

Writing

Standard	Term			
	1st	2nd	3rd	4th
<i>Creating and shaping texts</i>				
1. Write a Topic Sentence at the beginning of a paragraph to establish content, purpose, and intent of a written assignment.				
2. Write paragraphs that include supporting facts and details and elaborate on the topic sentence.				
3. Write simple and compound sentences and begin to use subordination clauses in relation to time (when) and reason (why).				
4. Write simple and compound sentences joined by conjunctions and, or, but.				
5. Write simple and compound sentences where simple and compound subjects agree with simple and subject predicates.				
6. Draw on knowledge and experience of texts in deciding and planning what and how to write. Uses basic components of the writing process (e.g., prewriting, drafting and publishing) to write for a variety of purposes (e.g., narration, exposition).				
7. Organizes writing into a paragraph format with a beginning, middle and end.				
8. Use age-appropriate prewriting strategies (e.g., drawing, brainstorming, graphic organizers) to generate and organize ideas with teacher assistance.				
9. Writes a simple friendly letter.				
10. Writes simple narratives that include concrete sensory details to present impressions of things, places, people, and situations.				
11. Experiment with different forms of writing (e.g., informal letters, thank-you notes, songs, poetry, short fiction, recipes, journal, directions).				
12. Writes an effective beginning to grab the reader's attention				
13. Writes an effective ending summing up and keeping readers interested				
14. Writes figurative language constructions into written assignments: simile, metaphor, exaggeration, personification.				
<i>Create a legible document</i>				
1. Write legibly, using upper and lower case letters appropriately within words and observing correct spacing within and between words.				
<i>Conventions</i>				
1. <i>Student uses correct grammar (nouns, pronouns, adjectives, adverbs, articles, conjunctions, interjections, and simple verbs)</i>				
a. Uses simple present, past, and future tense – action verbs				
b. Uses simple present, past, future tense – state of being verbs				
c. Correct use of personal pronouns and possessive adjectives.				
d. Correctly use past tense of 'to be' and other irregular verbs				
e. Correctly uses sensory adjectives telling 'what kind', 'how many', and 'which one'.				
f. Correctly uses contractions of personal pronouns - helping verbs (we're), and negative contractions of helping verbs and negative (we aren't).				
g. Correctly uses age-appropriate prepositions of place and location and of				

time.				
h. Correctly uses the comparative and superlative form of one- and two-syllable adjectives.				
2. Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure and spelling patterns.				
3. Uses correct punctuation (quotation marks, commas in a series, commas in a dialogue, parentheses and periods, exclamation points, question marks, apostrophes in contractions).				
4. Uses correct capitalization for proper nouns (months, days of the week, people, titles of people, books and movies, pronoun I, people’s initials, acronyms, languages, nationalities, names of rivers, mountains, and oceans, names of historic periods, names of special events, names of holidays.)				

Reading

Standard	Term			
	1st	2nd	3rd	4th
<i>Apply reading strategies to improve understanding and fluency.</i>				
1. Identifies the main events and characters in stories and finds specific information in simple context.				
2. Makes predictions showing an understanding of ideas, events and characters and relate to personal experience.				
3. Uses information to form questions and verify predictions.				
4. Summarizes content of reading material using text organization				
5. Continuously check and clarify for understanding (reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions).				
6. Read age-appropriate material orally with accuracy, rhythm, volume and flow that sounds like everyday speech.				
7. Identify motives of characters in various works (e.g., biography, non-fiction, diary).				
8. Identify Cause – Effect relationships within the story to facilitate understanding of plot and character motivations, etc.				
9. Identify Main Idea and Supporting Details in narrative readings.				
10. Identify Main Idea and Supporting Details in expository readings.				
11. Identify fact and opinion in narrative and expository readings.				
12. Identify the basic organization of expository reading as a source of pleasure, information, and research.				
<i>Engaging and responding to texts.</i>				
1. Read whole books on their own, choosing and justifying selections.				

Reading (continues)

Standard	Term			
	1st	2nd	3rd	4th
2. Identify the literary elements of theme, setting, plot and character within literary works.				

