p>Oral traditions can connect the speaker and listener in experiences that integrate the past and present.</p>	<p>Share personal meaning of and connections to oral traditions.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 3		Grade 4			
	<p>Dialogue is an exchange of ideas, information, or opinions.</p> <p>Effective dialogue can include</p> <ul style="list-style-type: none"> • listening • staying on topic • asking questions • contributing <p>Speaking involves grouping and separating words through phrasing and pausing.</p> <p>Pauses can be used to support meaning or create emphasis.</p> <p>Speaking can be supported through</p> <ul style="list-style-type: none"> • relaxation • breathing • posture <p>Regular hydration is essential to voice production and vocal maintenance.</p> <p>Speakers have a responsibility to achieve and maintain vocal health through warm-ups and self-monitoring.</p> <p>Communication models can help guide understandings of interactions.</p>	<p>Listening and speaking can enhance the exchange of ideas, information, or opinions.</p>	<p>Engage in dialogue to express and understand messages.</p> <p>Examine the effectiveness of dialogue in learning and social interactions.</p> <p>Identify where phrasing and pausing can support understanding or create effects.</p> <p>Support speech through relaxation, breathing, or posture.</p> <p>Consider the contributions of others when exchanging ideas or opinions.</p>	<p>Respectful interactions include behaviours that consider the contributions, feelings, and needs of participants.</p> <p>Phrasing and pausing work together to create flow of thought and speech.</p> <p>Rhythms and pauses can be used to support meaning or create emphasis.</p> <p>Projection is a safe way to be heard.</p> <p>Projection is the directing and supporting of the voice toward an intended target.</p> <p>Projection is a combination of relaxation, breath, clarity, and intentionality.</p>	<p>Listening and speaking can support interactions that consider the needs of participants.</p>	<p>Contribute respectfully to a variety of interactions that involve listening and speaking.</p> <p>Identify opinions or points of view shared in conversations or texts that are listened to.</p> <p>Select appropriate volume, intonation, phrasing, and pausing to evoke a desired effect when speaking or presenting.</p> <p>Project voice appropriately for the audience and situation.</p> <p>Identify stress, emphasis, or pauses when listening to others.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
	<p>Listening strategies can include</p> <ul style="list-style-type: none"> • listening with a purpose • asking relevant questions • seeking clarification • responding appropriately <p>Texts that are listened to can build</p> <ul style="list-style-type: none"> • connections • interest • vocabulary • background knowledge • curiosity • engagement • motivation <p>Reading aloud helps readers and listeners discover the rhythms in text.</p>	<p>Listening can enhance interactions and learning.</p>	<p>Use a variety of listening strategies to interact and learn effectively.</p>	<p>Listening can include restating key points or ideas and making personal connections.</p> <p>Listening to texts can expand vocabulary, understandings, and personal views.</p>	<p>Listening involves playing an active role in understanding the speaker.</p>	<p>Demonstrate active listening when engaging in collaborative work.</p> <p>Use a variety of listening strategies to support understanding.</p>
	<p>Non-verbal communication can enhance speaking through</p> <ul style="list-style-type: none"> • eye contact or gestures to provide focus • facial expressions • posture and stance • full body movement <p>Speech articulators are structures of the mouth and throat that shape sounds.</p> <p>Speech articulators support</p> <ul style="list-style-type: none"> • voice quality and audibility • articulation and clarity <p>The body may reflect feelings, including nervousness.</p>	<p>Communication can be supported by integrating ideas with verbal and non-verbal language.</p>	<p>Combine verbal and non-verbal skills to communicate effectively.</p> <p>Articulate precise and clear sounds when communicating.</p>	<p>Non-verbal communication can enhance speaking through</p> <ul style="list-style-type: none"> • eye contact or gestures to provide focus • facial expressions • posture and stance • full body movement <p>The combination of verbal and non-verbal language can be used to enhance clarity or create effects when communicating.</p> <p>Verse has rhythms that can be felt and expressed by the body.</p>	<p>Communication can be enhanced through adjusting verbal and non-verbal language.</p>	<p>Adjust verbal and non-verbal language to enhance clarity or create effects when communicating.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
	<p>Preparation can support effective communication through</p> <ul style="list-style-type: none"> • relaxation • breathing techniques • focus <p>Presentations can be improvised or prepared.</p> <p>Presentations can be delivered in different ways, including</p> <ul style="list-style-type: none"> • oral reports • readers' theatre • dramatizations <p>Thoughts and ideas in speech can be grouped together in logical sequences.</p> <p>Effective communication can include consideration of an audience's</p> <ul style="list-style-type: none"> • situation • thoughts • feelings • beliefs <p>Audience participation and behaviour may affect the presenter or other audience members.</p>	<p>Presentations share stories, ideas, or information with an audience.</p>	<p>Group relevant ideas, events, or information in a logical sequence when presenting ideas and information.</p> <p>Develop communication skills through individual or group presentations.</p> <p>Present dramatizations of characters and events encountered in texts.</p> <p>Share a poem from memory with some awareness of phrasing and pausing.</p> <p>Compose and share a short speech or oral report.</p> <p>Participate in presentations as a respectful audience member.</p>	<p>Presentations can be prepared by</p> <ul style="list-style-type: none"> • developing a plan • using notes and speaking cards • using visual aids • selecting digital or non-digital tools <p>Speaking cards can be jot notes or cue cards that contain key points to support speakers.</p> <p>Visual aids can be digital or non-digital and can include</p> <ul style="list-style-type: none"> • objects • diagrams • images • text <p>Presentation delivery includes</p> <ul style="list-style-type: none"> • clear enunciation • appropriate tone and rate of speech • appropriate stress and emphasis • correct grammar • appropriate word choice <p>Communication choices and styles differ from speaker to speaker.</p> <p>Mistakes are opportunities for growth.</p>	<p>Presentations can be prepared and delivered to engage, inform, persuade, or entertain an audience.</p>	<p>Plan ideas and details in a logical manner that includes introductions and conclusions.</p> <p>Present information that engages, informs, persuades, or entertains an audience.</p> <p>Share a verse from memory, demonstrating emphasis, pausing, and phrasing that enhance the presentation.</p> <p>Integrate visual aids to enhance communication.</p> <p>Vary word choice to appeal to an audience.</p> <p>Participate in presentations as a respectful audience member.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
Organizing Idea	Vocabulary: Communication and comprehension are improved by understanding word meaning and structures.					
Guiding Question	How can building vocabulary and understanding morphology support language use and comprehension?			How can building vocabulary and understanding morphology strengthen communication?		
Learning Outcome	Students interact with new words and morphemes to enhance their vocabulary.			Students expand vocabulary and examine morphemes to communicate in multiple contexts.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>The meaning of a word can change when used in a different context.</p> <p>Language involves phrases with literal and figurative meanings that can be used to enhance communication.</p> <p>Figurative language can include</p> <ul style="list-style-type: none"> • alliteration • onomatopoeia • repetition • imagery • hyperbole • simile <p>Imagery is when words or phrases describe ideas or things that can be experienced visually.</p> <p>Hyperbole is when words or phrases are used to exaggerate meaning.</p> <p>A simile compares two unlike things using “like” or “as.”</p>	<p>Vocabulary knowledge can be supported and developed through literacy interactions and experiences.</p>	<p>Use tier 2 words in a variety of literacy contexts.</p> <p>Develop tier 3 vocabulary during content literacy activities.</p> <p>Engage with texts that include more sophisticated concepts and ideas expressed through expanded vocabulary.</p> <p>Integrate knowledge of vocabulary across multiple literacy contexts.</p> <p>Recognize and use figurative language in oral and written communication.</p> <p>Analyze and use synonyms, antonyms, homophones, homographs, and words with multiple meanings in a variety of texts.</p>	<p>Language involves phrases with literal and figurative meanings that can be used to enhance communication.</p> <p>Figurative language can include</p> <ul style="list-style-type: none"> • imagery • hyperbole • simile • personification • analogy • idiom <p>Personification is when animals or objects are given qualities or abilities that a human can have.</p> <p>An analogy compares two things that are mostly different but have some things in common.</p> <p>An idiom is a phrase that means something different than the literal meaning of the words within it.</p>	<p>An extensive and varied vocabulary enhances effective communication in a variety of contexts.</p>	<p>Communicate clearly and accurately using precise alternatives for commonly used words.</p> <p>Explore meanings of words or phrases expressed figuratively.</p> <p>Record information about words in a variety of ways.</p> <p>Apply tier 2 words in a variety of literacy contexts.</p> <p>Use tier 3 words to describe subject content.</p> <p>Confirm word meanings, spellings, or word choices using a variety of digital or non-digital resources.</p> <p>Integrate knowledge of word study across multiple literacy contexts.</p> <p>Use analogies to compare words or clarify word meanings.</p> <p>Analyze the meanings of words or phrases expressed figuratively.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
	<p>Morphemes include</p> <ul style="list-style-type: none"> • bases • affixes <p>A base is a word or word part that has meaning and to which an affix can be added.</p> <p>An affix is a letter or group of letters that comes at the beginning (prefix) or ending (suffix) of a word and has a meaning of its own.</p> <p>Prefixes, including <re>, <un>, <in>, <dis>, <non>, <mis>, <mal>, <sub>, and <super>, are morphemes that change the meaning of words when added to the beginning of a base.</p> <p>Suffixes, including <ly>, are morphemes that form adverbs and change the meaning of words when added to the end of a base.</p> <p>Suffixes, including <er>, <or>, <ar>, and <ist>, are morphemes that change the meaning of words when added to the end of a base.</p> <p>A compound word is made up of at least two morphemes.</p>	<p>Morphology can support development of vocabulary and enhance comprehension.</p>	<p>Analyze bases and affixes for meaning.</p> <p>Recognize and use suffixes to form adverbs that describe a specific manner, period of time, or order.</p> <p>Recognize and use suffixes to name a person, place, or thing that does something.</p> <p>Analyze frequently used compound words and their meanings.</p> <p>Identify morphemes in compound words.</p> <p>Recognize syllables in words.</p>	<p>Morphemes include</p> <ul style="list-style-type: none"> • bases • affixes <p>Suffixes, including the following, change the meaning of words when added to the end of a base</p> <ul style="list-style-type: none"> • <y> • <ish> • <able/ible> • <ful> • <ant/ent> <p>The English language is made up of words derived from many origins, including</p> <ul style="list-style-type: none"> • other languages • technology • place names • trademarked products • social practices 	<p>Morphology involves examining words and parts of words and how they are related to each other to enhance communication.</p>	<p>Examine morphemes in words to determine meaning.</p> <p>Recognize the meaning of affixes and how they influence the meaning of bases.</p> <p>Predict meanings of unfamiliar words using morphological cues.</p> <p>Identify and determine word origins that may impact meaning and spelling.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
Organizing Idea	Phonics: Foundational literacy is supported by understanding relationships between sounds in oral language and the letters that represent them.					
Guiding Question	How does phonics support foundational literacy development?					
Learning Outcome	Students investigate how phonics connects to word formation and supports the process of reading and writing.					
