

My Child's Learning - A Family Resource English Language Arts and Literacy Grades K-3

My Child's Learning - A Family Resource Kindergarten English Language Arts - At a Glance		
Organizing Idea	Kindergarten Outcome	Highlights of your Child's Learning by <u>the end of Kindergarten</u>
Text Forms and Structures	Children explore how messages can be organized.	<ul style="list-style-type: none"> ● Children learn that different books are organized in different ways. ● Pictures, print size, digital and non digital forms of books and texts have different features and help to make meaning clear. ● Fairy tales and realistic stories include characters, settings and events. ● Some stories are 'real' (non-fiction). These include factual books, people, pictures ● Poetry can describe ideas and feelings in serious or fun ways.
Oral Language	Children explore listening and speaking skills through a variety of literacy experiences.	<ul style="list-style-type: none"> ● People of different cultures have special stories that can be shared through listening and speaking. ● Learning to listen and speak happens when we discuss, share, read stories and sing songs and poems. ● Listening to others means looking at the speaker, taking turns and using a listening posture. ● Messages can also be shared through movement and facial expressions.
Vocabulary	Children develop vocabulary through a variety of literacy experiences.	<ul style="list-style-type: none"> ● Children learn new words through read alouds, songs, poems, rhymes, pictures, conversations, and land.
Phonological Awareness	Children experiment with sounds in words.	<ul style="list-style-type: none"> ● Children learn that words are made up of sounds. ● There are words that sound the same and therefore, rhyme. ● Children learn the sounds at the beginning and ending of words. ● Children learn that sentences can be separated into words and words can be separated into syllables. ● Some words are compound words. ● Children blend sounds to make words. ● Children segment words to make sounds. ●

<p>Phonics</p>	<p>Children make connections between letters and sounds in words.</p>	<ul style="list-style-type: none"> ● Children learn the letters of the alphabet. ● Children learn that letters represent sounds in words.
<p>Fluency</p>	<p>Children recognize some letters and words with speed and accuracy.</p>	<ul style="list-style-type: none"> ● Some letters can be recognized quickly. ● Some words can be recognized quickly. ● Children learn that punctuation plays a role in expression and phrasing.
<p>Comprehension</p>	<p>Children demonstrate understandings of messages communicated in text.</p>	<ul style="list-style-type: none"> ● Children learn meaning from text by listening to stories and read alouds. ● Children learn to understand messages by participating in discussions, viewing pictures. ● Children learn to understand text by learning to sequence events in stories, retell beginning, middle and end and talk about characters and events. ● Children learn to make connections by identifying with characters in stories or connect to their own personal feelings or experiences. ● Children ask questions and answer questions about texts. They learn to make predictions.
<p>Writing</p>	<p>Children experiment with written expression of ideas and information.</p>	<ul style="list-style-type: none"> ● Children learn that writing is a way of expressing their ideas and to be creative. ● They learn about authors of text. ● Children print their first name on their own creations. ● Children learn writing is a way of sharing factual information. ● Children learn that writing can be shared through pictures, symbols, letters, words, scribbles.
<p>Conventions</p>	<p>Children develop appropriate grammar in oral language and experiment with spelling and punctuation in written messages.</p>	<ul style="list-style-type: none"> ● Children learn about capital letters at the beginning of sentences and identify periods at the end of sentences. ● Children learn that a sentence represents an oral thought or idea. ● Children begin to learn between telling and asking sentences. ● They can spell 5 - 10 high frequency words. ● Children make attempts to spell unknown words by using their knowledge of letter-sound connections. ● Children copy environmental print.