3. Explain their reactions to texts, commenting on important aspects.				
4. Distinguishes fiction and non-fiction texts and the different purposes for reading them.				
5. Ask questions to clarify understanding before, during and after reading.				
6. Describe differences between prose and poetry.				
Apply word analysis and vocabulary skills to comprehend selections.				
1. Apply word analysis skills (phonics, word patterns) to recognize new words.				
2. Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials such as a dictionary and glossary.				
3. Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.				
4. Use knowledge of prefixes (e.g., <i>un-</i> , <i>re-</i> , <i>pre-</i> , <i>bi-</i> , <i>mis-</i> , <i>dis-</i>) and suffixes (e.g., <i>-er</i> , <i>-est</i> , <i>-ful</i>) to determine the meaning of words.				
Word structure and spelling				
1. Recognize and use alternative ways of spelling the graphemes already taught for example that the /ae/ sound can be spelt 'ai', 'ay' or 'a-e'; that the /ee/ sound can also be spelt as 'ea' and 'e'; and begin to know which words contain which spelling alternatives.				
2. Use knowledge of common inflections in spelling, such as regular and irregular plurals, as well as comparisons.				
3. Read and spell less common alternative graphemes including trigraphs.				
4. Read high and medium frequency words independently and automatically.				
5. Recognize and use knowledge of antonyms, synonyms, homophones, and homographs to determine appropriate spelling of words.				
6. Recognize and use knowledge of prefixes (e.g., <i>un-</i> , <i>re-</i> , <i>dis-</i> , <i>bi-</i> , <i>mis-</i> , <i>tri-</i>) and suffixes (e.g., <i>-ness</i> , <i>-ful</i> , <i>-less</i> , <i>ly</i>) to determine the meaning of words.				
5. Read, recognize and use appropriate term with multiple meaning words.				
6. Recognize and use words belonging to base word families.				
7. Recognize and use appropriate shade of meanings in words with similar connotations, such as <i>annoyed</i> > <i>upset</i> > <i>frustrated</i> > <i>mad</i> > <i>angry</i> > <i>furious</i> .				
8. Recognize and use correctly words ending in -ed and -ing added to a base word.				
9. Recognize and use correctly age appropriate compound words.				
10. Recognize and use correctly plural words formed by adding -s or -es.				
11. Recognize and use correctly spelled irregular plural nouns.				

Communication Skills

Standard	Quarter			
	1st	2nd	3rd	4th
Speaking				
1. Speak with clarity and use appropriate intonation when reading and reciting texts.				
2. Retell stories, ordering events using story language, and time and order words.				
3. Tell real and imagined stories using the convention of familiar story language.				

4. Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication.				
5. Present brief oral reports, using language and vocabulary appropriate to the message and audience.				
6. Use clear and specific vocabulary to communicate ideas and offer descriptions containing sensory details.				
7. Retell, paraphrase, and explain age-appropriate information that has been said by a speaker.				
8. Make use of age-appropriate writing process familiar planning and editing stages to prepare for oral reports and presentations.				
9. Plan and obtain props, imagery, and visual aids that enrich oral presentations and reports.				
<i>Listening and responding</i>				
1. Listen to others in class, ask relevant questions and follow instructions.				
2. Listen to talk by an adult, remember some specific points and identify what they have learned.				
3. Respond to presentations by describing characters, repeating some highlights and commenting constructively.				
4. Complete a 4-step task based on oral instructions.				
5. Listen attentively by facing the speaker and making eye contact and paraphrasing what is said.				
6. Listen to poetic language and learn to identify rhythm and rhyme.				
7. Express ideas orally following an expository and/or narrative pattern of organization: introducing a topic, establishing its purpose, offering supporting details, summing up.				
<i>Group discussions and interaction</i>				
1. Take turns to speak, listen to each other's suggestions and talk about what they are going to do.				
2. Ask and answer questions, make relevant contributions, offer suggestions and take turns.				
3. Ensure that everyone contributes, allocate tasks, and considers alternatives and reach agreement (cooperative learning).				
4. Work effectively in groups by ensuring that each member takes a turn challenging, supporting and moving on (cooperative learning).				
5. Listen to each other's views and preferences, agree the next steps to take, identify contributions by group members (cooperative learning).				

* Note: Standards shaded across 2, 3, or all 4 terms indicate an ongoing skill developed throughout the school-year.