	Knowledge	Understanding	Skills & Procedures			
	<p>Consonant clusters blend two or three consonant sounds.</p> <p>Consonant clusters appear at the beginning and ending of words.</p> <p>Consonant digraphs are two consonant letters that appear together and represent a single sound that is different from the sound of either letter (e.g., <i>sh</i>).</p> <p>Some consonant letters represent no sound (e.g., <i>k</i>now, <i>w</i>rite).</p> <p>Chunking is a phonetic strategy used to decode that breaks large words into small parts.</p> <p>Connections can be made between phonemes and graphemes, including consonant clusters and digraphs.</p>	<p>Phonics supports the reading and writing of texts.</p>	<p>Recognize consonant clusters at the beginning and ending of a word.</p> <p>Recognize and apply less frequent consonant digraphs.</p> <p>Recognize and apply consonant letters that represent no sounds or that are silent in words.</p> <p>Recognize and apply a wide variety of long and short vowel sounds when decoding unknown multisyllabic words.</p> <p>Use phonetic strategies to decode complex words in continuous text.</p>			

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
Organizing Idea	Fluency: Comprehension and literary appreciation are improved by the ability to read a range of texts accurately, automatically, and with expression.					
Guiding Question	In what ways does fluency improve comprehension?			How does reading fluency support comprehension and develop proficiency?		
Learning Outcome	Students apply fluency strategies and develop reading comprehension.			Students integrate fluency awareness to refine reading comprehension proficiency.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Fluency develops over time with practice.</p> <p>Fluent reading includes</p> <ul style="list-style-type: none"> • accuracy • automaticity in word recognition • prosody (stress, expression, intonation, and pausing) in oral text reading 	<p>Reading fluency involves accuracy, automaticity, and prosody to engage an audience or improve comprehension.</p>	<p>Demonstrate automaticity in reading complex words, phrases, and continuous text.</p> <p>Read increasingly complex text with appropriate rate, word stress, phrasing, and pausing.</p> <p>Read a range of types of texts with fluency and expression.</p>	<p>Proficient reading involves the ability to read with accuracy, automaticity, and prosody with a focus on meaning.</p>	<p>Reading with fluency allows readers to focus more attention on understanding text and supports proficient reading.</p>	<p>Demonstrate appropriate stress on words, pausing, phrasing, intonation, and use of punctuation that reflects comprehension of text.</p> <p>Read dialogue with phrasing and expression that reflects an understanding of characters and events.</p>
	<p>Fluent reading can result from maintaining the 300 high frequency words learned in grades 1 and 2.</p>	<p>Fluent recognition of a large number of high frequency words supports effective and efficient reading comprehension.</p>	<p>Read the 300 high frequency words learned in grades 1 and 2.</p> <p>Incorporate knowledge of high frequency words to read fluently.</p>			

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
Organizing Idea	Comprehension: Text comprehension is supported through applying varied strategies and processes, and considering both particular contexts and universal themes.					
Guiding Question	How can the development of skills and strategies support comprehension of text?			How do comprehension processes and strategies influence deeper understandings of texts?		
Learning Outcome	Students relate personal experiences to interactions with texts to support meaning.			Students examine and apply strategies that support text comprehension.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Comprehension of longer, more complex texts, at or above grade level, is supported by increased reading practice.	Comprehension can be developed through ongoing interaction with and frequent exposure to a variety of texts.	Independently read and demonstrate comprehension of texts that vary in length or complexity.	A variety of reading processes and strategies support comprehension of longer and more complex texts through independent practice.	Comprehension processes and strategies can be purposefully applied to broaden understandings of texts.	Independently read and demonstrate comprehension of a variety of texts that increase in length or complexity. Apply learned comprehension processes and strategies during interactions with texts.
	Connections can be made prior to, during, or after reading a text. Connections can be made within and between various aspects of text, including <ul style="list-style-type: none"> • people • characters • places • things • settings • events • actions • information • land 	Comprehension involves connecting relevant background knowledge and experiences with new information in text.	Make connections between a text and personal feelings, experiences, or background knowledge. Make connections between various aspects within a text. Compare or contrast aspects within a text.	Connections that support comprehension of text can include <ul style="list-style-type: none"> • text to self • text to text • text to world 	Comprehension is enhanced when relevant connections are made to information within and between texts.	Share connections between texts and self, between a text and other texts, and between texts and the world. Make connections by comparing and contrasting aspects of a variety of texts. Reflect on personal connections to a text that best support understandings.
	Information that is synthesized to make predictions can include <ul style="list-style-type: none"> • background knowledge • personal experience • clues from a text • anticipation of logical outcomes or events 	Comprehension can involve predicting outcomes or events that reflect clues from texts.	Connect background knowledge to information within a text to make predictions. Identify information from texts that supports predictions. Modify predictions based on new or additional information. Reflect on predictions to confirm or change understandings.	Significant information that is synthesized to make predictions can include <ul style="list-style-type: none"> • background knowledge • personal experience • specific clues from a text • anticipation of logical outcomes or events 	Comprehension and making predictions have a reciprocal relationship when understanding texts.	Make, modify, and confirm predictions based on new or additional information in texts. Identify how predictions made, modified, or confirmed support text comprehension.

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
	<p>Inferencing involves drawing conclusions based on known facts or evidence.</p> <p>Inferencing can include</p> <ul style="list-style-type: none"> • making connections • questioning • predicting • visualizing 	<p>Comprehension can be enhanced by inferring meanings that are not stated explicitly in text.</p>	<p>Make inferences by combining background knowledge with information that is not explicitly stated within a text.</p> <p>Identify the connection between the actions, feelings, or motives of a character based on evidence in text.</p>	<p>Inferencing involves multiple thinking skills, including</p> <ul style="list-style-type: none"> • considering cause and effect relationships • answering personal wonderings • combining information from various sources to draw conclusions • reading between the lines to discover the author's meaning 	<p>Comprehension, a complex process, involves inferencing and relying on multiple thinking skills when engaging with texts.</p>	<p>Make inferences based on cause and effect relationships.</p> <p>Make inferences in texts that reach beyond personal experiences.</p> <p>Combine information from various sources to draw conclusions.</p> <p>Connect ideas that are not explicitly stated in texts.</p>
	<p>Summarizing information involves</p> <ul style="list-style-type: none"> • determining key ideas and specific details • logically ordering ideas • writing ideas in own words 	<p>Comprehension is enhanced when information is summarized.</p>	<p>Determine the most important information in a text.</p> <p>Order significant information in a logical sequence.</p> <p>Share the most important information from a text in a logical order using own words.</p>	<p>Summarizing information involves determining key ideas and specific details, logically ordering ideas, and paraphrasing.</p> <p>Synthesizing can create new understandings through a combination of background knowledge and new information.</p>	<p>Comprehension is enhanced when information is synthesized to summarize or respond to texts.</p>	<p>Create personal responses to a variety of literature, informational texts, or other texts by synthesizing information.</p> <p>Synthesize information from texts as a summary.</p>
	<p>A variety of self-monitoring skills used when facing challenges in comprehension can include</p> <ul style="list-style-type: none"> • noticing where meaning breaks down • rereading • reading ahead • creating mental or visual images • asking and posing plausible answers to how, why, and what if questions 	<p>The reading comprehension process involves the strategies of monitoring understandings and assessing options if meaning lacks clarity.</p>	<p>Identify the location in texts where reading comprehension becomes challenging.</p> <p>Determine if a text's readability is too easy, too difficult, or at an appropriate level.</p> <p>Identify self-monitoring skills that are personally effective in supporting reading comprehension.</p>	<p>Strategic reading and questioning occurs before, during, and after reading.</p> <p>Problem solving can occur at the word, sentence, and whole-passage level.</p> <p>Reading comprehension skills that address challenges can include</p> <ul style="list-style-type: none"> • appropriate text selection • rereading parts of the text • reading ahead • visualizing • questioning • word solving <p>Metacognition is an awareness of thoughts and how one thinks and involves</p> <ul style="list-style-type: none"> • connecting thinking and learning • identifying problems • considering options • reflecting on strategies and skills • adjusting thinking based on information or experience 	<p>The reading comprehension process involves checking for understanding, problem solving, and metacognition.</p>	<p>Apply self-monitoring skills to self-correct when meaning breaks down.</p> <p>Evaluate possible skills that can be implemented to repair and strengthen reading comprehension.</p> <p>Apply metacognitive strategies that are personally effective when reading.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
Organizing Idea	Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author’s craft.					
Guiding Question	How can writing craft combined with skills and processes contribute to written expression?			How can development of writing processes and expression support effective communication?		
Learning Outcome	Students demonstrate how attention to skills and strategies can support the clarity of written expression.			Students construct and organize text to critically share perspectives, develop creative expression, and connect with a purpose and an audience.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Writing processes used to organize and share messages can involve</p> <ul style="list-style-type: none"> • planning • drafting • revising • editing • sharing <p>Planning can include</p> <ul style="list-style-type: none"> • consideration of audience, purpose, and form • idea generation <p>Methods and tools that can support planning include</p> <ul style="list-style-type: none"> • graphic organizers • lists • visualizing • sketching <p>Interest can be created by varying sentence beginnings.</p> <p>Run-on sentences make reading difficult, as the reader often cannot tell where to pause or stop.</p> <p>Writers generally avoid repetitions and run-on sentences.</p> <p>Three to five sentences that add detail</p>	<p>Writing can capture ideas, memories, investigations, and stories.</p>	<p>Create written texts for a variety of audiences and purposes.</p> <p>Create written texts using a variety of forms and structures.</p> <p>Use organizational processes, methods, or tools to support the creation of written texts.</p> <p>Create drafts of writing that maintain audience interest by focusing the number of ideas in sentences and limiting repetitions.</p> <p>Include a range of sentence beginnings and types to vary and add interest to writing.</p> <p>Sequence sections of writing in a logical order.</p> <p>Revise written texts for accuracy, clarity, or appeal by adding, removing, or changing words or sentences.</p> <p>Edit writing for spelling, punctuation, and grammar.</p> <p>Read written texts aloud to check for writing fluency.</p>	<p>Writing processes used to organize and enhance messages can involve</p> <ul style="list-style-type: none"> • planning • drafting • revising • editing • publishing <p>Planning can include</p> <ul style="list-style-type: none"> • consideration of audience, purpose, and form • idea generation <p>Methods and tools that can support planning include</p> <ul style="list-style-type: none"> • graphic organizers • lists • visualizing • sketching <p>Interest can be created by varying sentence beginnings and length.</p> <p>Writers generally avoid repetitions and run-on sentences.</p> <p>Paragraphs</p>	<p>Writing is a vehicle for communication, creativity, and connection.</p>	<p>Create written texts for a variety of audiences and purposes.</p> <p>Create written texts using a variety of text forms and structures.</p> <p>Develop creative expression through the use of organizational processes, methods, and tools.</p> <p>Share perspectives on a topic in a clear and focused manner.</p> <p>Create written texts to connect with a purpose or an audience.</p> <p>Develop creative expression through a range of sentence beginnings, lengths, and types.</p> <p>Develop a logical order by grouping ideas into paragraphs.</p> <p>Write paragraphs with topic and concluding sentences.</p> <p>Reread written texts to identify what could</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 3		Grade 4		
	<p>or description to ideas or information can be combined to construct a paragraph.</p> <p>Revising can include adding or removing words or sentences to enhance writing clarity, accuracy, or appeal.</p> <p>Fluent writing sounds like speaking when read aloud.</p> <p>Sharing can involve selecting a variety of text features to enhance written messages.</p>			<p>include a topic sentence, supporting details, and a concluding sentence.</p> <p>Topic sentences describe what the paragraph is going to be about.</p> <p>Concluding sentences bring closure to a paragraph by identifying main ideas without adding new information.</p> <p>Fluent writing is smooth, natural, and easy to read aloud with inflection, which helps bring out meaning.</p> <p>Revising can include adding or removing words or sentences to enhance writing clarity or fluency.</p> <p>Publishing can involve consideration and selection of a variety of text features to enhance and finalize written work.</p>	<p>be added or deleted to enhance creative expression.</p> <p>Revise texts to enhance clarity or fluency.</p> <p>Edit writing for spelling, punctuation, and grammar.</p> <p>Incorporate images, charts, graphs, or other text features when publishing selected pieces, to support a purpose or connect with an audience.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 3		Grade 4			
	<p>Writing is a craft that involves personal expression of ideas through</p> <ul style="list-style-type: none"> • organization • word choice • presentation <p>Creative ideas for written expression can be inspired by a variety of sources, including</p> <ul style="list-style-type: none"> • personal experiences • background knowledge • imagination • experiences with text <p>The author’s voice or style helps a reader or an audience picture or feel what a writer is describing.</p> <p>In creative writing, word choice can include interesting details that keep audiences engaged.</p> <p>Words selected to enhance written texts can include</p> <ul style="list-style-type: none"> • sensory details • synonyms • antonyms • specific words or phrases • figurative language <p>Dialogue can be used to add variety to</p>	<p>Creative expression can channel imaginative thought and emotion into a variety of written texts.</p>	<p>Identify how the relationship between audience, purpose, and text form can influence creative expression.</p> <p>Identify how other writers use words, sensory detail, and figurative language for creative expression of thoughts and emotions.</p> <p>Create written texts that draw upon a variety of sources of inspiration.</p> <p>Select from a variety of text forms or structures to express personal thoughts or feelings.</p> <p>Create beginnings that catch the audience’s attention by experimenting with ideas and word choice.</p> <p>Include a variety of carefully selected words, sensory detail, or figurative language to add interest and keep audiences engaged.</p> <p>Include dialogue to add variety, advance the plot, or reveal a character’s thoughts or feelings.</p> <p>Use punctuation to generate effects in creative expression.</p>	<p>Writing is a craft that involves personal expression of ideas through</p> <ul style="list-style-type: none"> • organization • word choice • presentation <p>Creative ideas for written expression can be inspired by a variety of sources, including</p> <ul style="list-style-type: none"> • personal experiences • background knowledge • imagination • experiences with text <p>Word choice can reflect the author’s voice or style through careful selection and presentation of important details.</p> <p>Words selected to enhance written texts can include</p> <ul style="list-style-type: none"> • sensory language • synonyms • antonyms • specific words or phrases • figurative language <p>Dialogue can be used to add variety to written texts, advance the plot, or reveal a character’s thoughts and feelings.</p>	<p>Creative writing can provide opportunities to express personal feelings and understand how others feel.</p>	<p>Relate how connections between audience, purpose, and text form can influence creative expression.</p> <p>Examine how effective writing provides insight into the creative expression of ideas and emotions.</p> <p>Experiment with ideas and word choice to create beginnings that catch the audience’s attention.</p> <p>Experiment with sensory detail or figurative language to add interest and keep audiences engaged.</p> <p>Communicate personal voice or the voice of characters in narratives through dialogue.</p> <p>Generate effects in creative expression through punctuation.</p> <p>Create conclusions that tie up events or leave readers wondering.</p> <p>Select a variety of presentation forms or text features to critically share</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 3		Grade 4			
	written texts, advance the plot, or reveal a character's thoughts and feelings.		<p>Create thoughtful conclusions to tie up events or leave readers wondering.</p> <p>Select from a variety of presentation forms or text features to enhance and share selections of creative writing.</p>			perspectives.
