



Architecture - OHPC Language Arts



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
Kindergarten		
Listening and Speaking	The learner will explore, use, and critically apply oral language for pleasure, personal growth, to foster relationships and to develop an appreciation and celebration of culture and of oral languages	1.1 Listen to music, conversation, and environmental sounds for personal enjoyment. 1.2 Demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing. 1.3 Use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect 1.4 Interact and collaborate with the teacher and children who have diverse interests, backgrounds, and languages 1.5 Become aware of how effective listening enhances understanding 1.6 Observe how tone, fluency and intonation impact meaning and mood 1.7 Use Home Language(s) and, as Standard English develops, share their thoughts, feelings, and questions about engaging events, stories, and conversations with increasing confidence 1.8 Develop increasing clarity and focus when sharing stories or experiences 1.9 Engage in active phonological awareness activities and word play to discriminate between various sounds in their environment, letters of the alphabet, rhyme, and meaningful sound patterns 1.10 Develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus
Reading and Viewing	Learners will demonstrate a variety of ways to use background knowledge and interests to select and engage critically with a range of culturally diverse paper based, visual, and digital texts for pleasure and personal growth Learners will interact with understanding and critical thought to a variety of genres and text forms using vocabulary, comprehension strategies and graphophonic cues	2.1 Interact meaningfully with a wide range of genres and text forms 2.2 Develop questions when browsing through passages of interest 2.3 Connect background knowledge to the titles and pictures of fiction and nonfiction passages to build a foundation of understanding 2.4 Develop understanding and application of the Concepts of Print 2.5 Develop knowledge about the purpose and variety of texts that are read or read to them 2.6 Browse through a variety of images, and nonfiction material in pre-emergent and emergent level passages, or passages of interest, to discover information 2.7 Demonstrate understanding of some environmental print and pictorial information 2.8 Begin to apply comprehension strategies to visualize, predict and connect



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	Learners will develop their understanding of how an author's choice of vocabulary, language, genre, text form, text features and style influence the meaning of text and define the author's craft	2.9 Demonstrate understanding by responding to read-alouds with images, model making, discussions, or temporary writing 2.10 Connect words and images in pre-emergent and emergent level texts to background knowledge 2.11 Recognise and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words 2.12 Participate in shared reading and use the meaning and flow of the language to anticipate upcoming words 2.13 Begin to demonstrate fluency and phrasing during shared reading, independent and guided reading of emergent level passages 2.14 Identify an increasing number of letter names and letter sounds, beginning with those of personal importance 2.15 Use known letter sounds to decode upcoming words in emergent level passages
Writing and Representing	Learners will generate, gather and organize thoughts to explore, clarify and reflect on thoughts, feelings and experiences as they create a written or representative draft, independently and collaboratively, for a range of audiences and purposes. Learners will revise the organization and language use in drafted writing or representation, collaboratively and independently, for a variety of purposes and audiences. Learners will use their knowledge of spoken language, written language and writing conventions to refine the precision and enhance the meaning and clarity of their written work.	3.1 Use shared ideas to co-construct stories 3.2 Assign meaning to experimental drawing and writing 3.3 Begin expressive writing to share ideas and real and imagined topics 3.4 Use peer collaboration and classroom tools to assist in writing process 3.5 Learn to print the upper and lower case letters of the alphabet 3.6 Connect spoken language(s) to written language and other representations (e.g., drawings) 3.7 Connect phonological awareness to letter shapes 3.8 Spell name and some words of personal importance correctly



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Grade 1		
Listening and Speaking	The learner will explore, use, and critically apply oral language for pleasure, personal growth, to form and foster relationships and, to develop an appreciation of and celebration of culture and of oral languages.	<p><i>Listen and speak for pleasure and personal growth</i></p> <p>1.1 Choose to listen to music, poetry and stories for pleasure. 1.2 Connect environmental sounds to meaning. 1.3 Use different voices in role playing to indicate tone and mood. 1.4 Describe how musical and environmental sounds affect mood. 1.5 Use Listening Comprehension Strategies to make and simplify meaning: ask questions, recall ideas, predict, visualise, and make connections. 1.6 Listen to, retell, and express an opinion about the story. 1.7 Listen to differentiate between make-believe and truth. 1.8 Listen to follow and give direction e.g. 2-3 steps. 1.9 Listen and respond with increasing understanding and confidence to conversations expressed in Standard English</p> <p><i>Listen and speak to form and foster relationships</i></p> <p>1.10 Use turn taking strategies as a listener and a speaker. 1.11 Identify and use some non-verbal cues (e.g., facial expressions, gestures etc.) and in oral communication with thoughtfulness. 1.12 Listen, share information ask and answer questions on a topic opinion in response to views shared by others.</p> <p><i>Listen and speak to develop appreciation and celebration of culture and oral languages</i></p> <p>1.13 Use and respond to Home Language(s) with awareness and purpose to greet, thank, make a request, explain, apologise, and issue an invitation. 1.14 Continue to develop Home Language and Standard English vocabulary, phrasing and sentence use to share ideas. 1.15 Describe sounds, images, events, people, and places with clarity that includes: -relevant details and a range of descriptive words reflecting size, colour, intensity, etc. 1.16 Produce complete sentences when suitable to task and setting</p>



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		<p>1.17 Continue to develop the foundation of phonological awareness by orally identifying, producing, and manipulating various units of speech sounds within words, including:</p> <ul style="list-style-type: none"> - initial and final sounds - segmenting sounds in one syllable words - beats in a word (syllables) - onset and rhyme - blending sounds to make one-syllable words. <p>-identifying phonemes in one syllable words</p> <p>1.18 Develop use of common singular and plural nouns in the meaningful context of spoken sentences (e.g., I run, you run, she runs, we run, they run)</p> <p>1.19 Begin to use common irregular plural forms, such as man/men, child/children, and foot/feet</p> <p>1.20 Use common pronouns in spoken sentences with increasing understanding (I, me, mine, they, them, theirs, him, his, hers)</p>
Reading and Viewing	The learner will demonstrate a variety of ways to use background knowledge and interests to select and engage critically with a range of culturally diverse paper-based, visual, and digital texts for pleasure and personal growth.	<p><i>Use background knowledge and interests to select books</i></p> <p>2.1 Reflect on and connect personal interests and background knowledge before, during and after reading.</p> <p>2.2 Apply Concepts About Print to navigate Emergent/Early level text.</p> <p>2.3 Connect background knowledge to new learning.</p> <p><i>Engage critically with a range of texts for pleasure</i></p> <p>2.4 Regard reading/viewing as sources of interest, enjoyment, and information</p> <p>2.5 Engage in reading or reading-like behaviour to experience a variety of text and text forms</p> <p>2.6 Participate in opportunities to share favourite texts with peers</p> <p>2.7 Re-read, retell and act out selections of familiar stories, poems, and nonfiction texts</p> <p><i>Select and engage critically, with a range of texts for personal growth</i></p> <p>2.8 Select, with teacher assistance, texts appropriate to personal interests and reading progress</p>



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		<p>2.9 Select just right texts with assistance and beginning independence</p> <p>2.10 Use illustrations in a text to describe and interpret characters, setting, and events</p> <p>2.11 Use nonfiction instructions and text features to create models or artistic representations</p> <p>2.12 Formulate questions as well as understandings of digital fiction and nonfiction text</p> <p>2.13 Develop an understanding and respect for diversity in text</p>
	The learner will interact with understanding and critical thought to a variety of genres and text forms using comprehension strategies, vocabulary, language structures, and graphophonic cues	<p><i>Interact with understanding and critical thought to a wide range of genres and text forms using comprehension strategies</i></p> <p>3.1 Share and discuss texts with peers</p> <p>3.3 Retell the beginning, middle, and end of stories and events using images, drama, models, and written summaries,</p> <p>3.2 Use illustrations, graphics etc. to ask and answer questions, draw conclusions, and make inferences, identify details, synthesise main idea from the details</p> <p>3.4 Use a variety of comprehension strategies to create meaning in poetry, fiction, and nonfiction texts during Independent Reading:</p> <ul style="list-style-type: none"> combine text information with background knowledge and experiences create visualisations predict what will happen make inferences by drawing on their own experiences and clues in the text ask and answer questions about representations of character, setting and content identify basic character traits from text and visual contextual clues and critical reflection, make connections between texts, noticing similarities in characters, events, illustrations, and language, identify details from text and images identify main idea <p>3.5 Demonstrate understanding through various responses to text:</p> <ul style="list-style-type: none"> artistic representations (visual arts, dance, music, etc.) discussions graphic organisers



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		<p>oral and written responses to questions</p> <p><i>Develop vocabulary</i></p> <p>3.6 Continue to make connections between Home Language vocabulary and Standard English vocabulary to the language of the story, poem, song, or visual representations,</p> <p>3.7 Apply known oral vocabulary within familiar language patterns to make meaning from text,</p> <p>3.8 Continue to develop use of context clues to solve unknown vocabulary,</p> <p>3.9 Begin to automatically read and understand sight and some high-frequency words and words of personal interests or significance in a variety of reading contexts</p> <p>3.10 Demonstrate understanding (not definitions) and application of synonyms, antonyms, and homophones</p> <p>3.11 Begin to understand how Emergent/Early level prefixes and suffixes change the meaning of words.</p> <p>3.12 Expand vocabulary by noticing and using frequently occurring root words to read inflectional forms (e.g., look, looks, looked, looking)</p> <p><i>Recognise and use language structures</i></p> <p>3.13 Develop visualisation strategies to connect words, and phrases of Home Language and Standard English text to meaningful mental images</p> <p>3.14 Demonstrate understanding of how word order in fiction and nonfiction text impacts meaning,</p> <p>3.15 Begin to apply punctuation(full stop, question mark, exclamation mark) and bold print to guide intonation and expression, change the tone, and for emphasis, etc.</p> <p>3.16 Apply automatic knowledge of known sight words within sentences to develop phrasing, fluency, and expression</p> <p>Interact with and meaningfully apply Emergent/Early graphophonic cues to a variety of genres and text forms</p>



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		<p>3.17 Continue to recognise and meaningfully apply Emergent/Early stage knowledge of letter patterns to decode unfamiliar words.</p> <ul style="list-style-type: none"> initial and some final and medial consonants Emergent/Early-stage blends Emergent/Early-stage digraphs Emergent/Early-stage consonant vowel letters <p>3.18 Apply knowledge of word order, illustrations, text content and initial, final and some medial letter sounds to identify unknown words,</p> <p>3.19 Begin to monitor for errors by cross checking phonics, meaning, and structure clues.</p>
	Learners will develop their understanding of how an author's purpose and style, genre, text form, text features and choice of vocabulary, language, influence the meaning of text and define the author's craft	<p><i>Develop understanding of how author's purpose and style influence meaning</i></p> <p>4.1 Begin to become familiar with the style of local and favourite international authors (Write to Read publications, Caribbean reads publications, Eric Carle, Dr. Seuss, Robert Munsch, Bill Martin, Dr. Seuss, Richard Scary, Maurice Sendak, etc.</p> <ul style="list-style-type: none"> -does the author write fiction or nonfiction? -is the author humorous or serious? -does the author use a lot of words or just a few words -which are do you enjoy reading or listening to? Why? -does the author use unusual words? What's an example? <p>4.2 Engage with and participate in Shared Reading and Readers Theatre in fiction, nonfiction, and poetry to connect reading with personal and audience engagement.</p> <p>4.3. Develop an understanding of text features such as bold print and font size adds to an author's style.</p> <p>4.4 Ask questions of author's purpose for writing:</p> <ul style="list-style-type: none"> - Who is the author writing for? - How does the author want you to feel? - What does the author want you to know or think about? <p><i>Develop understanding and recognise use of genres and text features influence meaning</i></p> <p>4.5 Continue to develop understanding and purpose of fiction, nonfiction, and poetry genres as represented by Emergent and Early Stage:</p>



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		<ul style="list-style-type: none"> - Pictures - Poems - Stories - Fantasy stories - Informational texts <p>4.6 Apply some text features to locate and predict information in text:</p> <ul style="list-style-type: none"> ● title ● table of contents ● illustrations ● labels on diagrams ● back blurb ● numbered steps <p>4.7 Read and follow simple written and/or illustrated instructions</p> <p>4.8 Use text features to support individual and/or small group research on topic of interest</p> <p>4.9 Search for answers to questions on digital sites</p> <p><i>Develop an understanding of how vocabulary and language use influence the meaning and mood of the text</i></p> <p>4.10 Discuss author's use of interesting words that evoke emotions</p> <p>4.11 Create a personal word bank</p> <p>4.12 Develop an understanding that words may have similar meanings</p> <p>4.13 Continue to develop an understanding of how written word order impacts meaning.</p> <p>4.14 Compare texts by same illustrator for similarities in mood (happy, funny, exciting, etc.)</p> <p>4.15 Explore how emoticons, symbols, and shapes are used to convey or enhance meaning</p>
Writing and Representing	Learners will generate, gather and organize thoughts to explore, clarify and reflect on ideas, feelings and experiences as they create a written or representative draft, independently and	<p><i>Generate and gather thoughts to explore, ideas, feelings and experiences</i></p> <p>5.1 Begin to develop strategies for the prewriting stage of the writing process</p> <p>5.2 Talk about the ideas they plan to write about</p> <p>5.3 Draft some illustrations to accompany ideas and write thoughts that match the ideas in their drawings</p>



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	collaboratively, for a range of audiences and purposes	<p>5.4 Use role play to assist with brainstorming ideas</p> <p><i>Use organisational strategies to arrange thoughts to explore, clarify and reflect on ideas, feelings and experiences</i></p> <p>5.5 Begin to use simple graphic organizers to brainstorm and plan</p> <p>5.6 Begin to become familiar with the purpose of various genres and how different genres look and sound:</p> <ul style="list-style-type: none"> ✓ narratives, ✓ poetry ✓ expository <p>5.7 Begin to develop strategies for the connecting prewriting to the drafting stages of the writing process</p> <p><i>Create a written or representative draft</i></p> <p>5.8 Write to match text to their brainstorm, planning and drawings</p> <p>5.9 Begin to identify the topic, purpose, audience and form for writing</p> <p>5.10 Begin to experiment with creating a draft in different forms e.g. poems, invitations, excuses, informal letters</p> <p>5.11 Begin to experiment with writing in simple sentences that may include descriptive words or simple transition words (and, but, then etc.).</p> <p>5.12 Begin to organise sentences into short paragraphs by writing narratives with two or more appropriately sequenced events and some sense of closure</p> <p>5.13 With assistance, begin to become familiar with the keyboard for individual or shared writing</p> <p>5.14 Work with a partner, in small groups and independently, to create a draft writing in both print and/or digital format</p> <p>5.15 Continue to use role plays to assist with drafting process planning, convey and enhance meaning</p> <p>5.16 Apply lessons learned about writing to record feelings, thoughts and ideas during Independent writing or Journal writing time.</p>
	Learners will revise the organization, and language use	<i>Revise organization styles of drafted writing and representation</i>