My Child's Learning - A Family Resource Grade One English Language Arts - At a Glance

Organizing Idea	Grade One Outcome	Highlights of your Child's Learning by the end of Grade One
<p>Text Forms and Structures</p>	<p>Students examine ways that messages can be organized and presented for different purposes.</p>	<ul style="list-style-type: none"> ● Texts, messages, stories are written for different purposes including to learn, have fun, and stay safe. ● Texts and messages are in the form of books, stories, pictures. ● Books have a title and an author. ● Books are read from left to right and top to bottom. ● A word represents one spoken word read aloud. Sentences are made up of words; spaces separate words in a sentence. ● Punctuation marks can signal the end of a sentence. ● Imaginary stories include fairy tales and fables and some realistic stories. ● Stories have characters, settings and events. ● Non-fiction texts include personal stories, instruction and observations. They have structure that include the main idea, supporting details and sequencing of events. ● Poetry explores ideas and feelings and helps us to connect to our experiences.
<p>Oral Language</p>	<p>Students develop listening and speaking skills through sharing stories and information.</p>	<ul style="list-style-type: none"> ● Oral traditions can provide opportunities to learn and think about belonging and relationships. ● Stories can be shared through listening and speaking and can be handed down from generation to generation. ● Listening and speaking can be developed through discussions, songs, poems, stories, dramatizations, presentations. ● Volume, speaking voice and tone can affect the meaning of a message shared orally. ● Listening involves maintaining attention, focus, asking and answering questions, and discussion. ● Messages can be shared without sounds and words - facial expression, body language.
<p>Vocabulary</p>	<p>Students analyze word formation and meaning.</p>	<ul style="list-style-type: none"> ● Learning new words improves comprehension and communication. ● Words can be replaced with synonyms. ● Antonyms are words that have the opposite meaning. ● Word meanings can change by adding or removing morphemes. ● Suffixes are morphemes found at the end of a word. ● A compound word is formed by putting two words together to form a new word.

<p>Phonological Awareness</p>	<p>Students manipulate sounds in words in oral language.</p>	<ul style="list-style-type: none"> • A series of words or phrases that begin with the same sound can be combined for effect (alliteration). • Rhyming words can have more than one syllable. • Compound words can be separated into two words. Two words can be blended to create a compound word. • Words can be separated into syllables. Syllables can be blended to form new words. • Words can be separated into sounds. Sounds can be blended to form words. • Sounds can be identified at the beginning, middle or end of spoken words. • Sounds in words can be added, deleted, or substituted.
<p>Phonics</p>	<p>Students recognize and analyze letters and sounds in words.</p>	<ul style="list-style-type: none"> • Letters of the alphabet consist of 26 letters that represent sounds. Letters can be uppercase or lowercase. • Some letters are consonants. Some letters are vowels. • Combinations of letters represent units of sounds in words.e.g. Two or more letters can represent a single sound. • Letters in words can be silent. • Some letters have different pronunciations.
<p>Fluency</p>	<p>Students apply accuracy, appropriate rate, and expression in the development of fluency.</p>	<ul style="list-style-type: none"> • Students learn to blend letters and pronounce words quickly and accurately. • Words are recognized automatically. • Some words cannot be decoded and have to be recognized by sight. • Fluency develops by stopping at periods and pausing at commas. • Students learn to read with purpose and expression.
<p>Comprehension</p>	<p>Students investigate meaning communicated in texts.</p>	<ul style="list-style-type: none"> • Text can be understood through listening. • Respond to text through: discussions, pictures with words or sentences. • Text is read independently. • New words are solved and self corrected when reading • Students can identify the main idea, key ideas and details of texts they are reading. • Students make connections, ask and answer questions about what they are reading. • Students make predictions in their reading.
<p>Writing</p>	<p>Students create messages through the application of writing processes.</p>	<ul style="list-style-type: none"> • The writing process is used: planning, writing, editing and sharing. • Sentences are complete thoughts. • Several sentences are written to expand on one idea. • Students learn to creatively write and how to organize ideas through word choice and adding words that describe things. • Research processes are used and factual information is gathered and recorded. • Use graphic organizers to record factual information.