	<p>Questioning can help focus research topics and processes.</p> <p>Information can be gathered from digital or non-digital sources and can include</p> <ul style="list-style-type: none"> • people • places • print text • images • observations <p>Information can be categorized or sequenced to enhance organization.</p> <p>Organizational tools, such as graphic organizers, can help plan and write about factual information.</p> <p>Research findings can be shared in a variety of digital or non-digital formats, including</p> <ul style="list-style-type: none"> • reports • presentations • visual representations <p>The information and ideas of others need to be listed (cited) as a source in research writing.</p>	<p>Research processes can support accessing and logically organizing information.</p>	<p>Access information from a variety of sources to answer questions or expand knowledge.</p> <p>Organize, categorize, or sequence information using a variety of methods or tools.</p> <p>Use research to create written text that are appropriate for an audience.</p> <p>List sources of information used to inform research.</p>	<p>Questioning can help focus research topics and processes.</p> <p>Sources of information can be digital or non-digital and can include</p> <ul style="list-style-type: none"> • people • places • print text • images • observations <p>Information can be categorized or sequenced to enhance organization.</p> <p>Methods and tools can be used to organize information, including</p> <ul style="list-style-type: none"> • note taking • graphic organizers • lists <p>Research findings can be shared in a variety of digital or non-digital forms, including</p> <ul style="list-style-type: none"> • reports • presentations • visual representations <p>Ethical use of information includes</p> <ul style="list-style-type: none"> • asking permission to use, share, or store information • acknowledging the ownership of information used to inform writing (citing) 	<p>Research processes can involve investigating materials or information to uncover facts and support problem solving.</p>	<p>Access information from a variety of sources to critically answer questions or expand knowledge.</p> <p>Demonstrate how information can be shared using a variety of methods or tools.</p> <p>Use research to create written text for an intended audience.</p> <p>Choose and cite appropriate sources of information to inform research.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
	<p>Written messages can be created using a variety of digital or non-digital methods or tools, including</p> <ul style="list-style-type: none"> • printing • keyboarding • cursive handwriting <p>Cursive handwriting involves</p> <ul style="list-style-type: none"> • letter formation • size • proportion • slant <p>Basic keyboarding involves</p> <ul style="list-style-type: none"> • finger reaches • keystroking • key recognition 	<p>Methods or tools can support writing fluency through practice.</p>	<p>Demonstrate writing fluency using at least one method or tool.</p> <p>Use cursive handwriting to write some texts with appropriate letter formation, size, proportion, and slant.</p> <p>Demonstrate basic keyboarding skills.</p>	<p>Written messages can be created using a variety of digital or non-digital methods or tools, including</p> <ul style="list-style-type: none"> • printing • keyboarding • cursive handwriting <p>Cursive handwriting involves</p> <ul style="list-style-type: none"> • letter formation • size • proportion • slant <p>Basic keyboarding involves</p> <ul style="list-style-type: none"> • finger reaches • keystroking • key recognition 	<p>Methods or tools can enhance written works and the artistry of a message.</p>	<p>Enhance the artistry of personally written works using selected methods and tools.</p> <p>Use cursive handwriting to write texts with appropriate letter formation, size, proportion, and slant.</p> <p>Apply keyboarding skills to enhance written works.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
Organizing Idea	Conventions: Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects.					
Guiding Question	How does the appropriate use of conventions support clear written communication?			How does the knowledge and application of conventions enhance written communication?		
Learning Outcome	Students investigate and demonstrate how conventions support written communication.			Students examine and apply conventions to develop concise written communication.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Capitalization is used for</p> <ul style="list-style-type: none"> • first word of a sentence • proper nouns • days of the week and months • titles • headings <p>Punctuation can include</p> <ul style="list-style-type: none"> • a period • a question mark • an exclamation mark • a comma • quotation marks • an apostrophe in contractions and possessives <p>A comma indicates a pause between parts of a sentence or separates items in a list.</p> <p>Quotation marks identify the words of a speaker or bring attention to a word that is used in a special way.</p> <p>A contraction is a combined form of two words, where an apostrophe takes the place of certain letters.</p>	<p>Capitalization and punctuation can enhance written expression.</p>	<p>Capitalize the first word of sentences.</p> <p>Capitalize proper nouns.</p> <p>Capitalize days of the week and months.</p> <p>Capitalize titles and headings.</p> <p>Include a variety of punctuation at the end of sentences.</p> <p>Insert commas to indicate a pause between parts of sentences, or to separate items in a list.</p> <p>Insert quotation marks to identify the words of a speaker.</p> <p>Insert quotation marks to bring attention to a word that is used in a special way.</p> <p>Insert apostrophes in place of letters in contractions.</p> <p>Insert apostrophes to show possession.</p>	<p>Capitalization is used for</p> <ul style="list-style-type: none"> • first word of a sentence • proper nouns • days of the week and months • titles • headings • abbreviations <p>An abbreviation is the shortened form of a word or words (e.g., Rd., St., AB).</p> <p>Punctuation can include</p> <ul style="list-style-type: none"> • a period • a question mark • an exclamation mark • a comma • quotation marks • an apostrophe in contractions and possessives <p>A comma can have a variety of uses, including</p> <ul style="list-style-type: none"> • to indicate a pause between parts of a sentence • to separate words in a list or series • to separate a transition word from the words that follow in a sentence 	<p>Capitalization and punctuation can be used to support writing fluency.</p>	<p>Capitalize the first word of sentences.</p> <p>Capitalize proper nouns.</p> <p>Capitalize days of the week and months.</p> <p>Capitalize titles and headings.</p> <p>Capitalize abbreviations.</p> <p>Include a variety of punctuation at the end of sentences.</p> <p>Insert commas to indicate a pause between parts of sentences, to separate items in a list, or to follow a transition word.</p> <p>Insert quotation marks to identify the words of a speaker or to bring attention to a word that is used in a special way.</p> <p>Insert apostrophes in place of letters in contractions and to show possession.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
	<p>Sentence types include</p> <ul style="list-style-type: none"> • telling (declarative) • asking (interrogative) • excitement (exclamatory) • command (imperative) <p>A sentence can command someone to do or not to do something (imperative).</p> <p>A sentence has a two main parts, a subject and a predicate.</p> <p>The subject of a sentence is who or what the sentence is about.</p> <p>The predicate of a sentence is what the subject does.</p> <p>Words can be used to connect phrases and sentences (conjunctions) (e.g., and, but, or, so, then).</p> <p>An adjective is a word that describes a noun.</p> <p>An adverb is a word that describes a verb.</p> <p>Subject-verb agreement means that the subject and the verb must agree, with</p>	<p>Grammar can provide a consistent structure for the building of sentences.</p>	<p>Distinguish between a variety of sentence types.</p> <p>Identify the subject of a variety of sentences.</p> <p>Identify the predicate of a variety of sentences.</p> <p>Identify conjunctions in a variety of sentences.</p> <p>Use adjectives to describe nouns.</p> <p>Use adverbs to describe verbs.</p> <p>Identify subject-verb agreement in a variety of sentences.</p> <p>Differentiate between possessive nouns, possessive adjectives, and possessive pronouns.</p> <p>Recognize and use prepositions in sentences to show time and place.</p>	<p>Sentence types include</p> <ul style="list-style-type: none"> • telling (declarative) • asking (interrogative) • excitement (exclamatory) • command (imperative) <p>Sentences may describe facts or actions happening in the present (present tense).</p> <p>Sentences can describe what happened in the past (past tense).</p> <p>Sentences can describe what may happen in the future (future tense).</p> <p>The subject of a verb is the person or thing that performs the action.</p> <p>The object of a verb is the person or thing that receives the action.</p> <p>Both subjects and objects can be nouns or pronouns.</p> <p>Pronouns can replace a noun as the subject in a sentence (subjective) (e.g., I, you, he, she, it, we, they).</p> <p>Possessive adjectives come before a noun or a pronoun to show who or what owns it (e.g., my, your, his, her, its,</p>	<p>Grammatical structures can support consistency in communication.</p>	<p>Distinguish between a variety of sentence types.</p> <p>Determine if text is in the present, past, or future tense.</p> <p>Identify nouns or pronouns that are the subject of a variety of sentences.</p> <p>Identify nouns or pronouns that are the object of a variety of sentences.</p> <p>Identify possessive adjectives in a variety of sentences.</p> <p>Use adjectives to indicate comparison of two or more things (<er> or <est>).</p> <p>Use conjunctions to connect phrases in sentences.</p> <p>Apply consistent subject-verb agreement in a variety of sentences.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
	<p>both being either singular or plural.</p> <p>Words can tell who or what owns a noun (possessive), and include</p> <ul style="list-style-type: none"> • possessive nouns ('s) • possessive adjectives (e.g., my, your, his, her, its, our, their) • possessive pronouns (e.g., mine, yours, his, hers, ours, theirs) <p>Some words can be used with other words to show time or place (prepositions) (e.g., under, with, before, after).</p>			<p>our, their).</p> <p>Adjectives can compare two things (comparative—<er> or “more”).</p> <p>Adjectives can compare three or more things (superlative—<est> or “most”).</p> <p>Words can be used to connect phrases in sentences (conjunctions) (e.g., and, but, or, so, then).</p>		
	<p>Spelling patterns can include</p> <ul style="list-style-type: none"> • vowel-consonant (VC) (e.g., scrap) • consonant-vowel-consonant (CVC) (e.g., plan) • vowel-consonant-silent “e” (VCe) (e.g., cone) • consonant-vowel-consonant-silent “e” (CVCe) (e.g., spoke) • vowel-consonant-consonant (VCC) (e.g., mask) • vowel-vowel-consonant (VVC) (e.g., soil) • nouns ending in <y>: change <y> to <i> and add <es> (e.g., pony-ponies) • nouns ending in <f> or <fe>: change <f> or <fe> to <v> and add <es> (e.g., leaf-leaves) <p>Some plural nouns may be spelled the same as or differently from their singular form (e.g., moose-moose, person-people).</p> <p>Adding an apostrophe and an <s> to a noun shows ownership.</p> <p>Add only an apostrophe and not an <s> if a noun is plural and already ends in an <s>.</p>	<p>Correct spelling can be supported by applying knowledge of word patterns and parts.</p>	<p>Identify spelling patterns within and across words.</p> <p>Apply knowledge of known words, word parts, and word patterns to spell unfamiliar words.</p> <p>Identify plural nouns that are spelled the same as or differently from their singular form.</p> <p>Add an apostrophe and an <s> to nouns to show ownership.</p> <p>Add only an apostrophe to show ownership if a noun is plural and already ends in an <s>.</p> <p>Spell a variety of prefixes and suffixes accurately in words.</p> <p>Identify words that are not spelled in predictable ways.</p>	<p>Spelling patterns can include</p> <ul style="list-style-type: none"> • vowel-vowel-consonant-consonant (VVCC) (e.g., each) • vowel-vowel-consonant-silent “e” (VVCe) (e.g., weave) • vowel-consonant-consonant-silent “e” (VCCe) (e.g., wedge) • vowel-consonant-consonant-consonant (VCCC) (e.g., trench) • vowel-vowel-consonant-consonant-silent “e” (VVCCe) (e.g., bounce) • vowel-vowel-consonant-consonant-consonant (VVCCC) (e.g., health) <p>Prefixes and suffixes are spelled consistently in words.</p> <p>Some words are not spelled in predictable ways (e.g., occasionally).</p>	<p>Spelling accuracy can be supported by transferring understandings of word patterns and structures.</p>	<p>Identify spelling patterns within and across words.</p> <p>Apply knowledge of known words, word parts, and word patterns to spell unfamiliar words.</p> <p>Spell a variety of prefixes and suffixes accurately in words.</p> <p>Identify words that are not spelled in predictable ways.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
	Prefixes and suffixes are spelled consistently in words.					