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	(vocabulary and grammar) of drafted writing or representation, collaboratively and independently, for a variety of purposes and audiences	<p>6.1 Engage in teacher assisted and peer collaboration to review the organisation of the written draft through the process of ARMS: Add, Remove, Move, Substitute</p> <p>6.2 Revisit brainstorming and illustration and illustration to add details to and/or delete details.</p> <p>6.3 Reread their draft and begin to recognize where they can make changes to better organise the beginning, middle, and end; first, second, third, etc.</p> <p>6.4 Experiment with developing writing with a sense of flow</p> <p>6.5 Begin to establish a personal voice in their writing by using pictures and words that convey their attitude or feelings towards the subject or audience</p> <p><i>Develop language use when revising written drafts (vocabulary)</i></p> <p>6.5 Begin to extend writing to include vocabulary learned during reading and conversation</p> <p>6.6 Experiment with using multi-sensory words (hearing, smell, taste, etc.) to improve writing</p> <p>6.7 Begin to use comparison words to distinguish one thing from another—size, shape, texture</p> <p>6.8 Become comfortable making decisions about when to include Home Language and/ or Standard English in writing</p> <p><i>Develop language use when revising written drafts (grammar and sentence fluency)</i></p> <p>6.8 Monitor and revise writing to ensure simple but complete sentences are meaningful</p> <p>6.9 Develop more understanding of how and when to use descriptive or action words to extend meaning of draft</p> <p>6.10 apply knowledge of spoken language to know when to use pronouns, plurals, and words indicating position (above, below, under, etc.)</p> <p>6.11 experiment with some variety in the first sentence (lead) of writing</p> <p>6.12 demonstrate understanding of the connection between word order and meaningful writing</p> <p>6.13 Begin to use various types of sentences: declarative, question, and exclamation</p> <p><i>Develop language use when revising written drafts (voice)</i></p>



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		<p>6.14 Use techniques demonstrated by favorite authors (descriptive words, funny words, short sentences, long sentence, asking questions, etc.)</p> <p>6.16 Use expressive language to elaborate and create interest</p>
	Learners will use their knowledge of spoken language, written language and writing conventions to refine the precision and enhance the meaning and clarity of their written work	<p><i>Develop and use traits of good writing to enhance the meaning and clarity of their written work</i></p> <p>7.1 Develop increased confidence, and willingness to try out various strategies (risk taking) to increase spelling and punctuation accuracy, tidiness, and presentation</p> <p>7.2 Write from left to right and from top to bottom consistently</p> <p>7.3 Use some conventional spacing</p> <p>7.4 Continue to develop a relaxed hand while writing</p> <p>7.5 Attempt to make letter formation readable by various audiences</p> <p>7.6 Monitor and check the spelling of high frequency words with the aid of:</p> <ul style="list-style-type: none"> - environmental print - word walls - personal dictionaries <p>7.7 Generate temporary and accurate spelling based on phonological strategies such as:</p> <ul style="list-style-type: none"> - using words posted on the word wall and/or in an individual word book. - stretching out sounds or use sound boxes. -developing awareness of sequencing and blending sounds (beginning, middle and ending of a word) - clapping syllables and spelling each syllable separately. -thinking about spelling patterns from known or rhyming words <p>7.8 Continue to develop spelling of single syllable words by applying knowledge of:</p> <ul style="list-style-type: none"> - beginning and ending consonants - two-letter initial consonant blends - beginning and some ending consonant digraphs - short and long vowel sounds - knowledge of vowel clusters <p>7.9 Become increasingly familiar with predictable letter patterns to spell more accurately:</p> <ul style="list-style-type: none"> - CVC (consonant, vowel, consonant) - CVCC (consonant, vowel, consonant, consonant) - CVVC (consonant, vowel, vowel, consonant)



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		<ul style="list-style-type: none"> - CVCE (consonant, vowel, consonant, e) <p>7.10 Apply letter and word knowledge strategies during the writing process to monitor (notice errors), edit errors and check for correctness.</p> <p>7.11 Apply sight word knowledge gathered through reading and writing to “try out” different spellings of a word to see which one looks right.</p> <p>7.12 Begin to be aware of digital features such as spell check</p> <p>7.13 Spell commonly used sight words and phonetically regular words in final copy or writing with increasing correctness</p> <p>7.14 Begin to add a few grade-level punctuation conventions:</p> <ul style="list-style-type: none"> -full stops -question marks -exclamation marks -capitals on names and at the beginning of a sentence <p>7.15 Develop hand created or digital presentation styles using various forms of hand or digitally generated:</p> <ul style="list-style-type: none"> - illustrations - titles - fonts <p>7.16 Participate in opportunities to share (through in person or digital format) a chosen piece of writing with peers or an invited audience</p>
Grade 2		
Listening and Speaking	The learner will explore, use, and critically apply oral language for pleasure, personal growth, to form and foster relationships and	<p><i>For pleasure, personal growth</i></p> <p>1.1 Engage with various genres of music, oral poetry, and oral stories for pleasure.</p> <p>1.2 Offer thoughts and opinions on the meaning and mood of music, stories,</p>



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	to develop an appreciation and celebration of culture and of oral languages.	<p>and poetry.</p> <p>1.3 Sustain one-to-one conversations on topics of interest and contribute to small and large group interactions with peers.</p> <p>1.4 Continue to develop comfort while engaging in interactions with adults.</p> <p>1.5 Describe a personal experience in sequential order.</p> <p>1.6 Continue to develop vocabulary that reflects application of synonyms, antonyms, and descriptive words to build more complex sentences.</p> <p>1.7 Use some transition words to connect phrases.</p> <p>1.8 Respond to and give instructions that involve 3-4 steps.</p> <p>1.9 Demonstrate application of oral comprehension strategies such as:</p> <ul style="list-style-type: none"> - visualising - predicting - connecting - analysis - synthesising - determining importance <p><i>To form and foster relationships</i></p> <p>1.10 Describe, share, and discuss thoughts, feelings, and experiences.</p> <p>1.11 Ask and respond to questions to clarify information and to explore possibilities or solutions to problems.</p> <p>1.12 Consider others' ideas and ask/ respond to questions to clarify information and to explore possibilities or solutions to problems.</p> <p>1.13 Recognize some examples of unfair and hurtful vocabulary and begin to make vocabulary choices that affirm rather than hurt people.</p> <p>1.14 Experiment with the impact of intonation, expression, and tone while communicating ideas and feelings in small- and whole group situations.</p> <p><i>To develop an appreciation and celebration of culture and of oral languages</i></p> <p>1.15 Begin to make vocabulary choices that affirm sensitivity to the personal ideas, cultural contexts, and experiences of others (that's interesting, please tell me more, let's talk about that, etc..)</p> <p>1.16 Use social conventions, in range of conversations and cooperative play</p>



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		<p>situations, (turn taking, politeness, when to speak, and when to listen) in multiple cultural contexts.</p> <p>1.17 Use different forms (Home Language, Standard English) of language dependent upon audience and purpose.</p> <p>1.18 Recognize that volume of voice needs to be adjusted according to situation.</p> <p>1.19 Continue to develop monitoring and self correction of oral language use.</p> <p>1.20 Develop automaticity with the meaningful application of phonological awareness in oral expression of</p> <ul style="list-style-type: none"> - rhyming - onset and rime - segmenting - blending - beats in a word (syllables)
Reading and Viewing	Learners will demonstrate a variety of ways to use background knowledge and interests to select and engage critically with a range of culturally diverse paper based, visual and digital texts for pleasure and personal growth.	<p><i>Use background knowledge and interests to select books</i></p> <p>2.1 Continue to make engaging and ‘just right’ book choices for Independent Reading based on:</p> <ul style="list-style-type: none"> · interests · various cultures (theirs and others) · difficulty level · genre <p>2.2 Reflect on various sources of background knowledge to predict and make connections before, during and after reading a piece of:</p> <ul style="list-style-type: none"> · fiction · nonfiction · poetry <p>2.3 Increase time (build stamina) while engaged in Independent Reading</p> <p><i>Engage critically with a range of texts for pleasure</i></p> <p>2.4 Regard reading/viewing as sources of interest, enjoyment, and information.</p> <p>2.5 Share ideas and opinions about favourite authors or favourite genres with peers.</p> <p>2.6 Make meaningful personal, text and community/world connections that enhance comprehension</p>



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		<p><i>Select and engage critically with a range of texts for personal growth</i></p> <p>2.7 Demonstrate understanding and application of reading strategies while reading Early level texts.</p> <p>2.8 Ask critical questions of fiction, nonfiction, and poetry (Why, what if, is it possible, etc.)</p> <p>2.9 Make connections between personal and social wellbeing and information texts on topics such as:</p> <ul style="list-style-type: none"> - physical activity - health - emotions <p>2.10 Recognize different points of view of the author of print and/or digital text.</p> <p>2.11 Continue to develop an understanding and respect for diversity in text and illustrations.</p> <p>2.12 Use illustrations and details in a text to describe and interpret characters, setting, and events.</p> <p>2.13 Reflect on the purpose of different types of texts e.g., local newspaper articles, local stories, poems, ads, e-texts, etc.</p>
	The learner will demonstrate a variety of ways to use background knowledge and interests to select and engage critically with a range of culturally diverse paper based, visual, and digital texts for pleasure and personal growth	<p><i>Interact with understanding and critical thought to a wide range of genres and text forms using comprehension strategies</i></p> <p>3.1 Recognise the purpose and basic similarities and differences in paper based and digital genres of:</p> <ul style="list-style-type: none"> · fiction · nonfiction · poetry <p>3.2 Apply a variety of comprehension strategies to create meaning</p> <ul style="list-style-type: none"> · activating background · knowledge · determining importance · visualisation · prediction · inferring



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		<ul style="list-style-type: none"> · synthesising · analysing · questions · make connections <p>3.3 Use illustrations, graphics etc. in nonfiction text to ask questions, make inferences, and search for answers.</p> <p>3.4 Use various tools to retell a narrative, referring to characters, problem (what happened), and solution (ending).</p> <p>3.5 Read simple mathematics or science problems to:</p> <ul style="list-style-type: none"> · search for information · ask questions · find solutions <p>3.6 Demonstrate understanding through various responses to text, such as:</p> <ul style="list-style-type: none"> · artistic representations (visual arts, dance, music) · discussions · graphic organisers · oral and written responses to questions · etc. <p>3.7 Follow written instructions to create an object, find a location, etc.</p> <p>3.8 Begin to connect background knowledge re community and culture to support comprehension of culturally relevant text</p> <p>3.9 Respond critically to texts by asking and formulating responses to questions such as:</p> <ul style="list-style-type: none"> · what if · is it possible that . . . · what else · what was the author trying to tell us · do I agree/why <p>3.10 Respond to text focussed on diverse cultures/ways of life with interest, respectful questions and thought.</p> <p><i>Develop Vocabulary</i></p> <p>3.11 Continue to develop use of context (meaning, illustrations, text features, etc.) clues to solve unknown vocabulary.</p> <p>3.12 Self check on the basis of what makes sense in the text.</p>



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		<p>3.13 Refer to personal dictionaries and published dictionaries as a reference for new vocabulary.</p> <p>3.14 Continue to make connections between the language of text written with Home Language vocabulary and Standard English vocabulary.</p> <p>3.15 Apply known oral vocabulary to text vocabulary by recognising root words or rimes to solve unknown words.</p> <p>3.16 Continue to develop automaticity with additional high-frequency words and words of personal interest.</p> <p>3.17 Begin to understand the meaning of Early Stage prefixes and suffixes.</p> <p>3.18 Create and use a personal word bank.</p> <p>3.19 Develop an understanding that words may have similar meanings.</p> <p><i>Recognise and use language structures</i></p> <p>3.20 Continue to notice and apply knowledge of how word order creates and maintains meaning.</p> <p>3.21 Use punctuation in text appropriately to:</p> <ul style="list-style-type: none"> · enhance fluency · guide intonation · demonstrate expression <p>3.22 Further develop fluency by using knowledge of:</p> <ul style="list-style-type: none"> · effective problem solving of unknown words · predictable language structures <p>3.23 Use fluency to assist:</p> <ul style="list-style-type: none"> · comprehension · the mood of the text · the intent of the text <p>3.24 Become more aware how the phrases and sentences of text language may be used to describe in positive or negative ways.</p> <p>3.25 Continue to demonstrate understanding of how word order in fiction and nonfiction text impacts meaning.</p> <p>3.26 Make connections between common, simple basic digital text vocabulary and meaning.</p> <p><i>Interact with and meaningfully apply Emergent/Early graphophonic cues to a variety of genres and text forms</i></p>



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		<p>3.27 Begin to monitor for errors by cross checking phonics, meaning, and structure clues.</p> <p>3.28 Use picture cues to support /enhance graphophonic word solving.</p> <p>3.29 Continue to develop meaningful use of graphophonic elements to decode meaningfully such as:</p> <ul style="list-style-type: none"> -initial, final, and medial consonants -Early Stage blends -Early Stage digraphs -Early Stage consonant vowel patterns -simple affixes and visible root words
	Learners will develop their understanding of how an author's purpose and style, genre, text form, text features and choice of vocabulary, and language influence the meaning of text and define the author's craft	<p><i>Develop understanding of how author's purpose and style influence meaning</i></p> <p>4.1 Become familiar with the style of favourite authors and illustrators.</p> <p>4.2 Use the work of a range of authors to compare and contrast purpose and style:</p> <ul style="list-style-type: none"> · humorous stories · exciting stories <p>4.3 Work with a peer to begin digital searches to gather information about an author.</p> <p><i>Develop understanding and recognise use of genres and publishing text features to influence meaning</i></p> <p>4.4 Become familiar with the text feature design choices of the author and publishers</p> <ul style="list-style-type: none"> · front and back cover illustrations · back blurb information · choice of words to enhance interest · use of local and international culture <p>4.5 Engage in the research process with teacher and peer assistance</p> <ul style="list-style-type: none"> · generate questions to guide research · locate appropriate information with assistance (classroom, library, home, community) · organise information · share information