		<ul style="list-style-type: none"> • Students use digital and non-digital methods to create their written messages.
<p>Conventions</p>	<p>Students examine and apply use of grammar, spelling and punctuation in oral and written language.</p>	<ul style="list-style-type: none"> • Capitalization and punctuation: as periods, question marks and exclamation marks at the end of their sentences. • Grammar - declarative and interrogative sentences. • Sentences include: a noun and a verb. • Spelling patterns are used: as vowel- consonant, consonant-vowel-consonant, vowel-consonant- silent e. • Words are made plural by adding an 's' or 'es'. • Spelling patterns in one-syllable words: 'short vowel sounds, long vowel sounds. • Some words are not spelled in predictable ways. • Spell 125 high-frequency words. • Students learn to apply what they are learning about words parts, known words and word patterns to spell unfamiliar words.

My Child's Learning - A Family Resource Grade Two English Language Arts - At a Glance

Organizing Idea	Grade Two Outcome	Highlights of your Child's Learning by the end of Grade Two
Text Forms and Structures	Students explain how the organization of ideas and information within texts can support the purpose or meaning of messages.	<ul style="list-style-type: none"> ● Messages are shared for different purposes: entertainment, learning and instruction. ● Messages can be shared digitally and non-digitally. ● Messages can be shared in a variety of forms: stories, letters, and ● Stories (real or fictional) have a structure: beginning, problem, solution, ending. ● Messages can be organized, clarified and enhanced using features such as captions and charts. ● Fictional stories and ideas encourage thinking about and beyond what is already known. ● Imaginary stories include: folk tales and legends. ● A hero or heroine is a real or imaginary character who faces challenges and shows courage. ● Stories have elements including: characters, setting, events, plot. ● Non-fiction text can be accessed through digital and non digital forms including: factual stories or images, interactions with people and land, information in other content areas. ● Nonfiction text structures include: main idea, supporting details, sequencing, questions and answers. ● Poetry creates meaning or effects. ● Acrostic poems ● Rhyming couplets
Oral Language	Students examine and adjust listening and speaking to communicate effectively.	<ul style="list-style-type: none"> ● Oral traditions use language to support ways of knowing. ● Communities have specific protocols related to how, when, or with whom oral traditions are shared. ● Sharing circles are traditional indigenous practices with protocols for listening and speaking. ● Listening and speaking improve communication and enhance communication. ● Adjusting volume of speech ● Clarity (enunciation) of speech ● Vocal emphasis highlights important words. ● Listening helps positive relationships. ● Listening: focus, asking and answering questions, body language, paying attention to others. ● Facial expressions, gestures, and eye contact are used to emphasize or enhance messages.

<p>Vocabulary</p>	<p>Students expand vocabulary by connecting morphemes and words to their meanings.</p>	<ul style="list-style-type: none"> • Developing vocabulary includes learning tier 2 words: unknown to most learners, critical for comprehending new texts, useful • Vocabulary development includes tier 3 words (academic) from a variety of sources. • Words create effect: alliteration, onomatopoeia, repetition • Homophones, Homographs • Suffixes to endings of words: 'ing', 'ed', 'er', 'est' • The base of a word is the main morpheme.
<p>Phonological Awareness</p>	<p>Students apply understandings of how sounds create meaning in oral language.</p>	<ul style="list-style-type: none"> • Words can be segmented into syllables or sounds (phonemes). • Consonant blends can be separated. • Consonant blends can be located anywhere in a word. • Blend sounds in words up to 6 phonemes. • Blend sounds in words with consonant blends. • Manipulate phonemes in a variety of one-syllable or multisyllabic words. • Delete phonemes in a consonant blend to form a new word. • Substitute phonemes in a consonant blend to form a new word. • Substitute a sound anywhere in a word to form a new word.
<p>Phonics</p>	<p>Students apply understandings of letter combinations and sounds in words.</p>	<ul style="list-style-type: none"> • Letter combinations • Vowels, blends, digraphs diphthongs • Blends combine sounds or word parts • Letter 'r' can influence the vowel sound • Read words that include 120 most frequent letter - sound correspondences
<p>Fluency</p>	<p>Students apply fluency strategies while reading.</p>	<ul style="list-style-type: none"> • Blend sounds quickly and accurately to decode • Apply language structure, meaning, and rapid word recognition to support reading smoothly • Read at a steady, comfortable pace. • Read 175 new high-frequency words automatically in sentences and text. • Read words with appropriate stress on words, pausing and phrasing. • Read with intonation and expression. • Attention to punctuation and quotation marks.
<p>Comprehension</p>	<p>Students examine and apply a variety of processes to comprehend texts.</p>	<ul style="list-style-type: none"> • Listen and understand more difficult text. • Listening to text can be responded to through discussions, visuals, writing. • Reading text independently and understanding text. • Responding to texts through discussion, visuals and writing. • Comprehension of print texts involves word solving and self correcting. • Comprehension through critical thinking, summarizing, determining main ideas, key ideas and details.