	Some words are not spelled in predictable ways (e.g., twelfth).					
	<p>Spelling strategies can be used to spell words accurately and can include</p> <ul style="list-style-type: none"> • articulating • visualizing • transferring prior knowledge • trial and error <p>Digital or non-digital tools can be used to help spell words correctly and can include</p> <ul style="list-style-type: none"> • personal word lists • dictionaries • environmental print • peers, teachers, or parents/guardians 	A variety of spelling strategies and tools can be used to enhance written expression.	<p>Apply a variety of spelling strategies to enhance written expression.</p> <p>Use a variety of tools to spell or confirm the spelling of words.</p>	<p>Homophones are words that have the same pronunciation but different spellings and meanings (e.g., hear–here).</p> <p>Spelling strategies can be used to spell words accurately and can include</p> <ul style="list-style-type: none"> • articulating • visualizing • transferring prior knowledge • trial and error <p>Digital or non-digital reference tools can be used to help spell words correctly and can include</p> <ul style="list-style-type: none"> • dictionaries • environmental print • spell check • peers, teachers, or parents/guardians 	Automatic transference of spelling knowledge can increase writing fluency.	<p>Differentiate between the spelling and associated meaning of a variety of homophones.</p> <p>Apply a variety of spelling strategies to increase writing fluency.</p> <p>Use a variety of tools to spell or confirm the spelling of words.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
	<p>Abbreviations can include</p> <ul style="list-style-type: none"> • titles • days of the week • time • measurements • addresses <p>Plural possessives end with an <s'> to show ownership.</p> <p>An inflectional ending is a suffix added to a base that indicates</p> <ul style="list-style-type: none"> • tense • plurality • possession • comparison <p>The basic guidelines of adding inflectional endings consist of</p> <ul style="list-style-type: none"> • dropping the <e> and adding <ing> • doubling the letter before adding <ing> or <ed> 	<p>Basic guidelines for spelling transferred to writing new text can increase accuracy.</p>	<p>Spell common abbreviations in writing.</p> <p>Recognize and spell most contractions in writing.</p> <p>Apply inflectional endings in writing.</p> <p>Spell compound words accurately.</p> <p>Spell singular and plural possessives.</p> <p>Spell some complex plural words.</p> <p>Apply endings that show comparisons.</p> <p>Spell one-syllable words with a vowel and <r>.</p> <p>Recognize basic guidelines for adding inflectional endings.</p>	<p>Suffixes can include <er>, <es>, <r>, <ly>, <ing>, <ily>, <able>, <ible>, <ar>, <less>.</p>	<p>Guidelines for spelling transferred to writing new text can increase written clarity.</p>	<p>Spell a range of compound words, contractions, possessives, and complex plurals.</p> <p>Spell two- and three-syllable words that have a vowel and <r>.</p> <p>Recognize and spell common suffixes.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
Organizing Idea	Text Forms and Structure: Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.					
Guiding Question	How can text organization support expression and influence meaning?			How can understandings of text organization be applied to communicate about ourselves, each other, and the world?		
Learning Outcome	Students examine how text genres, forms, and structures support and enhance communication.			Students analyze how the organization of a variety of texts can influence understandings of ourselves, each other, and the world.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Texts can be digital or non-digital.</p> <p>The purpose of a text can be to</p> <ul style="list-style-type: none"> • inform • entertain • persuade • inspire <p>A genre is a category of text that has a specific content or style and can include fiction or non-fiction.</p> <p>Literary text forms can be fiction or non-fiction, and can include</p> <ul style="list-style-type: none"> • books • poetry • drama • letters • journal entries • short stories • photo essays • news articles • hybrid <p>Hybrid is a type of text that includes both fiction and non-fiction text forms.</p> <p>Narrative texts can be fiction or non-fiction and generally follow the structure</p> <ul style="list-style-type: none"> • beginning 	<p>Text genres, forms, and structures can support and enhance the communication of ideas and information.</p>	<p>Identify the purpose of a variety of digital or non-digital texts.</p> <p>Determine the genre of a variety of literary texts.</p> <p>Determine the form of a variety of literary texts.</p> <p>Identify if narratives are expressed in the first, second, or third person.</p>	<p>Texts can be digital or non-digital.</p> <p>The purpose of a text can be to</p> <ul style="list-style-type: none"> • inform • entertain • persuade • inspire <p>Literary texts can be categorized by genre, including fiction and non-fiction.</p> <p>Literary text forms can include</p> <ul style="list-style-type: none"> • books • poetry • drama • letters • journal entries • short stories • photo essays • articles • speeches • hybrid <p>Hybrid is a type of text that includes both fiction and non-fiction text forms.</p> <p>Narrative texts can be fiction or non-fiction and generally follow the structure</p> <ul style="list-style-type: none"> • beginning 	<p>Text genres, forms, and structures can enhance and influence the communication of ideas and information.</p>	<p>Identify the purpose of a variety of digital or non-digital texts.</p> <p>Determine the genre of a variety of literary texts.</p> <p>Determine the form of a variety of literary texts.</p> <p>Describe a variety of literary forms and structures.</p> <p>Identify if narratives are expressed in the first, second, or third person.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
	<ul style="list-style-type: none"> • problem • series of events • resolution of problem • ending <p>Narrative texts can have multiple events and many details.</p> <p>Second person point of view addresses the reader using the pronoun “you.”</p>			<ul style="list-style-type: none"> • conflict • series of events • resolution of conflict • ending 		
	<p>Text features can be digital or non-digital and include</p> <ul style="list-style-type: none"> • images and graphics • titles and headings • sidebars • tables of contents and indexes • fonts • captions • maps • charts and graphs • glossaries 	<p>Text features can help organize content and identify information that is most important.</p>	<p>Identify a variety of text features that help organize content and that highlight information that is most important.</p> <p>Include a variety of text features to organize content and to identify information that is most important.</p>	<p>Text features can be digital or non-digital and include</p> <ul style="list-style-type: none"> • images and graphics • titles and headings • sidebars • tables of contents and indexes • fonts • captions • maps • charts and graphs • glossaries 	<p>Text features can help organize content, identify important information, and enhance understandings of texts.</p>	<p>Identify a variety of text features that help organize content, identify important information, and enhance understandings of texts.</p> <p>Include a variety of text features to help organize content, identify important information, and enhance personal expression.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
	<p>Fiction sub-genres can include</p> <ul style="list-style-type: none"> • traditional literature, including tall tales and myths • realistic fiction • historical fiction • mystery • fantasy • science fiction <p>A tall tale is an exaggerated folk tale that describes a central legendary character with extraordinary physical features or abilities.</p> <p>Science fiction is a modern fantasy text that describes technology, futuristic situations, and real or imagined scientific occurrences.</p> <p>Fictional texts can have structures, including</p> <ul style="list-style-type: none"> • books with chapters • collections of stories related to a single idea • main plots with subplots • circular or parallel plots • a story within a story • flashback or flash-forward <p>A flash-forward interrupts the story plot to take an audience forward in time</p>	<p>Engaging with fictional texts can help us analyze the world through the eyes of others.</p>	<p>Differentiate between a variety of fiction sub-genres by content, characters, time, or place.</p> <p>Identify fictional text structures that contribute to organization, clarity, or personal engagement.</p> <p>Identify elements within a variety of fictional texts.</p> <p>Describe characters that are round, flat, or stock based on what they say, think, or do or what others say and think about them.</p>	<p>Fiction sub-genres can include</p> <ul style="list-style-type: none"> • traditional literature, including tall tales and myths • realistic fiction • historical fiction • mystery • fantasy • science fiction • comedy <p>Comedic text is amusing in tone and often has a cheerful ending.</p> <p>Fictional texts can have structures, including</p> <ul style="list-style-type: none"> • books with chapters • collections of stories related to a single idea • main plots with subplots • circular or parallel plots • a story within a story • flashback or flash-forward <p>Elements of fiction can include</p> <ul style="list-style-type: none"> • characters • setting • plot • point of view • theme • conflict <p>Conflict</p>	<p>Engaging with fictional texts can help students develop empathy and can inspire creativity.</p>	<p>Differentiate between a variety of fiction sub-genres by content, characters, time, or place.</p> <p>Identify fictional text structures that contribute to organization, clarity, or personal engagement.</p> <p>Identify elements within a variety of fictional texts.</p> <p>Describe characters based on what they say, think, or do or what others say and think about them.</p> <p>Determine if characters in fictional texts are round, flat, or stock.</p> <p>Describe the protagonist and antagonist in a variety of fictional texts.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 5		Grade 6		