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
		<p><i>Develop understanding of how author's choices of vocabulary and language use, influence the meaning and mood of the text</i></p> <p>4.6 Express opinions about the work of authors and illustrators.</p> <p>4.7 Discuss and respond to the author's use of interesting words and dialogue that evoke emotions, describe, create humour, etc.</p> <p>4.8 Continue to develop an understanding of how written word order impacts meaning.</p> <p>4.9 Compare texts by different authors for differences in language and mood.</p>
Writing and Representing	The learner will generate, gather, and organize thoughts to explore, clarify and reflect on ideas, feelings, and experiences as they create a written or representative draft, independently and collaboratively, for a range of audiences and purposes	<p><i>Generate and gather thoughts to explore, ideas, feelings, and experiences</i></p> <p>5.1 Engage in writing and representing activities every day and sustain engagement in writing.</p> <p>5.2 Continue to engage in conversations about:</p> <ul style="list-style-type: none"> · why we write or draw · how we write or draw · how authors use words and sentences to share their ideas · how illustrators provide additional information to the writing · how authors use choices about when to use Home Language and when to use Standard English <p>5.3 Develop comfort in experimenting within different forms of formal and informal writing, such as:</p> <ul style="list-style-type: none"> · simple handwritten or digital notes · thank you notes · invitations to school or class · letters to peers or community members <p>5.4 Engage in conversations about an anchor text chosen to model the genre for the writing project.</p> <p>5.5 Participate in large group and small group opportunities to brainstorm ideas about a topic or a writing prompt.</p> <p>5.6 Use simple graphic organizers, such as pictures, the five-finger plan, web, list, five Ws, etc. to organize ideas into a draft.</p>



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
		<p><i>Use organisational strategies to arrange thoughts and to explore, clarify and reflect on ideas, feelings, and experiences</i></p> <p>5.7 Organise brainstormed ideas through increasingly independent use of:</p> <ul style="list-style-type: none"> · a print, visual or digital graphic organizer · group conversation · story boards · role play · text based models <p>5.8 Organize writing to match the genre being studied:</p> <ul style="list-style-type: none"> · narrative writing · expository writing · descriptive writing · persuasive writing <p>5.9 Make decisions about when illustrations, charts, and alternate language use will enhance the writing.</p> <p><i>Create a written or representative draft</i></p> <p>5.10 Understand that writing a draft is connected to the prewriting/brainstorming and organising process.</p> <p>5.11 Approach draft writing from a positive perspective of taking risks by:</p> <ul style="list-style-type: none"> · using temporary spelling · exploring various languages · writing freely with a · focus on getting ideas on · paper or device <p>5.12 Refer to anchor texts as examples of the genre of the writing project.</p> <p>5.13 Continue to work with a partner, small group or independently, to begin the process of drafting and organising sentences.</p> <p>5.14 Further develop the structure of the genre throughout the draft process of:</p> <ul style="list-style-type: none"> · narrative writing · expository writing · descriptive writing · persuasive writing



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
		5.15 Continue to develop understanding of the social aspect of writing by engaging with peers and the teacher for ideas, suggestions, and ongoing feedback.
	The learner will revise the organization, and language use (vocabulary and grammar) drafted writing or representation, collaboratively and independently, for a variety of purposes and audiences	<p><i>Revise organization styles of drafted writing and representation</i></p> <p>6.1 Identify different forms of print and digital writing that are appropriate to specific purposes and audiences.</p> <p>6.2 Review the draft and monitor writing for form and organisation using revision tools such as:</p> <ul style="list-style-type: none"> · inserting a word by using a caret, · crossing out a word · adding /removing details · using arrows to indicate how ideas can be better organised <p>6.3 Add details or labels to a picture with thought and purpose.</p> <p>6.4 Focus revisions on creating print, visual and digital texts with a beginning, middle, and end</p> <p>6.5 Experiment with organisation with various real-world genres (wish list, how to list, grocery list, etc.)</p> <p><i>Revise language use (vocabulary)</i></p> <p>6.6 Continue to notice and make choices about the use of Standard English or Home Language vocabulary to enhance word choice.</p> <p>6.7 Become aware of how to make decisions about word specific choice to enhance clarity:</p> <ul style="list-style-type: none"> · use concrete nouns, · use accurate verbs, · use a variety of meaningful descriptive words. <p>6.8 Continue to develop and refine the intentional and meaningful use of Home Language and Standard English vocabulary:</p> <ul style="list-style-type: none"> · transition words, such as first, next, then, after, finally, etc. · attribute words—colour, size, shape, texture multi-sensory words—hearing, smell · comparison words of size, shape, texture <p>6.9 Use the word wall to check for alternates for overused words</p>



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
		<p><i>Revise language use when revising written drafts (grammar and sentence fluency)</i></p> <p>6.10 Develop and understanding of how to write complete sentences on a specific topic.</p> <p>6.11 Use some variety in sentence beginnings.</p> <p>6.12 Experiment with lead sentences that will engage the audience.</p> <p>6.13 Begin to embed structures for plurals and simple past tense in sentence.</p> <p><i>Revise language use (voice)</i></p> <p>6.14 Use expressive Home Language and or Standard English phrases and vocabulary, as appropriate to the topic, to enhance message.</p> <p>6.15 Experiment with how an author uses bold print, visual words, and fonts to enhance author's voice.</p> <p><i>Develop language use when revising written drafts (grammar and sentence fluency)</i></p> <p>6.16 Develop an understanding of how to write complete sentences on a specific topic.</p> <p>6.17 Use some variety in sentence beginnings.</p> <p>6.18 Begin to experiment with and use revising strategies to develop sentence fluency of:</p> <ul style="list-style-type: none"> · Statements, · Questions, · Exclamations, · Short sentences, · Longer sentences. <p>6.19 Experiment with various forms of lead sentences that will engage the audience.</p> <p>6.20 Begin to embed structures for plurals and simple past tense in sentences.</p> <p><i>Develop language use when revising written drafts (voice)</i></p> <p>6.21 Use expressive Home Language and Standard English words and phrases to enhance the message.</p>



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
		6.22 Experiment with how an author uses bold print, visual words, and fonts to enhance the author's voice.
	The learner will use their knowledge of spoken language, written language and writing conventions to refine the precision and enhance the meaning and clarity of their written work	<p><i>Use knowledge of writing conventions to enhance the meaning and clarity of their written work</i></p> <p>7.1 Continue to develop independent strategies to monitor and edit spelling and make corrections with increasing independence.</p> <p>7.2 Use an increasing number of accurately spelled words.</p> <p>7.3 Use word walls, personal dictionaries, environmental print to check and/or confirm commonly used words.</p> <p>7.4 Generate spelling of unfamiliar words based on:</p> <ul style="list-style-type: none"> · the beginning, middle, and ending sounds in words, · continue to develop accuracy with a short vowel in each syllable of a word, · blending sounds and syllables to make a word, · use an increasing number of letters to represent sound. <p>7.5 Demonstrate increasing knowledge of more complex spelling patterns, including long vowel patterns (ai, ay, oa, ou, ee, ea).</p> <p>7.6 Continue to develop understanding of how to sequence letters when spelling unfamiliar words.</p> <p>7.7 Demonstrate the knowledge of an increasing number of accurately spelt words.</p> <p>7.8 Apply a wider range of spelling strategies resulting in more conventional or close to conventional spelling.</p> <p>7.9 Continue to develop the use of digital features such as spell check.</p> <p><i>Develop punctuation conventions to enhance the meaning and clarity of their written work.</i></p> <p>7.10 Continue to refine the use of grade-level punctuation conventions:</p> <ul style="list-style-type: none"> · full stops, · question marks, · exclamation marks, · capitals on names, I, dates, and beginning of a sentence, · use lower-case letters within words,



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
		<ul style="list-style-type: none">· begin to use commas in a series. <p>7.11 Demonstrate a beginning awareness of when to use quotation marks.</p> <p><i>Develop presentation formats to enhance the meaning and clarity of their written work.</i></p> <p>7.12 Make final corrections of revised draft.</p> <p>7.13 Self-select final pieces of writing to publish that demonstrate grade-level traits and conventions.</p> <p>7.14 Use conventional spacing between words.</p> <p>7.15 Continue to refine letter formation to increase readability by various audiences.</p> <p>7.16 Develop hand-created or digital presentation styles that enhance writing:</p> <ul style="list-style-type: none">· illustrations· titles· charts· emoticons· simple maps, etc. <p>7.17 Share writing and other representations with others and seek response.</p> <p>7.18 With assistance, experiment with technology in writing and other forms of representing:</p> <ul style="list-style-type: none">· using a tape recorder to record,· choral readings,· dramatizations,· retellings of finished pieces of writing. <p>7.19 Create illustrations/ drawings with a computer graphics/drawing program.</p> <p>7.20 Compose simple text (and begin to revise and edit) with a word processing program.</p>

Grade 3



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
Listening and Speaking	The learner will explore, use, and critically apply oral language for pleasure, personal growth, to foster relationships and to develop an appreciation and celebration of culture and oral languages	<p><i>Listen and speak for pleasure and personal growth</i></p> <p>1.1 Engage with and share various genres of music, oral poetry, artwork, and oral stories that have been chosen for pleasure.</p> <p>1.2 Experience and enjoy playful use of language, to communicate e.g., telling jokes, asking riddles, singing songs, composing rhymes and verses.</p> <p>1.3 Respond to oral/aural language through improvisational drama and/or artwork.</p> <p>1.4 Listen attentively and critically to fiction and nonfiction text and music to demonstrate understanding of:</p> <ul style="list-style-type: none"> - the mood - main idea - some supporting details <p>1.5 Continue to develop strategies to describe, share, and discuss thoughts, feelings, and experiences with peers.</p> <p>1.6 Ask and respond to questions to clarify information and to explore possibilities or solutions to problems.</p> <p>1.7 Listen critically for subtle messages in conversation, music, and environmental sounds.</p> <p>1.8 Create and use oral instructions describing how to make or do something.</p> <p>1.9 Discuss solutions to local, regional and world events by extending use of questioning to consider: why? how? when? what if? what else?, etc.</p> <p><i>Listen and speak to form and foster relationships</i></p> <p>1.10 Demonstrate understanding and use of conversation courtesies during peer group work, class discussions and play.</p> <p>1.11 Use vocabulary that shows respect for all people.</p> <p>1.12 Listen attentively and build on others' ideas with increasing confidence in group and class discussions and individual presentations.</p> <p>1.13 Continue to develop understanding of point of view without expressing judgment.</p> <p>1.14 Explore ideas and feelings by asking respectful questions and listening with minimal interruption</p> <p>1.15 Use and respond to verbal and nonverbal cues respectfully.</p> <p>1.16 Develop confidence in asking for assistance from peers and adults.</p>



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
		<p>1.17 Retell stories and events with peers and engage in follow up conversations.</p> <p><i>Listen and speak to develop appreciation and celebration of culture and oral languages</i></p> <p>1.18 Share relevant ideas, opinions, and feelings on topics of personal and social interest using both Standard English and Home Languages.</p> <p>1.19 Develop an appreciation for various forms of language and their appropriateness to different situations.</p> <p>1.20 Use thoughtful, respectful, and non-hurtful vocabulary.</p> <p>1.21 Continue to develop oral comprehension strategies (connecting, inferring, predicting, analysing, synthesising, visualising) to determine word meanings.</p> <p>1.22 Participate in the sharing of culturally relevant songs, raps, drama, and poetry with fluency, rhythm, and pace.</p> <p>1.23 Continue to develop understanding of how and when to adjust speech volume, projection, facial expressions, gestures, and tone of voice to the speaking occasion.</p> <p>1.24 Continue to develop meaningful language use and conventions of oral language(s) as appropriate to the context and purpose:</p> <ul style="list-style-type: none"> - word order - increasingly varied vocabulary choices for nouns, verbs, adjectives, adverbs - use of descriptive language (similes, beginning use of metaphors) - use of affixes - subject and verb agreement for casual spoken messages and in planned oral presentations.
Reading and Viewing	Learners will demonstrate a variety of ways to use background knowledge and interests to select and engage critically with a range of culturally diverse paper-based, visual, and digital texts for pleasure and personal growth	<p><i>Read and view to interact with understanding and critical thought to a wide range of genres and text forms using comprehension strategies</i></p> <p>2.1 Continue to choose and engage with a range of literary, visual, graphic, and informational texts for independent reading.</p> <p>2.2 Apply knowledge of the of fiction, poetry, and nonfiction genres to guide independent understanding of visual and text-based information.</p> <p>2.3 Further develop independent use of comprehension strategies during Independent Reading:</p> <ul style="list-style-type: none"> - building on background knowledge



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
		<ul style="list-style-type: none"> - determining the main idea - making connections - predicting - visualising - inferring - analysing - synthesising <p>2.4 Demonstrate understanding of texts read independently through a variety of oral, written, visual responses such as:</p> <ul style="list-style-type: none"> - artistic representations (visual arts, song, dance) - discussions - graphic organizers - oral and written responses to questions <p>2.5 Continue to respond critically to texts by asking and formulating responses to questions such as:</p> <ul style="list-style-type: none"> - what if? - is it possible that . . . ? - what else? - what was the author trying to tell us? - do I agree / why? <p>2.6 Describe how the sequence of events in of fiction and nonfiction genres impacts the plot or the event described.</p> <p>2.7 Apply knowledge of characterisation by:</p> <ul style="list-style-type: none"> - describing the character's attributes (traits, motivations, or feelings); - using evidence from the text to support generalizations about the character; - comparing and contrasting characters within a selection or between/among two or more selections; - explaining how the actions of characters contribute to the sequence of events describing the impact of a character's response to a problem, the character's goal, and what the character says or thinks. <p><i>Read and view to recognise and use language structures</i></p> <p>2.8 Continue to demonstrate understanding of how word order impacts meaning.</p> <p>2.9 Apply knowledge of how personal reading fluency impacts understanding.</p>



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		2.10 Develop an awareness of how word choice, phrasing and punctuation may be used in positive or negative ways.
	Learners will interact meaningfully with a variety of genres using background knowledge, comprehension strategies, vocabulary, and graphophonic cues	<p><i>Read and view to interact meaningfully with a variety of genres using background knowledge and comprehension strategies</i></p> <p>3.1 Continue to apply knowledge of the organizational structure of fiction, nonfiction, and poetry genres to guide understanding of visual and text based information.</p> <p>3.2 Continue to apply and combine comprehension strategies listed below to demonstrate understanding of literary, visual, graphic, and informational texts:</p> <ul style="list-style-type: none"> - determining main idea - making connections - predicting - visualising - inferring - analysing - synthesising <p>3.3 Demonstrate understanding through a variety of oral, written visual responses such as:</p> <ul style="list-style-type: none"> - artistic representations (visual arts, song, dance) - discussions - graphic organizers - oral and written responses to questions <p>3.4 Continue to respond critically to texts by asking and formulating responses to questions such as:</p> <ul style="list-style-type: none"> - what if? - is it possible that . . . ? - what else? - what was the author trying to tell us? - do I agree / why? <p>3.5 Choose and apply a range of human, paper based and digital sources of information e.g., community experts, online searches, web, and text-based reference materials, etc.</p> <p>3.6 Describe how the sequence of events and setting of fiction and nonfiction genres impacts the plot or the event described.</p>