		<ul style="list-style-type: none"> ● Comprehension is improved by making connections through similarities and differences within text, and between texts, ● Comprehension is enhanced through questioning and searching for answers within the text. ● Make predictions ● Revise understanding based on new information from text. ● Compare actual outcomes to predictions made.
<p>Writing</p>	<p>Students create and enhance ideas and information by applying a variety of writing processes.</p>	<ul style="list-style-type: none"> ● Writing process: planning, writing, editing, sharing ● Write for purpose or audience ● Write messages in a variety of forms. ● Awareness of run-on sentences ● Edit written work for spelling, grammar and punctuation. ● Incorporate images to enhance writing. ● Creative writing - collect ideas, apply creative thinking, express ideas through different forms. ● Include adjectives and adverbs in writing ● Use punctuation. ● Research process - asking questions to focus topic, gather information, organize to record, record information through images, words and sentences. ● Writing text using print that is appropriate size, formation, and spaced. ● Locate keys on keyboard to type messages.
<p>Conventions</p>	<p>Students examine and use grammar, spelling and punctuation in a variety of contexts to develop effective communication.</p>	<ul style="list-style-type: none"> ● Capitalize first word in sentence ● Capitalize names of people and places ● Capitalize days of week and months ● Capitalize titles ● Punctuation at the end of sentences. ● Apostrophes in place of letters in contractions. ● Sentences are written and include a complete thought or idea. ● Use pronouns to replace nouns. ● Use adjectives ● Use adverbs ● Identify the subject in the sentence. ● Identify when the subject and the verbs agree in a sentence. ● Recognize and use prepositions in sentences to show time and place. ● Identify spelling patterns: consonant-vowel - consonant- silent e; vowel-consonant-consonant; vowel-vowel- consonant; dropping 'e' and adding 'ing'; doubling letter before adding 'ing' or 'ed'. ● Spelling patterns in one-syllable words include short and long vowel sounds and some consonants are silent in some words.

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| | | <ul style="list-style-type: none">• Apply spelling patterns to spell unfamiliar words.• Spelling strategies: induce a vowel in every word and syllable, say words slowly when spelling, use visualization, apply knowledge of known words and word parts and use a variety of supports to spell (personal word lists, dictionaries, environmental print, peers, an adult). |
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My Child's Learning - A Family Resource Grade Three English Language Arts - At a Glance

Organizing Idea	Grade Three Outcome	Highlights of your Child's Learning by the end of Grade Three
<p>Text Forms and Structures</p>	<p>Students relate the form and structure of texts to communication of ideas and information.</p>	<ul style="list-style-type: none"> ● A text is anything digital or non digital that has meaning to the one who creates or engages with it. ● The purpose of text is to inform and/or provide enjoyment. ● Texts can be fiction or nonfiction. Literary forms can include: drama, short stories, images. ● Stories have beginning, problem, events, solution and endings. ● Text features include images, tables of contents, maps and graphs. ● Fictional texts can include: traditional literature including myths, realistic fiction, historical fiction and mystery. ● Elements to fiction include: major characters, setting, plot. ● Non-fiction includes biographies, content-area texts, interactions with people, land. ● Non-fiction texts have structures: main idea or topic, supporting details, linear or cyclical sequencing, compare and contrast. ● Poetry creates desired effects (figurative language). ● Poetic structures include haiku and limericks.
<p>Oral Language</p>	<p>Students examine and apply listening and speaking skills, processes, or strategies in a variety of formal and informal interactions.</p>	<ul style="list-style-type: none"> ● Understand that oral traditions involve listening and speaking to pass information from generation to generation. ● Effective dialogue includes: listening, staying on topic, asking questions, contributing. Students examine effectiveness in learning and social interactions. ● Listening can enhance interactions and learning. ● Communication can be supported by integrating verbal and non-verbal language. ● Presentations share stories, ideas or information with an audience.
<p>Vocabulary</p>	<p>Students analyze new words and morphemes to enhance vocabulary.</p>	<ul style="list-style-type: none"> ● Vocabulary knowledge can be supported and developed through literacy interactions and experiences. ● Figurative language includes: imagery, hyperbole, simile. ● Students use tier 2 words in literacy contexts. ● Students develop tier 3 vocabulary through content area learning. ● Students analyze and use synonyms, antonyms, homophones, homographs, and words with multiple meanings. ● Students study words and how they formed (morphology) to develop vocabulary and enhance comprehension.