	<p>to events in the future.</p> <p>Elements of fiction can include</p> <ul style="list-style-type: none"> • characters • setting • plot • point of view • theme <p>Second person point of view addresses the reader using the pronoun “you.”</p> <p>A theme is a message or main idea explored in a text.</p> <p>Types of characters can include</p> <ul style="list-style-type: none"> • round • flat • stock <p>A stock character is a stereotypical figure who is recognized from familiar literature and traditions.</p> <p>Fictional texts can contain characters with multiple dimensions revealed by</p> <ul style="list-style-type: none"> • what they say, think, or do • what others say and think about them 			<p>is a struggle between individuals, groups, or forces that prevents the protagonist from achieving a goal.</p> <p>Types of characters can include</p> <ul style="list-style-type: none"> • round • flat • stock • protagonist • antagonist <p>A protagonist is the main character at the centre of a story who makes decisions, deals with consequences, and faces obstacles.</p> <p>An antagonist is an opponent, or force, to the protagonist and often gets in their way or creates challenges.</p> <p>Fictional texts can contain characters with multiple dimensions revealed by</p> <ul style="list-style-type: none"> • what they say, think, or do • what others say and think about them 	

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 5		Grade 6			
	<p>Non-fiction texts can include</p> <ul style="list-style-type: none"> • biographies • autobiographies • memoirs • procedural texts • content area texts • persuasive texts • interactions with people • land <p>Procedural texts can include recipes or instruction manuals.</p> <p>Content area texts refer to texts from subjects such as science, social studies, and fine arts.</p> <p>Persuasive texts can include editorials and opinion pieces.</p> <p>Structures within non-fiction texts can include</p> <ul style="list-style-type: none"> • larger topics and sub-topics • cause and effect • compare and contrast • problem and solution • sequence <p>Non-fiction texts can be examined to help the reader form opinions based on the structure, content, or source</p>	<p>Engaging with non-fiction texts can help us analyze the world through the eyes of others.</p>	<p>Identify ways that non-fiction texts can be organized to help us analyze the world through the eyes of others.</p> <p>Discuss a variety of opinions regarding the structure, content, or source of information expressed in non-fiction texts.</p>	<p>Non-fiction texts can include</p> <ul style="list-style-type: none"> • biographies • autobiographies • memoirs • procedural texts • content area texts • persuasive texts • speeches • interactions with people • land <p>Procedural texts can include recipes or instruction manuals.</p> <p>Content area texts refer to texts from subjects such as science, social studies, and fine arts.</p> <p>Persuasive texts can include editorials and opinion pieces.</p> <p>Structures within non-fiction texts can include</p> <ul style="list-style-type: none"> • larger concepts and sub-concepts • cause and effect • compare and contrast • problem and solution • sequence <p>Non-fiction texts can be analyzed to help the reader form opinions based on</p>	<p>Non-fiction texts have structures that support factual information that can be evaluated for accuracy and authenticity.</p>	<p>Identify ways that non-fiction texts can be organized to support factual information that can be evaluated for accuracy and authenticity.</p> <p>Provide personal opinions regarding the structure, content, or source of information expressed in informational texts.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
	of information.			the structure, content, or source of information.		
	<p>Poetry can be experienced when it is read, listened to, or spoken.</p> <p>Poetry uses figurative language to create effects.</p> <p>Poetic structures can include</p> <ul style="list-style-type: none"> • verse • free verse • lyric • iambic pentameter (blank verse) <p>A free verse is a poem that does not have a rhyme scheme or a consistent metrical pattern.</p> <p>The most common verse line in English is iambic pentameter, also known as blank verse, because it is closest to the natural rhythms of speech.</p> <p>An unstressed beat followed by a stressed beat (a 2-beat “feet”) is an iamb.</p> <p>Pentameter is five of the same “feet” in a row.</p> <p>Shakespeare used iambic pentameter for much of his writing.</p> <p>Shakespeare</p>	<p>Poetry can be experienced for its spirit, beauty, and emotion.</p>	<p>Listen to, recite, or sing poems to experience their spirit, beauty, or emotion.</p> <p>Recite a poem from memory, showing evidence of voice modulation.</p> <p>Examine figurative language that can be experienced for its spirit, beauty, or emotion.</p> <p>Identify poetic structures that contribute to creative expression of ideas.</p> <p>Identify instances of iambic pentameter in a variety of texts.</p>	<p>Poetry uses figurative language to create effects.</p> <p>Poetic structures can include</p> <ul style="list-style-type: none"> • verse • free verse • ballad • stanza • epic <p>Verse structures can facilitate recitation.</p> <p>A ballad is a poem or song narrating a story in short stanzas.</p> <p>A stanza is a series of lines grouped together in a poem that relate to a similar idea.</p> <p>An epic is a lengthy narrative poem presenting characters who go on adventures.</p>	<p>Exploring poetry of various origins, eras, and structures provides foundational knowledge.</p>	<p>Listen to, recite, or sing poems, which may include a poem from a Shakespearean play.</p> <p>Analyze figurative language that can develop empathy and inspire creativity.</p> <p>Identify poetic structures that contribute to creative expression of ideas.</p> <p>Identify the characters and plot of an epic poem.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
	invented words, still used today, and changed the order of words to make his blank verse flow (e.g., fashionable, traditional, well-behaved, swagger, and zany).					
	<p>Dramatic works can stimulate imagination and tell us about human nature, human society in varied times and places, and conceptions of the supernatural or divine.</p> <p>In dramatic works, plot and characters are developed through dialogue and action.</p> <p>In dramatic works, ideas and information can be expressed through verbal, non-verbal, and paraverbal language.</p> <p>Dramatic works can help improve vocabulary and develop appreciation for the power of language.</p> <p>Appreciation of drama can be enhanced by knowledge of oral communication.</p> <p>Classical drama captured aspects of ancient Greek and Roman society.</p> <p>English Renaissance playwrights wrote drama to entertain with comedy.</p>	<p>Drama is a literary form that can artfully express stories and ideas.</p>	<p>Listen to, read, or view dramatic works to learn about artful expression of stories and ideas.</p> <p>Identify main characters and events in dramatic works from ancient Greece, ancient Rome, or the Renaissance.</p>	<p>Participating in dramatic works can develop communication and collaboration skills in a variety of authentic and dynamic situations.</p> <p>In dramatic works, plot and characters are developed through dialogue and action.</p> <p>Dramatic works can help improve vocabulary and develop appreciation for the power of language.</p> <p>Appreciation of drama can be enhanced by knowledge of oral communication.</p> <p>Classical drama captures timeless truths about human nature and society that are embedded in the context of ancient Greek and Roman society.</p> <p>The themes of classical drama are of universal interest and are continually referred to in art and ideas over the last two millennia.</p> <p>Ancient Greek theatre introduced the ideas of comedy and tragedy.</p>	<p>Drama is language-rich and artfully presents ideas that transcend time and place.</p>	<p>Listen to, read, or view dramatic works to identify ideas that transcend time and place.</p> <p>Identify narrative structures in dramatic works.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
	<p>Land can be understood through personal connections to its features, including</p> <ul style="list-style-type: none"> • living things in the natural world • human-made structures • patterns and cycles • stories of place 	<p>Meaning is derived through personal experiences with various features of land.</p>	<p>Make connections between features of land and personal experiences.</p>	<p>Human-made structures of land that convey meaning can include</p> <ul style="list-style-type: none"> • First Nations pictographs • First Nations petroglyphs • Inuit inuksuit • Métis lobstersticks • Coastal First Nations totem poles • Pyramids (Egyptian and Mesoamerican) • Stonehenge • Neolithic burial mounds • Cave paintings at Lascaux and Chauvet • Mesopotamian dams and dykes <p>Land is a text that can be read for multiple meanings and understandings.</p>	<p>Understanding land literacy can be enhanced through examining features of land.</p>	<p>Describe how meaning is conveyed through human-made structures by First Nations, Métis, or Inuit and peoples from other parts of the world.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
Organizing Idea	Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.					
Guiding Question	How can the presentation of ideas and information be enhanced through oral communication?			How can understanding aspects of the history of oration enhance the quality and efficacy of oral communication?		