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
		<p>3.7 Apply knowledge of characterization by:</p> <ul style="list-style-type: none">- describing the character's attributes (traits, motivations, or feelings);- using evidence from the text to support generalizations about the character;- comparing and contrasting characters within a selection or between/among two or more selections;- explaining how the actions of characters contribute to the sequence of events- describing the impact of a character's response to a problem, the character's goal, and what the character says or thinks. <p><i>Read and view to develop vocabulary</i></p> <p>3.8 Continue to make connections between the texts using vocabulary of Home Language(s) and Standard English to become increasingly aware of the history and roots of local language(s).</p> <p>3.9 Continue to develop reading vocabulary using accompanying images in a range of genres, authors, and topics.</p> <p>3.10 Extend reading vocabulary through the application of</p> <ul style="list-style-type: none">- compound words- adjectives- antonyms- synonyms- homophones- homographs <p>3.11 Use a paper based or online vocabulary games to learn the meaning and other features of known and unknown words.</p> <p>3.12 Continue to apply common prefixes and suffixes to determine meaning of new vocabulary.</p> <p>3.13 Extend vocabulary by applying technical terms encountered during cross-curricular learning.</p> <p>3.14 Apply knowledge of the change in tense (-ed), number (-s), and degree (-er and est) signified by inflected endings to decode words.</p> <p>3.15 Identify and apply figurative language to enhance understanding text.</p> <p><i>Read and view to recognise and use language structures</i></p>



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
		<p>3.16 Continue to demonstrate understanding of how word order impacts meaning.</p> <p>3.17 Apply knowledge of how reading fluency impacts understanding.</p> <p>3.18 Participate in shared reading opportunities (drama, role -play, reading lyrics while singing, etc. to</p> <ul style="list-style-type: none"> - enhance fluency - guide intonation - convey the mood and intent of the text - demonstrate expression <p>3.19 Develop awareness of how word choice and phrasing may be used to describe in positive or negative ways.</p> <p>3.20 Further develop understanding of the purpose and use of:</p> <ul style="list-style-type: none"> - Nouns - Verbs - Adjectives - Adverbs - Pronouns <p><i>Read and view to interact with and meaningfully apply Early/Transitional graphophonic cues to a variety of genres and text forms</i></p> <p>3.21 Continue to apply background knowledge and context clues to read irregularly spelled words.</p> <p>3.22 Apply knowledge of roots and affixes to decode unknown words.</p> <p>3.23 Continue to monitor (self check) reading for unknown words and use a combination of cues (meaning, grammar, and graphophonic) to solve unknown reading vocabulary with automaticity.</p> <p>3.24 Continue to apply grade-level phonics and word analysis skills with increasing automaticity:</p> <ul style="list-style-type: none"> - the letter order, various sounds of vowels, vowel patterns (ou/ow, oi/o, oo, aw), and some consonants (c,g) - the sounds of common digraphs and diphthongs - complex letter pattern - words with silent letters <p>3.25 Decode new and unfamiliar words using:</p>



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
		<ul style="list-style-type: none"> - affixes - syllabication - inflectional endings
	Learners will develop their understanding of how an author's choice of vocabulary, language, genre, text form, text features and style influence the meaning of text and define the author's craft	<p><i>Read and view to develop understanding of how author's purpose and style influence meaning</i></p> <p>4.1 Continue to notice and compare the purpose and style of a variety of authors and illustrators.</p> <p>4.2 Develop understanding of the basic features of the plots of fables, folk tales, fairy tales, adventure stories etc.</p> <p>4.3 Discuss the purpose of particular images or media texts e.g., to inform, entertain, and persuade.</p> <p>4.4 Begin to develop an understanding of the component of author's style.</p> <p><i>Read and view to develop understanding and recognise use of genres and text features influence meaning</i></p> <p>4.5 Recognize a variety of text forms, text features and stylistic elements and how they help communicate meaning.</p> <p>4.6 Begin to apply use of components of stories, dramas and poems when writing or speaking about text using terms such as chapter, scene, and stanza, describe how each successive part builds on earlier sections.</p> <p>4.7 Refine use of a variety of text features to locate information (table of contents, glossary, index, charts, titles, and subtitles, etc.).</p> <p>4.8 Generate questions to guide research and:</p> <ul style="list-style-type: none"> - locate appropriate information with assistance (classroom, library, home, community) - organise information - share information <p>4.9 Use charts, diagrams, and other graphic information in an expository selection as an aid to understanding the text.</p> <p>4.10 Evaluate the contribution of graphic information to an expository selection.</p> <p>4.11 Use information gained from illustrations</p>



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
		<p>– e.g., maps, photographs, and the words in a text to demonstrate understanding of the text.</p> <p><i>Read and view to develop understanding of how vocabulary and language use influence the meaning and mood of the text</i></p> <p>4.12 Continue to develop understanding of how: - illustrations, fonts, vocabulary and language structures are designed to engage the reader</p> <p>4.13 Continue to provide examples of author's use of interesting words, phrases, and sentences to evoke emotions, describe, create humour, etc.</p> <p>4.14 Explain how specific aspects of a text's illustrations contribute to what is being conveyed by words in the text, e.g., create mood and emphasize setting.</p> <p>4.15 Compare and contrast the effectiveness, cultural relevance and possible hidden messages of advertisements, social media posts, etc. used to: - influence the reader -provide unwritten information</p> <p>4.16 Continue to search for and compare the purpose and style of a variety of authors and illustrators.</p> <p>4.17 Develop understanding of how the author develops the basic features of the plots of fables, folk tales, fairy tales, adventure stories etc.</p>
Writing and Representing	Learners will generate, gather, and organize thoughts to explore, clarify and reflect on thoughts, feelings, and experiences as they create a written or representative draft, independently and collaboratively, for a range of audiences and purposes	<p><i>Write and represent to generate and gather thoughts to explore, ideas, feelings, and experiences</i></p> <p>5.1 Maintain a personal record of interests, personal or community experiences, music, books, pictures for use as writing prompts.</p> <p>5.2 Maintain a writing portfolio that includes drafts, revisions, personal dictionary, personal writing prompts, etc.</p> <p>5.3 Identify the topic, purpose, audience, and form for writing.</p> <p>5.4 Participate in group and individual brainstorming to gather ideas for their writing, to write for an intended purpose and audience.</p> <p>5.5 Become familiar with a variety of paper based and digital brainstorming techniques: - talk about the ideas they plan to write about - draw pictures to develop ideas for writing - create jot notes for research writing</p>



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
		<p>5.6 Gather information from a variety of paper based and digital resources to support and enhance brainstorm.</p> <p>5.7 Reflect on ideas gathered and add, revise, or delete to suit to topic and genre.</p> <p><i>Write and represent to use organizational strategies to arrange thoughts to explore, clarify and reflect on ideas, feelings, and experiences</i></p> <p>5.8 Organize ideas and information to write for an intended purpose and audience using:</p> <ul style="list-style-type: none">- paper based or digital graphic organisers- samples of how published texts are organized <p>5.9 Further develop independence in using, choosing, and creating simple graphic organizers.</p> <p>5.10 Participate and contribute to shared writing opportunities that reflect the genre studied (e.g., newsletters to parents, thank-you letters to classroom guests, lists of classroom procedures, recipes, labels).</p> <p>5.11 Draft the organisation of a simple nonfiction report on a topic of personal relevance.</p> <p>5.12 Explore and begin to draft online communication formats such as blogs, digital classroom diary, social media to contribute to various genres of writing.</p> <p>5.13 Refer to texts and conversations as anchors for organising a sequence of events, changes in setting, and character development.</p> <p><i>Write and represent to create a written or representative draft</i></p> <p>5.14 Further develop understanding of the purpose and organisation of:</p> <ul style="list-style-type: none">- narrative writing- expository writing- opinion writing- persuasive writing- report writing <p>5.15 Continue to develop understanding and independent use of writing traits of Ideas, Organisation and Language Use to create drafts</p> <p>5.16 Enhance understanding of how to use transition words and phrases to develop a logical progression of ideas and thoughts (e.g., because, therefore, since, for example) to connect opinion and reasons.</p>



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
		<p>5.17 Explore possibilities provided in anchor texts of various ways to convey ideas, through</p> <ul style="list-style-type: none"> - introductory sentences - concluding sentences - sequencing of ideas - vocabulary choices - simple, compound, and complex sentences. <p>5.18 Apply, with increasing independence, the understanding and application of Ideas, Organisation and Language Use in draft writing in a range of genres.</p>
	Learners will revise the organization and language use in drafted writing or representation, collaboratively and independently, for a variety of purposes and audiences	<p><i>Write and represent to revise organization styles of draft writing and representation</i></p> <p>6.1 Continue to develop self assessment revision strategies by self monitoring writing for form and organisation using paper based or digital revision tools such as:</p> <ul style="list-style-type: none"> - caret - crossing out - adding /removing details - arrows to organise <p>6.2 Use feedback given by peers and teachers as an aid in writing and strengthening the organization of the draft</p> <ul style="list-style-type: none"> - focus revisions on creating print, visual and digital texts with increasingly engaging beginnings, - begin to experiment with how the middle, of the draft evolves - explore new endings <p>6.3 Experiment with digital and paper-based organisation with various real-world genres such as(daily activities, wish list, how to list, grocery list, play lists, etc.)</p> <p><i>Write and represent to develop language use when revising written drafts (vocabulary)</i></p> <p>6.5 Continue to appreciate and develop the purpose and place of Home Language and Standard English vocabulary.</p> <p>6.6 Continue to develop self monitoring of errors in word use and sentence construction.</p> <p>6.7 Explore synonyms to enhance, clarify and expand information.</p>



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
		<p>6.8 Connect the use of sensory verbs, adjectives, and adverbs to enliven language.</p> <p>6.9 Demonstrate understanding of figurative language by using simple similes, metaphors, and personification in their writing.</p> <p>6.10 Use a paper based, or digital dictionary, prompts or thesaurus to clarify the meaning of keywords.</p> <p>6.11 Recognize and use words with multiple meanings with understanding and intent of the text's context</p> <p><i>Write and represent to develop language use when revising written drafts (grammar and sentence fluency)</i></p> <p>6.12 Acknowledge the importance and purpose of the grammar of Home Language(s), Standard English in formal and informal writing.</p> <p>6.13 Revise with a focus on monitoring for complete and well-formed sentences that are clear and understandable.</p> <p>6.14 Continue to engage in individual and shared peer revision opportunities to share drafts aloud and provide/ receive feedback on elements of grammar and sentence fluency such as:</p> <ul style="list-style-type: none"> - use of simple verb tenses - comparative and superlative adjectives and adverbs, - form and use possessives. - subject and verb agreement - meaningful use of simple, compound, and complex sentence patterns meaningfully - determining complete and incomplete sentences <p>6.16 Begin to use a simple digital grammar checker.</p> <p><i>Write and represent to develop language use when revising written drafts (voice)</i></p> <p>6.16 Begin to notice how favourite authors use language and why it is engaging.</p> <p>6.17 Experiment with a variety of writing styles to develop a sense of authorship.</p> <p>6.18 Experiment with writing from another perspective (an animal, an alien, etc.).</p> <p>6.19 Experiment with character, dialogue and descriptions of actions, thoughts, and feelings to fully develop character.</p> <p>6.19 Experiment with real or imagined experiences or events using descriptive details and intentional sequences of event.</p>



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
	Learners will use their knowledge of spoken language, written language and writing conventions to refine the precision and enhance the meaning and clarity of their written work	<p><i>Develop and make use of the writing conventions to enhance the meaning and clarity of their written work with increased attention to develop spelling conventions</i></p> <p>7.1 Continue to develop spelling accuracy and automaticity. 7.2 Use temporary (or attempted) spelling with an increasing knowledge of how to monitor spelling patterns of language(s) in common use. 7.3 Continue to refine the use spelling patterns and generalizations such as:</p> <ul style="list-style-type: none"> - phonetic position-based spellings (beginning, middle and ending sounds) - rhyming word families - syllable patterns - meaningful use of affixes and root words - knowledge of some irregularly spelled words - use frequently confused words (e.g., to/too/two; there/their) with increased accuracy. - regular and some irregular ending rules <p>7.4 Consult reference materials, including paper based, digital dictionaries and spell check, to monitor and correct spellings. 7.5 Use technology to produce and publish writing (using basic keyboarding skills) as well as to interact and collaborate with others. 7.6 Apply strategies for editing and presenting during the writing process and engage with peers in a close read of revised and edited draft.</p> <p><i>Write and represent to develop punctuation conventions to enhance the meaning and clarity of their written work.</i></p> <p>7.7 Demonstrate increased understanding of the purpose and meaningful use of capitals and punctuation (and variations of punctuation among English and local languages)</p> <ul style="list-style-type: none"> - capitals for sentence beginnings, names, titles, etc. - punctuation as full stops, exclamation marks and question marks - punctuation as beginning use of commas and colon to begin a list <p><i>Write and represent to develop presentation formats to enhance the meaning and clarity of their written work</i></p>



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
		<p>7.8 Further develop accuracy and neatness in handwritten work.</p> <p>7.9 Create presentations of stories and reports in various paper based or digital formats that are engaging to the reader.</p> <p>7.10 Demonstrate beginning use of fonts, graphics, letter size, spacing etc. to express their thoughts and engage the reader.</p>
Grade 4		
Listening and Speaking	The learner will explore, use, and critically apply oral language for pleasure, and personal growth, to foster relationships and to develop an appreciation and celebration of culture and of oral languages	<p><i>Listen and speak for pleasure and personal growth</i></p> <p>1.1 Demonstrate enthusiasm for participating in class discussions, storytelling, oral poetry, and singing.</p> <p>1.2 Continue to explore a variety of genres and styles in spoken language on topics of interest and personal growth (conversations, debates, poetry, storytelling, interviews, etc.)</p> <p>1.3 Express preferences in written, visual, and oral communication genres and styles and explain the reasons behind their choices.</p> <p>1.4 Use technology to enhance their listening and speaking skills, such as recording and listening to their own speech</p> <p>1.5 Use multimedia resources for research and oral presentations.</p> <p>1.6 Continue to engage with and share various genres of music, oral poetry, artwork, and oral stories for pleasure</p> <p>1.7 Respond to oral/aural language through improvisational drama and/or artwork</p> <p>1.8 Listen attentively and critically to fiction and nonfiction texts and music to demonstrate understanding of the mood, main idea, supporting details, theme, moral etc.</p> <p>1.9 Develop competence in analyzing subtle messages in a conversation, music, advertisements, speeches, and media that are intended to persuade the listeners.</p> <p>1.10 Give clear “how to” instructions.</p> <p>1.11 Discuss issues and/or solutions to local, regional and world problems by extending use of questioning to consider: why? how? when? what if? what else?</p> <p><i>Listen and speak to form and foster relationships</i></p>