		<ul style="list-style-type: none"> Students analyze bases and affixes, recognize suffixes to form adverbs; recognize and use suffixes; analyze frequently used compound words and their meanings; distinguish syllables in words.
Phonics	Students investigate how phonics connects to word formation and supports the process of reading and writing.	<ul style="list-style-type: none"> Consonant clusters at beginning and ending of words. Consonant digraphs Some consonant letters represent no sound Use chunking as a phonetic strategy to decode. Connections are made between phonemes and graphemes, including consonant clusters and digraphs.
Fluency	Students apply fluency strategies and develop reading comprehension.	<ul style="list-style-type: none"> Reading fluency develops over time and practice. Fluency includes: accuracy, automaticity in word recognition, prosody. Students develop comprehension when recognizing high frequency words in continuous text and at an appropriate rate.
Comprehension	Students analyze text and make connections to personal experiences to support meaning.	<ul style="list-style-type: none"> Students develop critical thinking and apply to texts in varying length and complexity. Students make connections made prior to, during and after reading. Connections are made between texts and ideas that relate to past, present or future world events (text to world). Students make predictions by using background knowledge, personal experience and anticipation of logical outcomes or events. Inference involves drawing conclusions based on known facts or evidence. Inference involves: making connections, questioning, predicting, visualizing. Summarizing involves determining key ideas and specific details, logically ordering ideas and writing ideas in their own words. Self monitoring skills are used through: noticing where meaning breaks down, rereading, reading ahead, creating mental or visual images and asking and answering <i>how, why, and what if</i> questions.
Writing	Students investigate writing and research processes that support informed written expression.	<ul style="list-style-type: none"> Students use the writing process to organize and share messages through: planning, drafting, revising, editing and sharing. Writers avoid repetitions and run-on sentences. Fluent writing sounds like speaking when read aloud. Students engage in creative writing. Creative writing involves: considering audience and purpose, brainstorming to expand ideas, seeking out information to help transform ideas into representations, persevering through challenges that may rise. Creative writing involves personal expression of ideas through: organization, word choice, presentation.

		<ul style="list-style-type: none"> • Students use words to enhance writing including: sensory details, synonyms, antonyms, specific words or phrases. Dialogue can be used. • Students engage in research processes and share research in a variety of digital and nondigital forms such as: reports, presentations and visual representations. • Students write messages through methods or tools such as: printing, keyboarding, cursive handwriting.
<p>Conventions</p>	<p>Students investigate and demonstrate how conventions support written communication.</p>	<ul style="list-style-type: none"> • Capitalization and punctuation such as commas, quotation marks and apostrophes are used. • Grammar provides consistent structure for building sentences. Such consistent structures are: using subject and predicate; conjunctions, adjectives, adverbs, subject-verb agreements and using words such as : possessive nouns, possessive adjectives, possessive pronouns. • Prepositions are used. • Spelling patterns are identified and used • Some words are not spelled in predictable ways. • A variety of spelling strategies and tools are used to enhance written expression. • Basic spelling guidelines transfer to writing to increase accuracy: abbreviations, inflectional endings, spelling contractions, compound words, singular and plural possessives, complex plural words, endings.