Learning Outcome	Students investigate aspects of oral language and how it can be designed to communicate ideas and information.			Students connect historical aspects of oral communication to how ideas and information can be shared today.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Different time periods gave rise to different forms of oral communication, including</p> <ul style="list-style-type: none"> oral storytelling oral poetry drama choral speaking speech making <p>Oral traditions include the use of stories to connect prior knowledge to shared experiences.</p> <p>Oral traditions include diverse types of stories, including</p> <ul style="list-style-type: none"> tales of everyday life sacred stories stories of extraordinary experiences <p>Oral traditions hold communities together based on some shared knowledge and values.</p>	<p>Time periods and cultures have influenced the content and delivery of oral traditions and communications.</p>	<p>Identify the time period and cultural contexts of oral texts.</p> <p>Discuss meanings of stories and lessons shared orally.</p>	<p>Traditional First Nations' agreements can involve processes and protocols that achieve group consensus, including</p> <ul style="list-style-type: none"> ongoing conversations talking circles respectfully acknowledging all voices waiting to take your turn active listening focusing on the idea rather than on who gave the idea ending with consensus 	<p>Oral traditions can be the basis for decision making and negotiation for First Nations, Métis, and Inuit.</p> <p>Oral communication content and delivery can be influenced by the time period, life experiences, and culture of the speakers.</p>	<p>Examine oral traditions to determine methods used in decision making and negotiation.</p> <p>Discuss First Nations, Métis, or Inuit cultures, images, lives, and stories to restore understanding and build relationships.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
	<p>Language that influences oral communication can include</p> <ul style="list-style-type: none"> • verbal (what is said) • non-verbal (body language) • paraverbal (how it is said) <p>Verbal communication includes word choice and use.</p> <p>Non-verbal communication includes</p> <ul style="list-style-type: none"> • posture • gestures • movement • facial expressions • eye contact • energy <p>Choices can be intentional regarding how body movement can support communication.</p> <p>Paraverbal communication can include</p> <ul style="list-style-type: none"> • stress • emphasis • articulation • rate • pitch • inflection • tone, including modulation <p>Voice</p>	<p>Oral communication can be enhanced through integration and adjustment of a variety of verbal, non-verbal, and paraverbal language.</p>	<p>Speak texts aloud to experience the rhythm vocally and physically.</p> <p>Select and integrate verbal, non-verbal, and paraverbal language to enhance communication.</p> <p>Ensure messages are heard by articulating clearly and using breath to project voice.</p> <p>Adjust the pitch or projection of the voice with respect to purpose, audience, context, and space.</p>	<p>Intentionally combining verbal, non-verbal, and paraverbal language can enhance oral communications.</p> <p>Different styles of speaking for different situations can include</p> <ul style="list-style-type: none"> • formal • informal • colloquial • slang • heightened <p>Heightened delivery is an elevated style of speech that uses verbal, non-verbal, and paraverbal language.</p> <p>Sounds can be stylized to create effects.</p>	<p>Oral communication style and delivery can be influenced by the connections between verbal, non-verbal, and paraverbal language.</p>	<p>Evaluate the effectiveness of verbal, non-verbal, and paraverbal language used in oral communications.</p> <p>Select a speaking style to fit a text or situation.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
	<p>modulation is the adjustment of the voice and can reflect mood and meaning.</p> <p>Vocal sounds are shaped by speech articulators.</p> <p>Vocal sounds are affected by breath and body.</p> <p>Muscle contractions in the vocal folds affect throat tension and air flow, and result in pitch.</p> <p>Inflection is the process by which the voice slides up and down through a range of pitches.</p> <p>Energy in the body can affect energy in the voice.</p>					
	<p>Content and delivery of oral communication can change based on purpose or audience.</p> <p>Language conventions or protocols can vary depending on the audience or purpose of oral communications.</p> <p>The size, shape, layout, and acoustics (echoing) of a space can influence oral communications.</p> <p>Oral communications can be enhanced through the selection of digital or non-digital tools or formats.</p>	<p>Oral communications can be intentionally designed to convey ideas and information.</p>	<p>Present knowledge of a variety of subject-area content in a logical manner.</p> <p>Adjust language conventions or protocols in oral communications to enhance clarity.</p> <p>Select appropriate formats for oral communication based on audience and purpose.</p> <p>Present ideas and information to inform, persuade, or entertain.</p>	<p>Oral communication content, style, and delivery can vary depending on the purpose and audience.</p> <p>Organization and preparation for presentations support confidence.</p> <p>Selection of digital or non-digital tools or formats can enhance presentation delivery and capture the interest and attention of the audience.</p> <p>Effective speaking can be supported through pausing or adjusting volume.</p> <p>Feelings of excitement or nervousness can be calmed through strategies, including relaxation and breathing.</p>	<p>Oral communications can be adjusted to share ideas and information for specific purposes and audiences.</p>	<p>Develop and deliver presentations for specific purposes and audiences.</p> <p>Adjust presentations to demonstrate knowledge of audience background, motivation, or interests.</p> <p>Reflect on the preparation, content, delivery, and audience reaction of oral communications and consider opportunities for improvement.</p> <p>Employ calming strategies to prepare for speaking.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
	<p>Collaborative processes include building trust by listening to, acknowledging, and accepting the contributions of others.</p> <p>Collaborative dialogue includes active listening.</p> <p>Collaborative dialogue uses respectful language and can be enhanced by humour.</p> <p>Considering the perspectives of others and using thoughtful or courteous language builds trust and maintains respectful relationships.</p> <p>Demonstrating respect for how other people wish to be addressed maintains relationships.</p> <p>Building consensus in collaborative activities involves adaptability and compromise.</p> <p>Non-verbal language can enhance collaborative dialogue.</p>	<p>Collaborative processes are enhanced by effective dialogue.</p>	<p>Engage in collaborative dialogue to share ideas, solve problems, or make decisions.</p> <p>Contribute to discussions by agreeing, disagreeing, and adding to or explaining ideas.</p> <p>Use respectful language to build trust and be considerate of others.</p> <p>Work to reach shared understandings when perspectives or opinions within groups differ.</p>	<p>Collaborative dialogue can empower individuals or groups to</p> <ul style="list-style-type: none"> • voice ideas • express understandings • consider a variety of perspectives • improve thinking <p>Collaborative dialogue can include generating innovative ideas during conversational exchanges.</p> <p>Collaborative dialogue can be used as a process to solve problems.</p> <p>Collaborative dialogue can increase individual or group confidence through the development of trust and the building of relationships.</p> <p>Respectful language can advance collaborative dialogue.</p>	<p>Collaborative dialogue can be used to expand ideas and deepen understandings of self, others, and the world.</p>	<p>Offer relevant information and logical reasoning to enhance collaborative dialogue.</p> <p>Examine alternatives to make decisions, solve problems, or select courses of action.</p> <p>Consider varied perspectives or opinions to make dialogue more collaborative.</p> <p>Share new, expanded, or adjusted learnings derived from collaborative dialogue.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
				<p>Oration is a formal speech given on a special occasion.</p> <p>Throughout history, great orators were trained in rhetoric.</p> <p>Rhetoric is the art of effective speaking and can be used to</p> <ul style="list-style-type: none"> • share information or understandings • influence change • persuade <p>Great orators are able to combine the musicality and rhythmicity of the spoken word with the power of their messages.</p> <p>The three pillars of persuasive speech are</p> <ul style="list-style-type: none"> • ethos (showing good character to win audience) • pathos (appealing to emotion and empathy) • logos (use of logic, reason, and convincing evidence) <p>(These three pillars were first taught by Aristotle about 2400 years ago and are still taught to public speakers today.)</p> <p>Students</p>	<p>Examining how great orations are delivered can provide models and inspiration for oratory today.</p>	<p>Discuss the message and impact of rhetoric in daily life.</p> <p>Identify the impact of language use and context in a variety of speeches.</p> <p>Read aloud excerpts from great speeches.</p> <p>Identify the message shared in 3–5 great speeches to persuade or engage an audience.</p> <p>Plan and deliver a speech with confidence.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
				<p>of public speaking today learn some of the same lessons studied in ancient Rome, including</p> <ul style="list-style-type: none"> • use of gestures • control of the voice • choice of vocabulary • speaking notes • humour • eye contact <p>The five elements of giving a speech are</p> <ul style="list-style-type: none"> • invention • arrangement • style • memory • delivery <p>(Cicero developed these elements over 2000 years ago. Great speeches, as well as wisdom about speaking, can endure beyond the life of the speaker.)</p>		

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
Organizing Idea	Vocabulary: Communication and comprehension are improved by understanding word meaning and structures.					
Guiding Question	How does vocabulary support communication?			How does vocabulary and context vary depending on the intentionality of communication?		
Learning Outcome	Students analyze how increasing knowledge of vocabulary supports meaning and language use.			Students evaluate how vocabulary enhances understanding and provides clarity.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Words in the English language come from a variety of origins.</p> <p>Vocabulary changes over time and reflects how words are used at a given time in our society.</p> <p>Affixes change the meaning of a word when applied to a base and can include <ous>, <ious>, <al>, <ial>, <ian>, <ic>, <ical>, <ment>, <ity>, <ant>, <ent>, <ance>, <ence>, <circu>, <per>, <trans>, <ad>, <sub>, <ob>, <com>, and <ex>.</p>	<p>Word origins and morphemes influence the meaning and use of vocabulary in the English language.</p>	<p>Examine words to determine their origins.</p> <p>Identify words with meanings that have changed over time.</p> <p>Identify words that are new to the English language.</p> <p>Determine the meaning of bases and affixes in words.</p>	<p>The English language has been influenced by people, places, and events in history.</p> <p>Vocabulary is contextual and influenced by emerging or changing conditions, including technology.</p> <p>Many words with Greek or Latin roots are still in use today.</p> <p>Words that are specific to First Nations, Métis, and Inuit languages can be found in the people, places, and things that surround us.</p> <p>Many words in the English language have French origins.</p> <p>Suffixes, including <en> and <ize>, change the meaning of a word when applied to a base.</p> <p>Prefixes change the meaning of a word when applied to a base and can include <pro>, <com>, <con>, <en>, and <oc>.</p>	<p>Word origins and morphemes can reflect the past and influence how we understand the present.</p>	<p>Examine the historical origins of words in the English language.</p> <p>Identify words with meanings that have changed over time.</p> <p>Research the meaning of words with Greek or Latin roots that are still in use today.</p> <p>Study the origin and meaning of First Nations, Métis, and Inuit words in local environments.</p> <p>Identify words in the English language that have French origins.</p> <p>Identify words or sayings that are new to the English language and are based on recent innovations or changes in society.</p> <p>Analyze how adding affixes changes the meaning of words.</p> <p>Add affixes to bases to build new words.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
	<p>Increased knowledge of vocabulary supports comprehension of text.</p> <p>Tools for vocabulary development include thesauruses and dictionaries.</p> <p>Strategies for vocabulary development include</p> <ul style="list-style-type: none"> • extensive reading • listening to and noting how others use words 	<p>Vocabulary learning involves the use of strategies and tools.</p>	<p>Discuss multiple ways to learn and remember vocabulary.</p> <p>Read, notice, and record interesting words.</p> <p>Use a variety of tools to build vocabulary knowledge.</p> <p>Engage with a wide variety of texts to expand vocabulary.</p>	<p>Words can be categorized by</p> <ul style="list-style-type: none"> • forms of writing • parts of speech • content • context • definition 	<p>Vocabulary learning involves an intentional desire to deepen knowledge of words.</p>	<p>Observe and record interesting words from presentations and dialogues.</p> <p>Categorize and record interesting words and phrases gleaned from a wide variety of texts.</p> <p>Apply multiple word-solving actions in flexible ways to determine multiple meanings.</p> <p>Analyze word parts and cross-check with context clues to determine the meaning of unknown words.</p> <p>Read for enjoyment outside of familiar forms of writing to enhance vocabulary.</p>
	<p>Figurative language is language that has literal and figurative meanings and can include</p> <ul style="list-style-type: none"> • imagery • hyperbole • simile • personification • analogy • idiom • metaphor <p>A metaphor is a comparison between two things that are not alike but do have something in common.</p> <p>A palindrome is a word or phrase that reads the same backwards and forwards (e.g., radar).</p> <p>Phrases with meanings that are influenced by context can include</p> <ul style="list-style-type: none"> • figurative language • sayings • proverbs 	<p>Knowledge of an extended vocabulary is a lifelong pursuit that enhances the ability to communicate.</p>	<p>Apply a wide variety of words to communicate in new ways.</p> <p>Apply tier 2 words to enhance meaning within subject content.</p> <p>Apply tier 3 words within subject content.</p> <p>Discuss how context can influence the meaning of words and phrases.</p> <p>Compare words or clarify word meanings by examining similes, metaphors, and analogies.</p> <p>Analyze the meanings of words or phrases expressed figuratively.</p> <p>Integrate figurative language into personal writing and oral communications.</p>	<p>Figurative language can include</p> <ul style="list-style-type: none"> • imagery • hyperbole • simile • personification • analogy • idiom • metaphor • irony <p>Irony is when something happens that is opposite from what is expected.</p> <p>Phrases with meanings that are influenced by context can include</p> <ul style="list-style-type: none"> • figurative language • sayings • proverbs 	<p>Precise vocabulary leads to engaging, clear, concise, and intentional communication.</p>	<p>Use similes, metaphors, and analogies to compare words or clarify word meanings.</p> <p>Analyze the meanings of words or phrases expressed figuratively.</p> <p>Apply tier 2 words across subjects to enhance precise communication.</p> <p>Apply tier 3 words in subject-specific contexts.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
Organizing Idea	Comprehension: Text comprehension is supported through applying varied strategies and processes, and considering both particular contexts and universal themes.					
Guiding Question	How does the interpretation of evidence support comprehension of texts?			How does strategic reading enhance interpretations of texts?		