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
		<p>1.12 engage in conversations with peers during collaborative activities by adding relevant comments and questions that advance the dialogue.</p> <p>1.13 express ideas and opinions with increasing respect and confidence.</p> <p>1.14 practice active listening strategies including eye contact with affirming words/gestures to show whole-hearted engagement during peer discussions.</p> <p>1.15 Experiment with nonverbal communication (signing, mime, facial expressions, etc.).</p> <p>1.16 Continue to develop understanding of point of view without expressing judgment.</p> <p>1.17 Give constructive oral feedback using prompts such as “I notice...I wonder, This made me think about...” when responding to classmates' presentations or ideas.</p> <p>1.18 Continue to explore ideas and feelings by asking respectful questions and listening with minimal interruption</p> <p>1.19 Participate in the simple of debate, considering the multiple viewpoints and finding common grounds</p> <p>1.20 Integrate listening and speaking skills across various subject areas, such as Mathematics, Social Studies, and Science.</p> <p><i>Listen and speak to develop appreciation and celebration of culture and oral languages.</i></p> <p>1.21 Explore and discuss ideas, opinions, and feelings on topics of personal and social interest using both Standard English and Home Language(s).</p> <p>1.22 Demonstrate awareness of the kind of language appropriate for different situations and audiences</p> <p>1.23 Deepen understanding of the importance of word choice, tone of voice, volume, projection, facial expression, and gesture appropriate to the speaking occasion</p> <p>1.24 Listen to identify the tone, mood and the emotion conveyed by a speaker in an oral communication.</p>



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
		<p>1.25 Further develop oral comprehension strategies (e.g., making predictions, making inferences, visualization, drawing conclusions) to determine word meanings</p> <p>1.26 Identify, share, and analyze culturally relevant songs, music, , drama, and poetry with fluency, rhythm, and pace for literal and inferred purpose and meaning</p> <p>1.27 Further develop meaningful oral language use and conventions of oral language(s) as appropriate to the context and purpose:</p> <ul style="list-style-type: none"> - word order - increasingly varied vocabulary choices for nouns, verbs, adjectives, adverbs - use of descriptive language (similes, metaphors, beginning use of personification) - use of affixes - subject and verb agreement correctly in delivering spoken messages and in planned oral presentations
Reading and Viewing	Learners will demonstrate a variety of ways to use background knowledge and interests to select and engage critically with a range of culturally diverse paper based, visual, and digital texts for pleasure and personal growth	<p><i>Read and view to use background knowledge and interests to select books</i></p> <p>2.1 Select engaging paper based and digital visual texts for Independent Reading based on:</p> <ul style="list-style-type: none"> - interests - appropriate level of difficulty - various genres - diverse cultures <p>2.2 Use the criteria above to justify reading selections</p> <p>2.3 Utilize background knowledge to better comprehend a topic, picture, or title before, during and after reading</p> <p>2.4 Read, view, and respond to a variety of literature from the Caribbean and other cultures</p> <p><i>Read and view to engage critically with a range of texts for pleasure</i></p>



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
		<p>2.5 Continue to develop strategies to monitor reading effectiveness in order to identify reading challenges and apply appropriate fix up strategies</p> <p>2.6 Use pictures and illustrations, word structures, and text features to:</p> <ul style="list-style-type: none">- locate information- obtain or verify understanding of information- develop questions-search for answers <p>2.7 Continue to develop and demonstrate critical questioning strategies to gather information from favourite visual, musical, and written text re:</p> <ul style="list-style-type: none">- point of view- purpose- bias- subtle messages <p>2.8 Follow and correct when necessary, multi-step written instructions e.g., how to assemble a product or play a board game.</p> <p><i>Read and view to select and engage critically with a range of texts for personal growth</i></p> <p>2.9 Use Independent Reading Time to develop</p> <ul style="list-style-type: none">-reading fluency (accuracy, phrasing, and intonation)-recognise quotation marks and marker words (said, shouted, whispered, etc.) to determine the mood of the speaker in the text-connect punctuation in text to meaningful interpretation of sentences and paragraphs-change the rate of reading depending on the mood of the text-practice meaningful word solving strategy (root word, chunking, affixes, context clues <p>2.10 Use text-based information and personal experiences to anticipate outcomes and solve problems</p>



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
		<p>2.11 Use comprehension strategies to connect personal and community funds of knowledge to analyze visual and written text and ask questions of author's message through processes such as: :</p> <ul style="list-style-type: none"> -analysis -synthesis -inference -application <p>2.12 Describe the effect of illustrations on the mood, setting and plot of written or visual text.</p> <p>2.13 Notice positive or negative stereotypes in digital texts e.g., websites, advertisements, social media, etc.</p> <p>2.14 Analyze the techniques used by various media texts created to inform, entertain, persuade</p>
	Learners will interact with understanding and critical thought to a variety of genres and text forms using vocabulary, comprehension strategies and graphophonic cues	<p><i>Read and view to interact with understanding and critical thought to a wide range of genres and text forms using comprehension strategies</i></p> <p>3.1 Continue to apply knowledge of the organizational structure of fiction and nonfiction genres to construct meaning of visual and text</p> <p>3.2 Apply and integrate comprehension strategies with increased independence to demonstrate understanding of literary, visual, graphic, and informational texts:</p> <ul style="list-style-type: none"> - accessing background knowledge - determining main idea - making connections - predicting - visualising - inferring - analysing - synthesising <p>3.3 Demonstrate understanding of text through a variety of oral, written, and visual responses such as:</p> <ul style="list-style-type: none"> -artistic representations (visual arts, song, dance) -discussions



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
		<ul style="list-style-type: none"> -graphic organizers -oral and written responses to questions -poetry -letters <p>3.4 Respond critically with greater insight to texts by asking and formulating responses to questions such as:</p> <ul style="list-style-type: none"> -what if? -is it possible that . . .? -what else? -what was the author trying to tell us? -do I agree / why or why not? -how do you know? -why do you think that? <p>3.5 Choose from a range of paper based, digital and human sources to add to existing information e.g., community experts, online searches, web, and text based reference materials, etc.</p> <p>3.6 Describe with greater competence how the setting of fiction and nonfiction genres impacts the plot or the event/s described</p> <p>3.7 Deepen application of knowledge of characterization by:</p> <ul style="list-style-type: none"> -describing the character's attributes (traits, motivations, or feelings); -using evidence from the text to support generalizations about the character; -comparing and contrasting characters within a selection or between/among two or more selections; -explaining how the actions of characters contribute to the sequence of events -describing the impact of a character's response to a problem, the character's goal, and what the character says or thinks <p><i>Read and view to develop vocabulary</i></p> <p>3.8 Increase understanding and application of the connections between the vocabulary of Home Language(s) and Standard English</p>



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		<p>3.9 Extend the development of reading vocabulary through reading a range of genres, authors, and topics</p> <p>3.10 Advance reading vocabulary through the application of</p> <ul style="list-style-type: none"> - antonyms - synonyms - homophones - homographs - homonyms - words from other cultures <p>3.11 Use, with greater competence, a paper based, online dictionary and thesaurus and digital prompts to learn the meaning and other features of known and unknown words</p> <p>3.12 Build on existing knowledge and skills of common prefixes, suffixes, and root words (safe, unsafe, safety; real, reality) to determine meaning of new vocabulary.</p> <p>3.13 Extend vocabulary through the use of words encountered in cross-curricular lessons.</p> <p>3.14 Demonstrate continued ability to apply knowledge of the change in tense (-t,-ed), number (-s, -es), and degree (-er and -est) signified by inflected endings to decode words.</p> <p>3.15 Identify and apply figurative devices to enhance understanding of text:</p> <ul style="list-style-type: none"> - similes - metaphors - onomatopoeia - personification <p><i>Read and view to recognise and use language structures</i></p> <p>3.16 Demonstrate and discuss with increasing competence an understanding of how word order impacts meaning.</p> <p>3.17 Continue to apply understanding of how reading fluency impacts comprehension .</p> <p>3.18 Participate in shared reading opportunities. to:</p> <ul style="list-style-type: none"> - enhance fluency



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		<ul style="list-style-type: none">- guide intonation- convey the mood and intent of the text- expand vocabulary- increase comprehension <p>3.19 Further develop awareness of how word choice and phrasing may be used to describe persons and events in positive or negative ways.</p> <p><i>Read and view to interact with and meaningfully apply Early/ Transitional graphophonic cues to a variety of genres and text forms</i></p> <p>3.20 With increasing competence, apply background knowledge and context clues to read unknown words.</p> <p>3.21 Deepen application of knowledge of roots, affixes, and syllabication to decode unknown words.</p> <p>3.22 Utilize phonics and word analysis skills, when necessary, with increasing automaticity:</p> <ul style="list-style-type: none">- vowel patterns (ou/ow, oi/oy, oo, aw)- the sounds of common digraphs and diphthongs- complex letter pattern- words with silent letters <p><i>Read and view to develop understanding and recognise how the use of genres and text features influence meaning</i></p> <p>3.23 Use background knowledge and information from poetry and expository, narrative, and descriptive texts to make and modify predictions.</p> <p>3.24 Distinguish between main idea and supporting information in poetry and expository, narrative, and descriptive texts.</p> <p>3.25 Expand use of prior knowledge about written and visual text to form an opinion about a particular point or issue.</p> <p>3.26 Continue to refine meaningful and critical use of text features to locate and use information (titles, subtitles, table of contents, glossary, index, etc.)</p>



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		<p>3.27 Evaluate the purpose of graphic information (illustrations, fonts, charts, photographs, pictures, maps) in poetry and expository, narrative, and descriptive texts as an aid to comprehension</p> <p><i>Read and view to develop understanding of how vocabulary and language use influence the meaning and mood of the text</i></p> <p>3.28 Recognize and provide examples of how author's choice of vocabulary, phrases, and sentences evoke emotions, enhance description, and create humour.</p> <p>3.29 Provide examples of how illustrators create mood in visual text..</p> <p>3.30 Discuss the effectiveness and subtle messages conveyed through emoticons and social media posts.</p>
	Learners will develop their understanding of how an author's choice of vocabulary, language, genre, text form, text features and style influence the meaning of text and define the author's craft	<p><i>Read and view to develop understanding of how author's purpose and style influence meaning</i></p> <p>4.1 With greater competence, compare and contrast the various formats of fiction, nonfiction, poetry, and drama.</p> <p>4.2 Continue to identify purpose of a variety of authors of fiction, nonfiction, and poetry</p> <ul style="list-style-type: none"> - to inform - to entertain - to persuade. <p>4. 3 With greater competence, continue to identify the purpose of a variety of illustrators of fiction, nonfiction, and poetry</p> <ul style="list-style-type: none"> - to inform - to entertain -to persuade. <p>4.4 Develop an understanding of an author's style of plot development of fiction: fables, folk tales, fairy tales, and adventure stories.</p> <ul style="list-style-type: none"> - use of time sequence - use of descriptive language - use of dialogue



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		<p><i>Read and view to develop understanding and recognise use of genres and text features influence meaning</i></p> <p>4.5 Begin to notice the purpose of an author's use of structures such as:</p> <ul style="list-style-type: none"> - paragraphing in fiction and nonfiction - stanzas, line breaks, rhyme in poetry - dialogue markers, scenes, stage directions in drama. <p>4.6 Demonstrate understanding of text features used to locate information (table of contents, glossary, index, charts, titles, and subtitles, etc.).</p> <p>4.7 Continue to develop independence using charts, diagrams, and other graphic information in an expository selection as an aid to understanding the text.</p> <p>4.8 Begin to develop skills to generate questions based on charts, diagrams, etc.</p> <p>4.9 Participate in discussions that compare and contrast how the local and international contexts of topic, setting, plot, and characters influence fiction, nonfiction, and poetry.</p> <p><i>Read and view to develop understanding of how vocabulary and language use influence the meaning and mood of the text</i></p> <p>4.10 Identify examples of how an author introduces and develops characters through:</p> <ul style="list-style-type: none"> - descriptive language - informal and formal language - Home Language(s) and Standard English - dialogue. <p>4.11 Reflect on the purpose of messages relayed through social media platforms as agents to inform, influence, disinform, bully, etc.</p>



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		<p>4.12 Begin to explore an author's use of implied and explicit messages through a critical lens:</p> <ul style="list-style-type: none"> - in all genres - in advertisements - in product labels. <p>4.13 Begin to develop understanding of an illustrator's use of implied and explicit messages.</p> <p>4.14 Begin to collect interesting examples of language use and apply to writing:</p> <ul style="list-style-type: none"> -interesting vocabulary -interesting phrases or expressions.
	Learners will generate, gather, and organize thoughts to explore, clarify and reflect on thoughts, feelings, and experiences as they create a written or representative draft, independently and collaboratively, for a range of audiences and purposes	<p><i>Write and represent to generate and gather thoughts to explore ideas, feelings, and experiences</i></p> <p>5.1 Continue to use personal interests or community experiences, music, books, documentaries, videos, pictures as writing prompts</p> <p>5.2 Maintain writing portfolios - drafts, revisions, personal writing prompts, etc.</p> <p>5.3 Use digital blogs, storytelling, nonfiction, news, and instructional sites to explore various genres of writing</p> <p>5.4 Brainstorm individually and collaboratively to gather ideas for their writing</p> <p>5. Use a variety of paper-based and digital resources to gather information to support and enhance the brainstorming process</p> <p>5.6 Identify and maintain the topic, purpose, audience, and form of writing throughout the brainstorming process.</p> <p>5.7 Reflect with greater depth on ideas gathered and add, revise, or delete to suit the topic and genre</p> <p><i>Write and represent, using organizational strategies to arrange thoughts to explore, clarify and reflect on ideas, feelings, and experiences</i></p>



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
		<p>5.8 Examine samples of different genres as models for organizing a sequence of events, changes in setting, and character development</p> <p>5.9 Develop competence in organizing and arranging ideas and information to write for an intended purpose and audience.</p> <p>5.10 Organize and strengthen writing throughout the drafting process.</p> <p>5.11 Create and use simple paper based or digital graphic organizers to aid the organization of ideas (e.g., five-finger plan, story map, web, list, five Ws, and graphic organizers for specific forms of writing).</p> <p>5.12 Continue to participate in and contribute to independent and shared writing opportunities throughout the writing process (e.g., posters for school events, thank-you letters to classroom guests, lists, recipes, labels, etc.)</p> <p><i>Write and represent to create a written or representative draft</i></p> <p>5.14 Explore and experiment with various ways to express thoughts and ideas in various text forms.</p> <p>5.15 Continue to utilize strategies to organize ideas into a draft that supports the topic, enhances clarity, and sequences logically.</p> <p>5.16 Demonstrate understanding by using linking words and phrases to develop a logical progression of ideas and thoughts (e.g., because, therefore, since, for example) to connect opinions and reasons</p> <p>5.17 Explore and represent in written pieces:</p> <ul style="list-style-type: none"> - introductory/topic sentences - concluding sentences - paragraphs - a range of vocabulary to match the genre and purpose of the Writing. <p>5.18 Develop understanding of purposes and uses of simple, compound, and complex sentences.</p> <p>5.19 Build on existing knowledge of the various genres:</p> <ul style="list-style-type: none"> - narrative writing - expository writing - descriptive writing



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
		<p>-persuasive writing -poetry - (rhyme, limerick, shape) -book reports</p> <p>5.20 Write a draft of three or four paragraphs or stanzas of the assigned genre. 5.21 Create drafts using alternate formats such as storyboard, comics, posters, etc. 5.22 Participate in opportunities to share ideas and initial drafts with peers. 5.23 Produce fiction, non-fiction, poetry, and visual drafts that incorporate content from other core areas.</p>
Writing and Representing	Learners will revise the organization and language use in drafted writing or representation, collaboratively and independently, for a variety of purposes and audiences	<p><i>Write and represent to revise organization styles of draft writing and representation</i></p> <p>6.1 Continue to develop competence in the use of monitoring (self-assessment) strategies and checklists to improve organisation of the draft. 6.2 Continue to use feedback given by peers and teachers to strengthen the organization of the draft. 6.3 Focus revisions on creating print, visual and digital texts with increasingly engaging beginnings and lead sentences. 6.4 Further explore how the middle of the draft evolves to connect the beginning and end. 6.5 Revise endings to enhance the written drafts.</p> <p><i>Write and represent to develop language use when revising written drafts (vocabulary)</i></p> <p>6.6 Expand vocabulary by incorporating new and diverse words into written drafts during the revising process. 6.7 Develop competence in self-monitoring of errors in word use. 6.8 Use words in context, understanding how the meaning of words can shift based on the surrounding sentences. 6.9 Experiment with different language styles, including figurative language such as similes, metaphor, and personification, to convey ideas more vividly. 6.10 Create and maintain a personal word bank, recording new words, phrases, and interesting sentences as they are encountered.</p>



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
		<p>6.11 Continue to use sensory verbs, adjectives, and adverbs to enliven vocabulary and word use.</p> <p>6.12 Use a paper-based, digital dictionary or thesaurus and digital prompts with increasing independence to clarify the meaning of keywords and enrich written pieces.</p> <p><i>Write and represent to develop language use when revising written drafts (grammar and sentence fluency)</i></p> <p>6.13 Apply knowledge of subject-verb agreement within sentence structure to notice areas or writing requiring revision.</p> <p>6.14 Confer with peers about the flow and clarity of sentences and paragraphs.</p> <p>6.15 Begin to use a simple digital grammar checker.</p> <p>6.16 Consider the use of alternate lengths and formats of sentences and paragraphs.</p> <p><i>Write and represent to develop language use</i></p> <p>6.17 Understand and use formal, informal uses of Home Language and Standard English as appropriate to the purpose, topic, setting, plot line and characters in writing.</p> <p>6.18 Continue to engage in individual and peer revision opportunities to share drafts and provide/ receive feedback on elements of grammar and sentence fluency such as:</p> <ul style="list-style-type: none">-use of simple verb tenses (e.g., I walked; I walk; I will walk)-comparative and superlative adjectives and adverbs,-form and use possessives.-subject and verb agreement-use of simple, compound, and complex sentence patterns-determining complete and incomplete sentences.



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
	<p>Learners will use their knowledge of spoken language, written language and writing conventions to refine the precision and enhance the meaning and clarity of their written work</p> <p><i>Develop knowledge and skills to make use of the writing conventions to enhance the meaning and clarity of their written work with increased attention to develop spelling conventions</i></p> <p><i>Write and represent to develop punctuation conventions to enhance the meaning and clarity of their written work</i></p>	<p><i>Develop knowledge and skills to make use of the writing conventions to enhance the meaning and clarity of their written work with increased attention to develop spelling conventions</i></p> <p>7.1 Continue to apply learning and further develop proficiency in spelling, contributing to the overall quality of written work.</p> <p>7.2 Apply understanding of spelling conventions across various subjects.</p> <p>7.3 Further develop self monitoring strategies to notice and correct spelling errors.</p> <p><i>Write and represent to develop punctuation conventions to enhance the meaning and clarity of their written work</i></p> <p>7.4 Develop proficiency in the use of punctuation conventions, including:</p> <ul style="list-style-type: none"> - full stops - commas - apostrophes - colon <p>to accurately convey meaning and enhance the clarity of written work.</p> <p>7.5 Continue to make decisions about the strategic and some malleable use of punctuation, considering the potential impact on sentence structure and overall coherence of the passage. (You saw a shooting star! You saw a shooting star? We saw a shooting star.)</p> <p>7.6 Discuss how punctuation choices reflect decisions about style and format.</p> <p><i>Write and represent to develop presentation formats to enhance the meaning and clarity of their written work.</i></p> <p>7.7 Choose a variety presentation formats based on the nature of the written content and the intended audience.</p> <p>7.8 Integrate visual elements, including images, charts, graphs, and other graphics, into written work to enhance overall clarity and appeal to the reader.</p> <p>7.9 Publish written work to varying audiences using different paper based and digital tools.</p> <p>7.10 Engage in collaborative projects to create and present written content using various formats.</p>



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
		7.11 Add titles, cover images, tables of content, glossaries, book blurbs, information about the author, etc. as needed.
Grade 5		
Listening and Speaking	The learner will explore, use, and critically apply oral language for pleasure, personal growth, to foster relationships and to develop an appreciation and celebration of culture and of oral languages	<p><i>Listen and speak for pleasure and personal growth</i></p> <p>1.1 Clarify opinions by responding to the questions and ideas/opinions of others and provide evidence to support thinking.</p> <p>1.2 Continue to use intonation, tone, and expression to communicate ideas and feelings in a variety of situations, considering audience and purpose.</p> <p>1.3 Discuss news, current events, opinions, feelings, strengths, challenges, future plans and hopes in class discussions.</p> <p>1.4 Reflect on and identify strengths as listeners and speakers, areas for improvement and the strategies most helpful in oral communication. .</p> <p>1.5 Participate as active listeners in group learning activities by:</p> <ul style="list-style-type: none"> • identifying the main points • determining the sequence events • giving an accurate account • taking notes <p>1.6 Report on a topic or text, tell a story, or recount an experience in an organized manner and appropriate pace, using appropriate facts and relevant descriptive details to support main ideas or themes.</p> <p>1.7 Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>1.8 Create and/or use visual aids in presentations when appropriate to enhance development of themes and/or main ideas (e.g., graphics, sound).</p> <p>1.9 Use appropriate facial expressions and gestures to support, accentuate, or dramatize the message.</p> <p>1.10 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
		<p>1.11 Orally present an argument or perspective.</p> <p>1.12 Create, present, and participate in mini debates/speeches using persuasive techniques e.g., promises, dares, flattery, glittering generalities, intonations that persuades people to buy or do something.</p> <p>1.13 Identify the reasons and evidence a speaker provides to support points.</p> <p>1.14 Respond to and to give sequential multi-step directions and instructions with increasing detail.</p> <p>1.15 Listen to identify and discuss critically persuasive techniques used in advertisements.</p> <p><i>Listen and speak to form and foster relationships</i></p> <p>1.16 Critically listen to the ideas and perspectives of others in a variety of collaborative learning experiences showing increased monitoring of when to listen and when to speak.</p> <p>1.17 Develop ability to adjust level of language used to suit the specific communication situation.</p> <p>1.18 Begin to reflect critically upon a variety of peer and published oral presentations by evaluating the speaker's perspective.</p> <p>1.19 Make language choices that affirm sensitivity and respect the ideas and experiences of others .</p> <p>1.20 Listen to understand and respond appropriately to a variety of situations and for a variety of purposes</p> <p>1.21 Review the key ideas and draw conclusions considering the information and knowledge gained from the discussions.</p> <p>1.22 Engage in self and peer reflection about concepts of fake news, misinformation, and disinformation when considering accuracy and intent of information.</p> <p>1.23 Consider others' responses and begin to offer opinions supported with some evidence.</p>



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
	<i>Listen and speak to develop appreciation and celebration of culture and oral languages</i>	<p>1.24 Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.</p> <p>1.25 Ask a speaker for clarification about the subject matter of his / her contribution.</p> <p>1.26 Speak confidently in complete sentences using appropriate intonation and courteous expression with peers and in various levels of formality.</p> <p>1.27 Create age-appropriate oral media messages (e.g., videos, podcasts, focusing on effectiveness of the message.</p> <p>1.28 Converse and collaborate in a variety of situations with increasing sensitivity and respect, considering cultural contexts, audience, and purpose.</p> <p>1.29 Explain ideas and opinions with supporting details, and respond to others' questions and ideas.</p> <p>1.30 Speak clearly in an audible voice using volume, pitch, phrasing, pace, modulation, and gestures to enhance meaning at various levels of formality.</p> <p>1.31 Listen to distinguish between purpose and effective application oral Standard English and Home Languages spoken in the Caribbean.</p> <p>1.32 Use increasingly well constructed complex sentences that incorporate vocabulary and style to enhance oral presentations.</p> <p>1.33 Use figurative and metaphorical vocabulary in their oral presentations</p> <p>1.34 Notice and interpret multi meaning vocabulary words in the contexts in which they are used (row as a noun, row as a verb; seal as a noun with various meanings, seal as a verb, etc.).</p> <p>1.35 Paraphrase portions of a text read aloud, or information presented in oral and visual media and formats.</p>
Reading and Viewing	Learners will demonstrate a variety of ways to use background	<i>Read and view to use background knowledge and interests to select books</i>



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
	knowledge and interests to select and engage critically with a range of culturally diverse paper based, visual, and digital texts for pleasure and personal growth.	<p>2.1 Select from a range of genres of engaging paper based, digital, and visual texts for Independent Reading based on:</p> <ul style="list-style-type: none"> - interests - subject areas - appropriate level of difficulty - various genres - diverse cultures. <p>2.2 Connect with background knowledge to:</p> <ul style="list-style-type: none"> - better comprehend a topic, picture, or title before, during and after reading - question and analyse information in text read - share connections between their experiences and the themes or settings of the books read. <p>2.3 Read widely and experience a variety of genres of literature from the Caribbean and international cultures.</p> <p>2.4 Reflect on and identify strengths and areas for improvement as readers while using the strategies they found most useful during reading.</p> <p><i>Read and view to engage critically with a range of texts for pleasure</i></p> <p>2.5 Use pictures, diagrams, , and text features to locate information and verify their understanding of the information:</p> <ul style="list-style-type: none"> - table of contents - headings and subheadings - glossaries - indices - structures of narrative and different types of expository text and key ideas <p>2.6 Continue to develop and demonstrate critical questioning strategies to gather information from favourite visual, musical, and written text::</p> <ul style="list-style-type: none"> - point of view/perspective - purpose - bias - subtle messages - cultural perspective



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
	<p><i>Read and view to select and engage critically with a range of texts for personal growth</i></p>	<p>2.7 Apply problem-solving strategies to follow written multi-step instructions effectively (e.g., how to assemble a product or play a game) while reflecting on their learning processes</p> <p>2.8 Use Independent Reading Time to develop</p> <ul style="list-style-type: none"> - reading fluency (accuracy, phrasing, and intonation) - recognise quotation marks and marker words (said, shouted, whispered, etc.) to determine the mood of the speaker in the text - connect punctuation in text to meaningful interpretation of sentences and paragraphs - change the rate of reading depending on the mood of the text - practice meaningful word solving strategies (root word, chunking, affixes, context clues) - develop the art of skimming and scanning <p>2.9 Use all sources of information (meaning, structure, visual) to search, check, self-monitor, and self-correct with grade appropriate, instructional-level text</p> <p>2.10 Develop an understanding of how illustrations enhance mood, establish setting, and advance plot in written or visual text</p> <p>2.11 Foster critical thinking skills and appreciation for the relationship between words and images in storytelling.</p> <p>2.12 Apply higher-order thinking skills including analysis, synthesis, inference, and application to critically evaluate visual and/or text-based information</p> <p>2.13 Deepen understanding of the purpose and influences of different types of popular texts (e.g., websites, advertisements, social media, etc.</p>
	<p>Learners will interact with understanding and critical thought to a variety of genres and text forms using vocabulary, comprehension strategies and graphophonic cues</p> <p><i>Read and view to interact with understanding and critical thought to a wide range of genres and text forms using comprehension strategies</i></p>	<p>3.1 Use prior knowledge and critical thinking skills to support comprehension of grade-appropriate texts.</p> <p>3.2. Demonstrate continuing ability to use a repertoire of comprehension strategies, including those listed below, to understand and critique a range of genres and text forms:</p>



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
		<ul style="list-style-type: none"> - determining main idea - making connections - predicting - visualising -sequencing - inferring - analysing - synthesising -summarizing -questioning <p>3.3. Continue to utilize contextual clues to derive meaning from language used in a variety of genres.</p> <p>3.4. Deepen the ability to analyse and synthesise well thought out connections that promote understanding of text read and viewed across a variety of genres:</p> <ul style="list-style-type: none"> -text-to-self connections -text-to-text connections -text-to-world connections <p>3.5. Continue to use various formats of print and digital dictionaries to aid comprehension of text across a range of genres.</p> <p><i>Read and view to develop vocabulary</i></p> <p>3.6 Expand vocabulary through reading a range of authors, topics, and genres with a focus on attention on words and their derivatives.</p> <p>3.7 Utilize with greater competence, print, digital and personal dictionaries to comprehend unfamiliar words and add them to vocabulary repertoire.</p> <p>3.8. Continue to gain vocabulary through engagement of visual and graphical presentations:</p> <ul style="list-style-type: none"> -movies -videos -art -posters -infographics -advertisements. <p>3.9. Continue to build vocabulary through the use and application of:</p> <ul style="list-style-type: none"> - homonyms (homophones & homographs) - antonyms