Learning Outcome	Students evaluate ideas and information to comprehend text.			Students analyze texts and interpret contexts to build comprehension.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Comprehension strategies that can be used to understand and interpret complex texts include</p> <ul style="list-style-type: none"> • predicting • inferring • making connections • summarizing • synthesizing • evaluating <p>Evaluating is a comprehension strategy where readers make judgements based on textual evidence.</p> <p>Comprehension is enhanced when reading is fluent and self-monitored.</p> <p>Self-monitoring is noticing when comprehension falters and applying appropriate skills to make sense of texts, including</p> <ul style="list-style-type: none"> • rereading • adjusting reading rate • asking questions • using context clues • using supporting resources • metacognition <p>Metacognition is an awareness that involves thinking about one's thinking</p>	<p>Comprehension is enhanced through thoughtful considerations of strategies and skills that support interpretations of texts and management of information.</p>	<p>Employ a variety of comprehension strategies before, during, and after reading texts.</p> <p>Self-evaluate the effectiveness of comprehension strategies used before, during, and after reading.</p> <p>Monitor comprehension and apply skills to support understandings of texts.</p>	<p>Comprehension strategies that can be used to understand and interpret increasingly complex texts include</p> <ul style="list-style-type: none"> • predicting • inferring • making connections • summarizing • synthesizing • evaluating <p>Evaluating is a comprehension strategy where readers make judgements based on an analysis of textual evidence.</p> <p>Self-monitoring skills that can support comprehension and interpretation of texts read independently can include</p> <ul style="list-style-type: none"> • rereading • adjusting reading rate • asking questions • using context clues • using supporting resources • metacognition 	<p>Comprehension, interpretation, and management of information from increasingly complex texts is enhanced through application of a variety of strategies and skills.</p>	<p>Incorporate a variety of strategies to comprehend, interpret, and manage information from texts.</p> <p>Evaluate the effectiveness of comprehension strategies used to interpret texts read independently.</p> <p>Apply a variety of self-monitoring skills to comprehend and interpret texts.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
	<p>to improve comprehension.</p> <p>Comprehension is enhanced when the purpose for reading is clear.</p> <p>Managing information involves researching, organizing, and using information for specific purposes.</p>					
	<p>Connections with texts that can provide evidence include</p> <ul style="list-style-type: none"> • text to self • text to text • text to world <p>Summarizing includes identifying main ideas and using supporting evidence.</p>	<p>Comprehension can be enhanced when connections with texts are supported by summarized evidence.</p>	<p>Respond to texts by summarizing main ideas and providing supporting evidence from self, other texts, or the world.</p>	<p>Making connections, including text to self, text to text, and text to world, can support analyzing, summarizing, and synthesizing texts.</p> <p>Analyzing texts includes reading closely to examine ideas and information in texts separately and in relationship to each other.</p> <p>Text analysis of specific details can include</p> <ul style="list-style-type: none"> • character development • plot • point of view • mood • main idea • information 	<p>Comprehension of texts can include analyzing, summarizing, and synthesizing information and ideas.</p>	<p>Respond to texts by summarizing main ideas and providing supporting evidence from the texts.</p> <p>Make connections between new ideas and information in texts and known ideas and information.</p> <p>Analyze details used to enhance texts.</p> <p>Synthesize texts to determine specific details.</p> <p>Identify multiple dimensions of a character.</p>
	<p>Ideas and information in texts can be explicit or implicit.</p> <p>Inferences and predictions can be made about plot, characters, setting, and main ideas of texts.</p>	<p>Comprehension and interpretation of texts requires attention to ideas or information that may be explicit or implicit.</p>	<p>Identify ideas and information within texts that are explicit and implicit.</p> <p>Make inferences based on content that is implicit in texts.</p> <p>Address predictions based on new or additional information from texts or additional sources.</p> <p>Evaluate ideas and information in texts to respond to and interpret texts.</p> <p>Support responses and interpretations using evidence from texts or additional sources.</p>	<p>Conclusions can be judgements reached based on information that is stated in or inferred from texts.</p> <p>Context clues in texts include</p> <ul style="list-style-type: none"> • words • phrases • punctuation • dialogue • information in pictures, diagrams, charts, or graphs 	<p>Comprehension and interpretation of texts requires attention to explicit or implicit contextual information and ideas.</p>	<p>Address predictions based on new or additional information and sources.</p> <p>Infer meanings from texts based on contextual clues.</p> <p>Draw conclusions and develop interpretations about texts using stated and implied ideas or information.</p> <p>Distinguish among facts, inferences, and opinions.</p> <p>Analyze ideas and information using text evidence.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
	<p>Perspectives can include attitudes, beliefs, or ways of thinking about events or information.</p> <p>Perspectives are influenced by culture, experiences, and interests.</p> <p>Characters in texts present various perspectives.</p>	<p>Perspectives revealed in texts enhance comprehension and enrich understandings of the world.</p>	<p>Explain how varied perspectives presented in texts can influence personal perspectives.</p> <p>Identify how the interests, experiences, or perspectives of a character might influence how that character thinks, feels, or acts.</p> <p>Compare and contrast the varied perspectives of main and supporting characters.</p> <p>Identify various perspectives in texts and propose alternative perspectives.</p>	<p>Perspectives can evolve for a variety of reasons, including</p> <ul style="list-style-type: none"> • passage of time • experience • context • new information <p>Authors can explicitly and implicitly share perspectives through text creation.</p> <p>Bias is the favouring of one thing, person, or group over another, usually in a way that is considered to be unfair.</p>	<p>Interaction with texts can deepen comprehension, expand perspectives, and help readers learn more about themselves and the world.</p>	<p>Analyze varied perspectives in texts.</p> <p>Connect perspectives reflected in texts to personal experiences.</p> <p>Analyze factors that cause characters in texts to change their perspectives.</p> <p>Compare personal perspectives to varied perspectives found in texts.</p> <p>Select the information needed to support a perspective.</p> <p>Share how differences in perspectives can influence meanings of texts.</p> <p>Analyze how authors can reveal their personal perspectives in texts.</p> <p>Consider whether an author or a creator presents information with or without bias.</p>
	<p>Context refers to the circumstances that form the background of a person, an event, an idea, or a text.</p> <p>Personal contexts can contribute to how a text is created or interpreted.</p> <p>The author's context can contribute to how a text is created or interpreted.</p> <p>Context can impact what characters think and do.</p>	<p>An awareness of context strengthens comprehension of texts.</p>	<p>Identify information from texts that describes circumstances around people, ideas, or events.</p> <p>Analyze the actions or feelings of characters in stories, considering the context.</p> <p>Consider how personal interests, experiences, or perspectives might influence how texts are understood or created.</p> <p>Investigate background information of the author to provide context for informational texts.</p> <p>Examine contextual information about characters or events in fictional texts.</p>	<p>Texts are situated in and can be influenced by specific historical, social, and cultural contexts.</p> <p>Specific historical and social contexts influence understandings of text.</p> <p>Historical contexts include time and place.</p> <p>Social contexts include beliefs.</p> <p>Contexts can change and affect how texts are understood.</p> <p>Artifacts as texts can provide insights into contexts of people, time, or place.</p>	<p>Historical, social, and cultural contexts can support readers in examining influences on texts.</p>	<p>Analyze texts to determine contextual information that supports how a text can be understood.</p> <p>Identify information in a text that implies or confirms that the context has changed.</p> <p>Identify changes in context that affect actions, behaviours, or feelings.</p> <p>Explore events or artifacts from a particular time and place to deepen understandings of context.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
Organizing Idea	Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author’s craft.					
Guiding Question	How does proficient writing enhance communication skills?			How is precise writing influenced by ongoing craft and process development?		
Learning Outcome	Students express and evaluate text creatively written for a variety of purposes and audiences.			Students refine and adjust ways to craft writing that reflects individuality and proficiency and demonstrates critical thinking as developing writers.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Writing processes used to organize and enhance messages can involve</p> <ul style="list-style-type: none"> • planning • drafting • revising • editing • publishing <p>Planning can include</p> <ul style="list-style-type: none"> • consideration of audience, purpose, and form • idea generation • narrowing a topic <p>Written expressions of ideas or information can follow organizational structures, such as</p> <ul style="list-style-type: none"> • introduction, opening, or lead • details in order of sequence or importance • transitions • conclusions <p>Topic and concluding sentences provide structure and link ideas and information within paragraphs.</p> <p>Interest</p>	<p>Writing skills can be developed to understand self and influence others.</p>	<p>Create written texts for a variety of audiences and purposes.</p> <p>Create written texts in a variety of forms and structures.</p> <p>Develop creative expression through the use of organizational processes, methods, and tools.</p> <p>Express ideas through multiple-paragraph works that include topic introductions, supporting evidence, and conclusions.</p> <p>Arrange and express ideas logically, using interesting details and transitions between sentences or paragraphs.</p> <p>Communicate a clear position through written expressions supported by relevant evidence.</p> <p>Demonstrate understanding of texts through evaluations and interpretations supported by text references and prior knowledge.</p>	<p>Writing processes used to organize and enhance messages can involve</p> <ul style="list-style-type: none"> • planning • drafting • revising • editing • publishing <p>Planning can include</p> <ul style="list-style-type: none"> • consideration of audience, purpose, and form • idea generation • narrowing a topic <p>Written expressions of ideas or information can follow organizational structures, such as</p> <ul style="list-style-type: none"> • introduction, opening, or lead • details in order of sequence or importance • transitions • conclusions <p>Sentence fluency is the rhythm and flow of language in written text.</p> <p>Variety in sentence length and structure</p>	<p>Writing can cultivate expression, problem solving, and critical thinking.</p>	<p>Create written texts for a variety of audiences and purposes.</p> <p>Create written texts in a variety of forms and structures.</p> <p>Develop creative expression through the use of organizational processes, methods, and/or tools.</p> <p>Analyze how ideas align with the purpose, audience, and form of writing.</p> <p>Express personal ideas through multiple paragraphs for the purpose of engaging an audience.</p> <p>Demonstrate understanding of texts through evaluations and interpretations supported by text references and prior knowledge.</p> <p>Organize writing around clear ideas or positions that are supported by examples or relevant evidence.</p> <p>Express ideas using organizational structures</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 5		Grade 6		
	<p>can be created by varying sentence structure and length.</p> <p>Writing fluency is the rhythm and flow of language in written text.</p> <p>Revision can include adding or removing words, phrases, or sentences to ensure writing is clear and focused from beginning to end.</p> <p>Publishing can involve consideration and selection of a variety of text features to enhance and finalize written work.</p>		<p>Revise drafts to improve the fluency, coherence, sequence, and logical support of ideas.</p> <p>Edit writing for spelling, punctuation, and grammar.</p> <p>Publish selected pieces, incorporating graphics, captions, charts, or other text features to support a purpose or connect with an audience.</p>	<p>can enhance writing fluency and reader engagement.</p> <p>Fluent writing invites expressive oral reading that brings out the writer's voice or style.</p> <p>Revision may involve adding or deleting portions of text, moving pieces of text around, or restructuring sentences.</p> <p>Revision can ensure writing is</p> <ul style="list-style-type: none"> • clear • focused • informative • engaging <p>Publishing can involve consideration and selection of a variety of text features to enhance and finalize written work.</p>	<p>that enhance writing.</p> <p>Relate ideas and connect paragraphs using a variety of transitions.</p> <p>Revise text for clarity, focus, and audience.</p> <p>Edit writing for spelling, punctuation, and grammar.</p> <p>Publish selected writing, incorporating graphics, captions, charts, or other text features to express individuality.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
	<p>Words selected to include in texts may change depending on the audience, purpose, or context.</p> <p>Word choice can reflect the author's voice or style through</p> <ul style="list-style-type: none"> • detail • clarity • variety • humour • dialogue <p>Word choice can reflect the author's voice or style through careful selection of details that are beyond the obvious.</p> <p>Words selected to enhance written texts can include</p> <ul style="list-style-type: none"> • sensory language • synonyms • antonyms • specific words or phrases • figurative language <p>A mentor text is a written piece that serves as an example of effective writing</p>	<p>Creative writing can enhance personal expression and artistry.</p>	<p>Analyze mentor texts to determine how word choice can influence the purpose or audience of a text (e.g., article, poem, narrative).</p> <p>Create text that uses plot, characterization, dialogue, and figurative language to entertain an audience.</p> <p>Create expressive descriptions by selecting vocabulary to convey mood or sensory images.</p> <p>Establish a plot, point of view, setting, and problem through creative writing.</p> <p>Create texts that show, rather than tell, story events.</p> <p>Evaluate how language and dialogue are used to express voice, point of view, and ideas.</p> <p>Use a thesaurus to identify alternative words and meanings.</p>	<p>Words selected to include in texts may change depending on the audience, purpose, or context.</p> <p>Words can create effects or emphasis, including</p> <ul style="list-style-type: none"> • simplicity • clarity • colourfulness • strength • precision • appeal <p>Word choice can reflect the author's voice or style, including in texts that</p> <ul style="list-style-type: none"> • are brief, clear, and to the point (e.g., recipes, business letters) • use specialized vocabulary (e.g., research reports, informative posters) • provide the author the freedom to use unique or unexpected words or phrases (e.g., poetry, stories, advertisements) • express opinions (e.g., speeches, personal responses, opinion statements) <p>Tone</p>	<p>Creative writing can develop empathy as writers broaden their perspectives and develop personal voice.</p>	<p>Analyze the descriptive language and word choice of professional authors as models for writing.</p> <p>Develop text that uses imagery, rhyme, dialogue, emphasis, or effect.</p> <p>Create narratives that develop setting, plot, and character using suspense, figurative language, and dialogue.</p> <p>Enhance personal style and voice through careful selection of words to create emphasis or effects.</p> <p>Analyze writing for development of tone and point of view through language use.</p> <p>Use a thesaurus to identify alternative words and meanings.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
	for student writers. Mood is the atmosphere created by setting, attitude of the narrator, and descriptions.			expresses the writer's attitude toward or feelings about the subject matter and audience.		