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
		<ul style="list-style-type: none"> - synonyms. <p>3.10. Utilize existing knowledge of figurative devices to enhance understanding of text:</p> <ul style="list-style-type: none"> - similes - metaphors - onomatopoeia - personification - alliteration. <p>3.11. Continue to extend vocabulary through the use of words encountered in cross-curricular content.</p> <p>3.12. Extend the ability to apply knowledge of word structure to read unfamiliar vocabulary:</p> <ul style="list-style-type: none"> - word roots - prefixes - suffixes - inflectional endings. <p><i>Read and view to recognise and use language structures</i></p> <p>3.16. Demonstrate a deeper understanding of how the flexibility of word order can be used to impact meaning.</p> <p>3.17. Continue to apply knowledge of how reading fluency impacts understanding</p> <p>3.18 Deepen participation in shared reading opportunities to:</p> <ul style="list-style-type: none"> - improve fluency - guide intonation - convey the mood and intent of the text - expand vocabulary - increase comprehension. <p>3.19 Strengthen the awareness of how intentional word choice and phrasing may be used to persuade the reader and / or describe persons and events in positive or negative ways.</p> <p><i>Read and view to interact with and meaningfully apply Early/Transitional graphophonic cues to a variety of genres and text forms</i></p> <p>3.20 Improve reading comprehension by independently using background information and context clues to understand and apply unfamiliar words.</p>



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
		<p>3.21 Improve reading comprehension through analytical word recognition with knowledge of roots, prefixes, suffixes, and syllabication</p> <p>3.22 Strengthen independent use of phonological patterns and word analysis to decipher words, improving reading speed, accuracy, and comprehension:</p> <ul style="list-style-type: none"> - vowel patterns - common digraphs - diphthongs - complicated letter patterns - words with silent letters. <p><i>Read and view to develop understanding and recognise how the use of genres and text features influence meaning</i></p> <p>3.23 Apply background knowledge and information from poetry, expository, narrative, persuasive, and descriptive texts to make and modify predictions.</p> <p>3.24 Differentiate, with greater competence, main ideas from supporting information in poetry, expository, narrative, persuasive and descriptive texts</p> <p>3.25. Demonstrate appropriate use of prior knowledge of written and visual information to form a judgment about a particular point or issue</p> <p>3.26 Exhibit a strong understanding of meaningful and critical use of text features to locate and use information (titles, subtitles, table of contents, glossary, index, etc.)</p> <p>3.27. Appreciate the contribution of visual text components to facilitate comprehension and promote a deeper understanding of poetry, exposition, narration, and description.</p> <ul style="list-style-type: none"> - fonts - charts - images - pictures - maps - <p><i>Read and view to develop understanding and recognise how vocabulary and language use influence the meaning and mood of the text</i></p>



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
		<p>3.28 Strengthen ability to recognize and provide examples of how author's choice of vocabulary, phrases, and sentences evoke emotions, enhance description, and create humour.</p> <p>3.29 Provide examples to how to analyse how illustrations that create mood in visual text.</p> <p>3.30 Use prior knowledge to discuss the effectiveness and possible hidden or persuasive (negative or positive) messages of emoticons and social media posts.</p>
	<p>Learners will develop their understanding of how an author's choice of vocabulary, language, genre, text form, text features and style influence the meaning of text and define the author's craft</p>	<p><i>Read and view to develop understanding of how author's purpose and style influence meaning</i></p> <p>4.1 Continue to compare and contrast understanding of authors' strategies to influence the purpose and form of various formats of fiction, nonfiction, poetry, and drama.</p> <p>4.2 Demonstrate growing awareness that fiction, nonfiction, and poetry reflect a purpose and a point of view.</p> <p>4.3 Identify different purposes for reading from selected passages.</p> <p>4.4 Describe the author's theme/purpose and cite supporting evidence.</p> <p>4.5 Respond critically to text by identifying instances where language is being used to manipulate, persuade, or control.</p> <p>4.6 Discuss text with reference to purpose and style of a variety of illustrators of fiction, nonfiction, and poetry</p> <ul style="list-style-type: none"> - to inform - to entertain - to persuade. <p>4.7 Demonstrate understanding of an author's style of plot development of fiction: fables, folk tales, fairy tales, and adventure stories.</p> <ul style="list-style-type: none"> - use of time sequence - use of descriptive language - use of dialogue. <p><i>Read and view to develop understanding and recognise use of genres and text features influence meaning</i></p>



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
		<p>4.8 Identify different genres of texts such as fiction, nonfiction, poetry, and drama and explain how each genre influences the reader's understanding and interpretation of the text.</p> <p>4.9 Recognize and analyse text features such as headings, subheadings, illustrations, and captions to understand their influence on the meaning and comprehension of the text.</p> <p>4.10 Compare and contrast the use of paragraphing in fiction and nonfiction texts to understand how it impacts the organization and clarity of ideas.</p> <p>4.11 Analyse stanzas and rhyme schemes in poetry to comprehend how they contribute to the overall meaning and mood of the poem.</p> <p>4.12 Examine dialogue markers (e.g., said, shouted, nodded, exclaimed, etc.), scenes, and stage directions in drama to understand their role in shaping characters, conflicts, and plot development.</p> <p>4.13 Generate questions based on graphical representations e.g., charts, diagrams, posters, billboards, videos, etc.</p> <p><i>Read and view to develop understanding of how vocabulary and language use influence the meaning and mood of the text</i></p> <p>4.14 Recognise how authors use imagery, descriptive language, and vocabulary to create the tone and mood within the text</p> <p>4.15 Analyse the purpose of messages relayed through social media platforms as agents to inform, influence, misinform, bully, entertain, etc.</p> <p>4.16 Identify examples of how an author uses and develops characters through:</p> <ul style="list-style-type: none">- descriptive language- informal and formal language- Home Language(s) and Standard English- dialogue <p>4.17 Recognize and interpret authors' viewpoints through critical lens to determine the implied and explicit messages</p> <ul style="list-style-type: none">- in all genres- in advertisements- in product labels <p>4.18 Further develop understanding of an illustrator's use of implied and explicit messages</p>



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
		4.19 Recognize how vocabulary usage creates imagery and aids interpretation and understanding of text
Writing and Representing	<p>Learners will generate, gather, and organize thoughts to explore, clarify and reflect on thoughts, feelings, and experiences as they create a written or representative draft, independently and collaboratively, for a range of audiences and purposes</p> <p><i>Write and represent to generate and gather thoughts to explore ideas, feelings, and experiences</i></p> <p><i>Write and represent, using organisational strategies to arrange thoughts to explore, clarify and reflect on ideas, feelings, and experiences to generate and gather thoughts to explore ideas, feelings, and experiences</i></p> <p><i>Write and represent to create a written or representative draft</i></p>	<p>5.1 Generate, gather and organize ideas and information to write for an intended purpose and audience.</p> <p>5.2 Reflect on and identify strengths as writers, areas of improvement and the strategies found most useful at different stages of the writing process.</p> <p>5.3 Brainstorm with paper based and digital text based or visual content for short research projects that build knowledge about a topic.</p> <p>5.4 Continue to use personal interests or community experiences, music, books, documentaries, videos, pictures as writing prompts.</p> <p>5.5 Maintain writing portfolios - drafts, revisions, personal writing prompts, etc.</p> <p>5.6 Use a variety of paper-based and digital resources to gather information to support and enhance the brainstorming process.</p> <p>5.7 Examine samples of different genres as models for organizing a sequence of events, changes in setting, and character development.</p> <p>5.8 Develop competence in organizing and arranging ideas and information to write for an intended purpose and audience.</p> <p>5.9 Organize and strengthen writing during drafting stage</p> <p>5.10 Create and use simple paper based or digital graphic organizers to aid the organization of ideas (e.g., five-finger plan, story map, web, list, five Ws, and graphic organizers for specific forms of writing.)</p> <p>5.11 Continue to explore and experiment with various ways to express thoughts and ideas in various text forms (e.g., Narrative, Descriptive, Expository, Persuasive).</p>



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
		<p>5.12 Continue to utilize strategies to organize ideas into a draft that supports the topic, enhances clarity, and sequences logically.</p> <p>5.13 Demonstrate understanding by using linking words and phrases to develop a logical progression of ideas and thoughts (e.g., linking/connecting words for emphasis, contrast, reasoning, illustration, etc.).</p> <p>5.14 Continue to explore and represent in written pieces:</p> <ul style="list-style-type: none"> - introductory/topic sentences - concluding sentences - paragraphs - a range of vocabulary to match the genre and purpose of the writing. <p>5.15 Continue to develop purpose and use of the form of simple, compound, and complex sentences.</p> <p>5.16 Build on existing knowledge of the various genres:</p> <ul style="list-style-type: none"> - narrative writing - expository writing - descriptive writing - persuasive writing - poetry - (various patterns of rhyme, limerick, shape, haiku) - book reports.
	<p>Learners will revise the organization and language use in drafted writing or representation, collaboratively and independently, for a variety of purposes and audiences</p>	<p><i>Write and represent to revise organisation styles of draft writing and representation</i></p> <p>6.1 Analyse and identify different organization styles used in written drafts and representations, including narrative, descriptive, expository, persuasive structures</p> <p>6.2 Evaluate the effectiveness of organization styles within various subgenres.</p> <p>6.3 Revise written drafts to improve organization by selecting and applying appropriate organization styles based on the purpose, audience, and content of the writing.</p> <p>6.4 Demonstrate proficiency in using graphic organizers, outlines, and other planning tools to structure and organize ideas effectively in written drafts.</p> <p>6.5 Communicate ideas clearly and coherently through written drafts, employing transitions, topic sentences, and logical sequencing to enhance organization and flow.</p> <p>6.6 Reflect on personal and peer own writing process and share strategic decisions to refine organization styles based on feedback from peers and teachers.</p>



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
	<i>Write and represent to develop language use when revising written drafts (vocabulary)</i>	<p>6.7 Apply principles of organization learned in writing drafts to other forms of representation, such as presentations, posters, and multimedia projects, to effectively communicate information and ideas.</p> <p>6.8 Expand vocabulary by identifying and incorporating a variety of precise and descriptive vocabulary words into their written drafts.</p> <p>6.9 Demonstrate the ability to select synonyms and antonyms to enhance the clarity, depth, and richness of their vocabulary choices in written compositions.</p> <p>6.10 Apply context clues and word analysis strategies to infer the meanings of unfamiliar vocabulary words encountered in texts or oral language and effectively incorporate them into their writing.</p> <p>6.11 Revise and refine t written drafts by replacing generic or repetitive vocabulary with more specific and nuanced language to convey precise meanings and evoke vivid imagery.</p> <p>6.12 Analyse the impact of word choice on the tone, mood, and overall effectiveness of their written compositions, making deliberate decisions to select vocabulary that aligns with the intended purpose and audience.</p> <p>6.13 Reflect on their vocabulary learning process, identifying strengths and areas for growth, and setting goals for further expanding and diversifying their vocabulary skills in future writing endeavours.</p> <p>6.14 Engage in peer collaboration and feedback sessions to receive input on their vocabulary usage in written drafts, providing constructive suggestions for improvement and implementing revisions based on peer and teacher feedback.</p>
	<i>Write and represent to develop language use when revising written drafts (grammar and sentence fluency)</i>	<p>6.15 With increased independence, identify and correct grammatical errors in written drafts, including errors related to verb tense, subject-verb agreement, punctuation, and sentence structure.</p> <p>6.16 Revise written drafts to enhance sentence fluency, ensuring that sentences are varied in length and structure, and flow smoothly from one to the next.</p>



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
		<p>6.17 Apply knowledge of sentence-level grammar rules and conventions to improve the clarity, coherence, and readability of written compositions.</p> <p>6.18 Demonstrate mastery of transitional devices and cohesive elements to connect ideas within and between sentences, paragraphs, and sections of written drafts.</p> <p>6.19 Analyse the impact of different sentence structures and stylistic choices on the overall effectiveness and tone of written compositions.</p> <p>6.20 Collaborate with peers to provide and receive constructive feedback on grammar and sentence fluency in written drafts, incorporating feedback to revise and improve the quality of writing.</p> <p>6.21 Reflect on personal growth and development in language use, identifying areas of strength and areas for improvement in grammar and sentence fluency skills.</p> <p>6.22 Apply revision strategies and techniques learned in the writing process to independently revise and polish written drafts for grammar and sentence fluency prior to final submission.</p> <p><i>Write and represent to develop language use</i></p> <p>6.23 Demonstrate an enhanced ability to effectively express ideas and convey meaning through written and visual representations, employing appropriate language use, clarity, and coherence.</p> <p>6.24 Understand and use formal, informal, Home Language and Standard English as appropriate to the purpose, topic, setting, plot line and characters in writing.</p> <p>6.25 Continue to engage in individual and peer revision opportunities to share drafts and provide/ receive feedback on elements of grammar and sentence fluency such as:</p> <ul style="list-style-type: none"> -use of simple verb tenses (e.g., I walked; I walk; I will walk) -comparative and superlative adjectives and adverbs, - form and use possessives. -subject and verb and pronoun-antecedent agreement -use of simple, compound and complex sentence patterns -determining complete and incomplete sentences



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
		<p>6.26 Make use of reference material (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases for use in their writing.</p> <p>6.27 Make use of figurative language to revise and enhance their writing (e.g., similes, metaphors, onomatopoeia, hyperbole, idioms, alliteration, etc.)</p>
	<p>Learners will use their knowledge of spoken language, written language and writing conventions to refine the precision and enhance the meaning and clarity of their written work</p> <p><i>Develop and make use of the writing conventions to enhance the meaning and clarity of their written work with increased attention to develop spelling conventions</i></p> <p><i>Write and represent to develop punctuation conventions to enhance the meaning and clarity of their written work</i></p> <p><i>Write and represent to develop presentation formats to enhance the meaning and clarity of their written work</i></p>	<p>7.1 Continue to apply learning and further develop personal proficiency in spelling, contributing to the overall quality of written work (affixes, synonyms, antonyms, root words).</p> <p>7.2 Transfer understanding of spelling conventions across various subjects.</p> <p>7.3 Further develop self-monitoring strategies to notice and correct spelling errors</p> <p>7.4 develop proficiency in the use of punctuation conventions, including: full stops - commas - apostrophes - other punctuation marks as needed to accurately convey meaning and enhance the clarity of written work.</p> <p>7.5 Begin to make decision about the strategic use of punctuation, considering the potential impact on sentence structure and overall coherence of the passage.</p> <p>7.6 Connect punctuation choice to decisions about style and format.</p> <p>7.7 Employ a range of presentation formats r based on the nature of the content and the intended audience</p> <p>7.8 Integrate visual elements, including images, charts, graphs, and other graphics, into written work to enhance overall clarity and appeal to the reader.</p> <p>7.9 Publish written work for varying audiences using various tools</p>