	<p>Research processes can involve management of information, including</p> <ul style="list-style-type: none"> • questioning • gathering • organizing • recording <p>Topics that are broad may need to be narrowed into a manageable size for focused writing.</p> <p>Sources of information can be digital or non-digital and can include</p> <ul style="list-style-type: none"> • people • Knowledge Keepers or Elders • books • other print text • places • images • observations <p>A Knowledge Keeper is a respected community member who is recognized to have expertise in specific issues or skills.</p> <p>Elders</p>	<p>Research processes can involve examining materials or information and reaching new conclusions.</p>	<p>Write to inform, explain, describe, or report for a variety of purposes and audiences.</p> <p>Narrow research questions to determine a clear, well-defined topic.</p> <p>Develop a main idea or topic supported by facts, details, examples, and explanations.</p> <p>Evaluate the validity and reliability of information and sources.</p> <p>Select a variety of relevant sources to inform writing.</p> <p>Summarize and organize ideas gained from multiple sources using a variety of methods or tools.</p> <p>Access and use information ethically.</p>	<p>Research processes can involve management of information, including</p> <ul style="list-style-type: none"> • questioning • gathering • organizing • recording <p>Topics that are broad may need to be narrowed into a manageable size for focused writing.</p> <p>Sources of information can be digital or non-digital and can include</p> <ul style="list-style-type: none"> • people • Knowledge Keepers or Elders • places • print text • images • observations <p>Protocols for accessing information may vary by source or context.</p> <p>Methods and tools can be used to gather and organize information, including</p> <ul style="list-style-type: none"> • note taking 	<p>Research processes can support systematic and objective management and sharing of information.</p>	<p>Write to inform, explain, describe, or report for a variety of purposes and audiences.</p> <p>Narrow research questions to determine a clear, well-defined topic.</p> <p>Support the main idea or topic with relevant facts, details, examples, and explanations from multiple sources.</p> <p>Summarize and organize ideas gained from multiple sources using a variety of methods or tools.</p> <p>Analyze the validity and reliability of information and sources.</p> <p>Access and use information ethically.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
	<p>are individuals recognized by their communities as having historical, cultural, and spiritual knowledge and wisdom.</p> <p>Protocols for accessing information may vary by source or context.</p> <p>Methods and tools can be used to gather and organize information, including</p> <ul style="list-style-type: none"> • note taking • graphic organizers • lists <p>Research findings can be shared in a variety of digital or non-digital forms, including</p> <ul style="list-style-type: none"> • reports • presentations • visual images • graphs, tables, or charts <p>Ethical use of information includes</p> <ul style="list-style-type: none"> • asking permission to use, share, or store information • citing basic information used to inform writing 			<ul style="list-style-type: none"> • graphic organizers • lists <p>Written expressions of ideas or information can follow organizational structures, such as</p> <ul style="list-style-type: none"> • openings or leads • details in order of sequence or importance • transitions • conclusions <p>Research findings can be shared in a variety of digital or non-digital forms, including</p> <ul style="list-style-type: none"> • reports • presentations • visual images • graphs, tables, or charts <p>Ethical use of information includes</p> <ul style="list-style-type: none"> • asking permission to use, share, or store information • citing basic information used to inform writing 		
	<p>Written communication can be created using a variety of digital or non-digital methods or tools, including</p> <ul style="list-style-type: none"> • printing • keyboarding • cursive handwriting <p>The selection of digital or non-digital tools for written works can support clarity and voice.</p>	<p>The method or tool used to present written works can influence how content is perceived.</p>	<p>Evaluate how an author’s selection of a method or tool can impact the audience’s understanding or response to a text.</p> <p>Experiment with methods or tools to enhance communication or create effects.</p> <p>Support legibility and writing fluency through the use of printing, cursive handwriting, or keyboarding.</p>	<p>Written communication can be created using a variety of digital or non-digital methods or tools, including</p> <ul style="list-style-type: none"> • printing • keyboarding • cursive handwriting <p>The selection of digital or non-digital tools for written works can be adapted according to audience, purpose, form, or context.</p>	<p>Written communication involves making choices to effectively convey messages.</p>	<p>Experiment with methods or tools to enhance communication or create effects.</p> <p>Select a method or tool to present written works that supports clarity or voice.</p> <p>Support legibility and writing fluency through the use of printing, cursive handwriting, or keyboarding.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
Organizing Idea	Conventions: Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects.					
Guiding Question	How does the understanding and application of conventions support effective written communication?			How does the understanding and application of conventions enhance proficient written communication?		
Learning Outcome	Students experiment with and apply conventions to develop precise written communication.			Students demonstrate and apply conventions accurately and skillfully in written communication.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Capitalization is used for</p> <ul style="list-style-type: none"> • first word of a sentence • proper nouns • days of the week and months • titles • headings • abbreviations <p>Abbreviations can include</p> <ul style="list-style-type: none"> • titles • days of the week • time • measurements • addresses <p>Punctuation can include</p> <ul style="list-style-type: none"> • a period, a question mark, or an exclamation mark • a comma • quotation marks • an apostrophe in contractions and possessives • parentheses <p>Parentheses indicate additional, separate, or less important words or numbers.</p>	<p>Capitalization and punctuation can support effective written communication.</p>	<p>Apply capitalization to support effective written communication.</p> <p>Apply punctuation to support effective written communication.</p>	<p>Capitalization is used for</p> <ul style="list-style-type: none"> • first word of a sentence • proper nouns • days of the week and months • titles • headings • abbreviations <p>Abbreviations can include</p> <ul style="list-style-type: none"> • titles • days of the week • time • measurements • addresses <p>Punctuation can include</p> <ul style="list-style-type: none"> • a comma • quotation marks • an apostrophe in contractions and possessives • parentheses • a colon <p>A colon can be used to</p> <ul style="list-style-type: none"> • introduce a list • give an explanation • give an example 	<p>Varied use of capitalization and punctuation can strengthen and enhance written communication.</p>	<p>Apply capitalization appropriately in written communication.</p> <p>Apply punctuation appropriately in written communication.</p> <p>Experiment with capitalization and punctuation to create a variety of effects.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
	<p>Tense should be maintained throughout written or oral expression and can include</p> <ul style="list-style-type: none"> • present tense • past tense • future tense <p>A sentence has two main parts, a subject and a predicate.</p> <p>Both subjects and objects can be nouns or pronouns.</p> <p>Adjectives can compare two things (comparative—<er> or “more”).</p> <p>Adjectives can compare three or more things (superlative—<est> or “most”).</p> <p>An adverb</p> <ul style="list-style-type: none"> • describes a verb • often ends in “ly” • is sometimes placed in front of the verb and is sometimes placed after <p>Conjunctions are used to join ideas together in sentences and are also called connecting words.</p> <p>A pronoun used in place of a noun must</p>	<p>Communication can be supported by conventions of grammar.</p>	<p>Maintain appropriate tense throughout communications.</p> <p>Maintain subject-verb agreement in communications.</p> <p>Identify nouns or pronouns that are the subject in a variety of sentences.</p> <p>Identify nouns or pronouns that are the object in a variety of sentences.</p> <p>Use noun-pronoun agreement in communications.</p> <p>Apply adjectives to indicate comparison of two or more things.</p> <p>Vary the position of adverbs in sentences.</p> <p>Use conjunctions to connect phrases in sentences.</p> <p>Distinguish between different types of pronouns used in a sentence.</p>	<p>Tense should be maintained throughout written or oral expression and can include</p> <ul style="list-style-type: none"> • present tense • past tense • future tense <p>A simple sentence contains one independent clause.</p> <p>A clause is a group of words with a subject and a verb, and is not always a complete sentence.</p> <p>An independent clause expresses a complete thought and can stand on its own as a sentence.</p> <p>A dependent clause does not express a complete thought and cannot stand on its own as a sentence.</p> <p>A compound sentence contains two or more independent clauses that are usually joined by a conjunction.</p> <p>A complex sentence contains one or more dependent clauses and one independent clause.</p>	<p>Communication is enhanced when correct conventions of grammar are maintained.</p>	<p>Maintain consistent use of tense throughout communications.</p> <p>Use correct subject-verb agreement in communications.</p> <p>Identify independent and dependent clauses in sentences.</p> <p>Differentiate between simple, compound, and complex sentences.</p>

Draft English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
	<p>agree in number—singular or plural—and can include</p> <ul style="list-style-type: none"> • possessive pronouns • subject pronouns • object pronouns <p>Object pronouns replace the noun to receive the action in a sentence (e.g., me, you, him, her, us, them, whom).</p>					
	<p>Spelling patterns can include</p> <ul style="list-style-type: none"> • vowel-vowel-consonant-consonant (VVCC) (e.g., speech) • vowel-consonant-silent “e” (VCe) (e.g., office) • vowel-consonant-consonant-silent “e” (VCCe) (e.g., paste) • vowel-consonant-consonant-consonant (VCCC) (e.g., bench) • vowel-vowel-consonant-consonant-silent “e” (VVCCe) (e.g., flounce) • vowel-vowel-consonant-consonant-consonant (VVCCC) (e.g., stealth) <p>Prefixes and suffixes are spelled consistently in words.</p>	<p>Spelling accuracy can be supported by recognizing relationships between word patterns and structures.</p>	<p>Apply spelling patterns within and across words.</p> <p>Apply knowledge of spelling patterns to spell unfamiliar words.</p> <p>Apply prefix and suffix knowledge to spell words.</p>	<p>Spelling accuracy can be supported by the application of complex patterns.</p> <p>Spelling accuracy can involve understanding how words are created by manipulating prefixes and suffixes to a base (derivation).</p>	<p>Spelling accuracy can be enhanced by recognizing patterns and spelling-meaning connections through the study of words.</p>	<p>Apply spelling patterns within and across words.</p> <p>Apply knowledge of spelling patterns to spell unfamiliar words.</p> <p>Apply knowledge of bases and affixes to spell words.</p>