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
		<p>7.10 Engage in collaborative projects to create and present written content using various formats.</p> <p>7.11 Add titles, cover images, tables of content, glossaries, book blurbs, information about the author, etc. as needed.</p>
Grade 6		
Speaking and Listening	Learners will explore, use, and critically apply oral language for pleasure, personal growth, to form and foster relationships and to develop an appreciation and celebration of culture and of oral languages	<p><i>Listen and speak for pleasure and personal growth</i></p> <p>1.1 Participate in opportunities to develop oral language through class discussions, debates, storytelling, oral poetry, and singing.</p> <p>1.2 Continue to explore a variety of genres and styles in spoken language on topics of interest and personal growth (conversations, debates, poetry, storytelling, interviews, etc.).</p> <p>1.3 Express preferences in written, visual, and oral communication genres and styles and explain the reasons behind their choices.</p> <p>1.4 Use technology to enhance listening and speaking skills, such as recording and listening to their own speech, creating podcasts, live streams, videos.</p> <p>1.5 Speak and listen critically to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.</p> <p>1.6 Listen to oral presentations to identify useful details for application.</p> <p>1.7 Listen to speeches, songs, poems etc. to determine literal and inferential meaning.</p> <p>1.8 Listen to traditional stories and songs to learn about culture, history, and social justice issues, such as the impact of colonialism.</p> <p>1.9 Listen to audio material to expand cultural perspectives/ identify differences among cultures and subcultures.</p> <p>1.10 Formulate and ask questions for clarification (that require background or contextual information).</p> <p>1.11 Apply knowledge of Home Language(s) and Standard English to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when listening.</p>



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
		<p>1.12 Use vocabulary appropriate to topic and audience (e.g., content specific words such as ‘global warming’, ‘critical thinking’, etc.)</p> <p>1.13 Demonstrate command of the purpose of the conventions of using Standard English grammar and usage..</p> <p>1.14 Use precise language and domain-specific vocabulary as necessary to inform about or explain the topic</p> <p>1.15 Integrate and evaluate information presented in diverse media and formats, including visually and orally.</p> <p><i>Listen and speak to form and foster relationships</i></p> <p>1.16 Contribute -thoughts, ideas, and questions to class or peer group discussions and compare their own ideas with those of peers.</p> <p>1.17 Listen critically to others’ ideas or opinions and points of view.</p> <p>1.18 Present/discuss in their own words, information that is accurate, states a topic, follows an organizational structure, and includes specific and relevant examples and details (e.g., results of a scientific experiment, historical or recreational event)</p> <p>1.19 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>1.20 Demonstrate attentive listening in non-verbal ways (e.g., take notes, sketch or diagram key ideas, nod to show agreement, use facial expressions).</p> <p>1.21 Synthesize viewpoints of others and discuss options to resolve any outstanding differences.</p> <p>1.22 Use appropriate strategies for making connections with audience (e.g., position themselves so others can see and hear, use body language such as smiling or making eye contact).</p> <p>1.23 Identify, in conversation with teacher and peers, the strategies they found most useful before, during and after listening and speaking and what steps they can take to improve their oral communication skills.</p> <p>1.24 Identify persuasive and propaganda techniques used in television and identify false and misleading information.</p> <p>1.25 Evaluate a speaker’s point of view, reasoning, and use of evidence.</p>



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
	<i>Listen and speak to develop appreciation and celebration of culture and oral languages</i>	<p>1.26 Explain their own viewpoints and give reasons and if applicable, support judgments through references to a text and prior knowledge and other sources of evidence.</p> <p>1.27 Use knowledge of language and its conventions when speaking or listening.</p> <p>1.28 Adapt speech to a variety of contexts and tasks, using formal English and native language when appropriate to task and situation.</p> <p>1.29 Recognize variations from standard English in their own and others' speaking; identify and use strategies to improve expression in conventional language.</p> <p>1.30 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>1.31 Identify parts of oral/audio presentations which contain required details/information</p> <p>1.32 Interact with sensitivity and respect, considering the situation, audience, and purpose.</p>
Reading and Viewing	Learners will demonstrate a variety of ways to use background knowledge and interests to select and engage critically with a range of culturally diverse paper based, visual, and digital texts for pleasure and personal growth	<p><i>Read and view to use background knowledge and interests to select books</i></p> <p>2.1 Select a range of varied and engaging paper-based, digital, visual texts for Independent Reading based on:</p> <ul style="list-style-type: none"> - Interests - Learning needs - Appropriate level of difficulty - Various genres - Diverse cultures - Subject area research. <p>2.2 Utilize background knowledge to :</p> <ul style="list-style-type: none"> - Better comprehend a topic, picture, or title before, during and after reading - Question and analyse information in text read - Share connections between their experiences and the themes or settings of the books read.



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
		<p>2.3 Read a wide range of genres and formats to experience literature from the Caribbean and other cultures during Independent Reading Time.</p> <p>2.4 Reflect on and identify their strengths and areas for improvement as readers while utilizing the strategies they found most useful during reading.</p> <p><i>Read and view to engage critically with a range of texts for pleasure</i></p> <p>2.5 Use pictures and illustrations, word structures and text features in chosen texts to locate information and verify their understanding of the information:</p> <ul style="list-style-type: none"> - Table of contents - Headings and subheadings - Glossaries - Indices - Structures of narrative and different types of expository text and key ideas <p>2.6 Continue to develop and demonstrate critical questioning strategies to gather information from favourite visual, musical, and written text re:</p> <ul style="list-style-type: none"> - Point of view/perspective - Purpose - Bias - Subtle and persuasive messages - Cultural perspective <p>2.7 Apply problem-solving strategies to follow increasingly complex written multi-step instructions effectively (e.g., how to conduct and experiment, assemble a product, or play a game) while reflecting on their learning processes.</p> <p><i>Read and view to select and engage critically with a range of texts for personal growth</i></p> <p>2.8 Use Independent Reading Time to develop: reading fluency (accuracy, phrasing, and intonation)</p> <ul style="list-style-type: none"> -Recognise quotation marks and marker words (said, shouted, whispered, etc.) to determine the mood of the speaker in the text -Connect punctuation in text to meaningful interpretation of sentences and paragraphs -Change the rate of reading depending on the mood of the text



Strand	Essential Learning Outcome	Specific Curriculum Outcomes
		<ul style="list-style-type: none"> -Practice meaningful word solving strategies (root word, chunking, affixes, context clues) -Searching for evidence within a text. -Develop the art of skimming and scanning <p>2.9 Use all sources of information (meaning, structure, visual) to self-monitor, search, self-correct, and check, with instructional-level text.</p> <p>2.10 Develop an understanding of how illustrations enhance mood, establish setting, and advance plot in written or visual text</p> <p>2.11 Foster critical thinking skills and appreciation for the relationship between words and images in storytelling.</p> <p>2.12 Apply higher-order thinking skills including analysis, synthesis, inference, and application to critically evaluate visual and/or text-based information</p> <p>2.13 Deepen understanding of the purpose and influences of different types of popular texts (e.g., websites, advertisements, social media, etc.</p>
	<p>Learners will interact with understanding and critical thought to a variety of genres and text forms using vocabulary, comprehension strategies, and graphophonic cues</p>	<p><i>Read and view to interact with understanding and critical thought to a wide range of genres and text forms using comprehension strategies</i></p> <p>3.1 Use prior knowledge and critical thinking skills to support increased comprehension within the Proficient range of text difficulty.</p> <p>3.2. Demonstrate continuing ability to use a repertoire of comprehension strategies, including those listed below, to understand and critique a range of genres and text forms:</p> <ul style="list-style-type: none"> - Determining the main idea - Making connections - Predicting - Visualising - Sequencing - Inferring - Analysing - Synthesising - Summarizing - Questioning. <p>3.3. Continue to utilize contextual clues to derive meaning from language used in a variety of genres.</p>



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	<i>Read and view to develop vocabulary</i>	<p>3.4. Expand the process of making connections to promote understanding of information read and viewed across various genres:</p> <ul style="list-style-type: none"> - Text-to-self connections - Text-to-text connections - Text-to-world connections. <p>3.5. Continue to utilize print and digital dictionaries to aid comprehension of written text across a range of genres.</p> <p>3.6. Deepen and widen vocabulary through reading a range of genres, topics, and works produced by a variety of authors.</p> <p>3.7. Utilize with greater competence, print, visual, digital, and personal dictionaries to comprehend unfamiliar words and add them to the vocabulary repertoire.</p> <p>3.8. Continue to gain vocabulary through the engagement of visual and graphical presentations:</p> <ul style="list-style-type: none"> - Movies - Videos - Art - Posters - Infographics - Advertisements. <p>3.9. Continue to build vocabulary through the use and application of:</p> <ul style="list-style-type: none"> - Homonyms (homophones & homographs) - Antonyms - Synonyms <p>3.10. Utilize existing knowledge of figurative devices to enhance understanding of text:</p> <ul style="list-style-type: none"> - Similes - Metaphors - Onomatopoeia - Personification - Alliteration <p>3.11. Continue to extend vocabulary through the use of words encountered in cross-curricular content.</p> <p>3.12. Extend the ability to apply knowledge of word structure to read unfamiliar vocabulary:</p>



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		<ul style="list-style-type: none"> - Identifying root words - Expanding root words with the meaningful use of: - Prefixes - Suffixes - Inflectional endings. <p><i>Read and view to recognise and use language structures</i></p> <p>3.13. Demonstrate a deeper understanding of how word order impacts meaning.</p> <p>3.14. Continue to apply knowledge of how reading fluency impacts understanding.</p> <p>3.15 Deepen participation in reading opportunities to:</p> <ul style="list-style-type: none"> - Improve fluency - Guide intonation - Convey the mood and intent of the text - Expand vocabulary - Increase comprehension <p>3.16 Strengthen the awareness of how intentional word choice, phrasing, formal or informal language structures may be used to describe or influence persons and events in positive or negative ways.</p> <p><i>Read and view to interact with and meaningfully apply Late Transitional/Proficient graphophonic cues to a variety of genres and text forms</i></p> <p>3.17 Improve reading comprehension by confidently using background information and context clues to grasp and understand unusual words.</p> <p>3.18 Improve reading comprehension and word recognition by applying knowledge of roots, prefixes, suffixes, and syllabication.</p> <p>3.19 Strengthen comprehension, reading speed, and accuracy by applying known vocabulary, and word analysis strategies to decipher words:</p> <ul style="list-style-type: none"> - Common and novel vowel patterns - Common digraphs - Diphthongs - Unexpected letter patterns - Words with silent letters. <p><i>Read and view to develop understanding and recognise how the use of genres and text features influence meaning</i></p>



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		<p>3.20 Apply background knowledge and information from poetry, expository, narrative, persuasive, and descriptive texts to make and modify predictions about text.</p> <p>3.21 Differentiate, with greater competence, main ideas from supporting information in poetry, expository and narrative text.</p> <p>3.22 Apply prior knowledge of written and visual information to form a conclusion or judgment about a particular topic or issue.</p> <p>3.23 exhibit a strong understanding of meaningful and critical use of individual or selected text features to locate and use information (titles, subtitles, table of contents, glossary, index, etc.)</p> <p>3.24 Appreciate the contribution of visual components make to facilitate comprehension and promote a deeper understanding of poetry, exposition, narration, and description.</p> <ul style="list-style-type: none"> - Fonts - Charts - Images - Pictures - Maps - Icons - Numerical symbols <p><i>Read and view to develop understanding of how vocabulary and language use influence the meaning and mood of the text</i></p> <p>3.25 Recognize, provide examples and explain how author's choice of vocabulary, phrases, and sentences evoke emotions, enhance description, create humour, persuade, or inform.</p> <p>3.26 Provide examples to demonstrate how illustrators use a variety of techniques create and/or enhance mood in visual text.</p> <p>3.27 Utilize prior knowledge to discuss the effectiveness and possible use emoticons and social media posts to convey misinformation or disinformation.</p>
	<p>Learners will develop their understanding of how an author's choice of vocabulary, language, genre, text form, text features and</p>	<p><i>Read and view to develop understanding of how the author's purpose and style influence meaning</i></p>



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	style influence the meaning of text and define the author's craft	<p>4.1 Continue to compare and contrast how authors chose a genre of fiction, nonfiction, poetry, song, and drama to convey their message.</p> <p>4.2 Demonstrate growing awareness of how authors' choice of genre reflects the text's purpose and point of view.</p> <p>4.3 Identify and reflect on different personal and social purposes for reading print based or digital text.</p> <p>4.4 Describe the author's theme/purpose and cite supporting evidence from the text.</p> <p>4.5 Respond critically to text by identifying instances where language is being used positively or negatively to manipulate, persuade, or control.</p> <p>4.6 Discuss texts regarding the purpose and style of a variety of illustrators of fiction, nonfiction, and poetry</p> <ul style="list-style-type: none"> - To inform - To entertain - To persuade <p>4.7 Demonstrate understanding of an author's style of plot development of fiction: fables, folk tales, fairy tales, and adventure stories.</p> <ul style="list-style-type: none"> - Use of traditional and nontraditional time sequence - Use of descriptive language - Use of formal and informal dialogue <p><i>Read and view to develop an understanding and recognise the use of genres and text features to influence meaning</i></p> <p>4.8 Identify different genres of texts such as fiction, nonfiction, poetry, song, and drama, and explain how each genre influences the reader's understanding and interpretation of the text.</p> <p>4.9 Recognize and analyse text features such as headings, subheadings, illustrations, captions, etc. to understand their influence on the meaning and comprehension of the text.</p> <p>4.10 Identify examples of how an author uses and develops characters through:</p> <ul style="list-style-type: none"> - Descriptive language - Setting - Informal and formal language - Home Language(s) and Standard English - Dialogue



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		<p>4.11 Recognize and interpret authors' viewpoints through critical lens to determine the implied and explicit messages:</p> <ul style="list-style-type: none"> - In all genres - In advertisements - In product labels <p>4.12 Further develop understanding of an illustrator's use of implied and explicit messages</p> <p><i>Recognise how vocabulary usage creates imagery and aids interpretation and understanding of text</i></p> <p>4.13 Identify descriptive words and phrases in a text and analyse how these contribute to creating vivid mental images.</p> <p>4.14 Determine the connotative meaning of words and phrases and explain how these contribute to the mood and tone of the text.</p> <p>4.15 Use context clues to infer the meaning of unfamiliar vocabulary and explain how understanding these words enhances comprehension of the text.</p> <p>4.16 Use specific vocabulary to create imagery in their own writing, demonstrating an understanding of how word choice can influence interpretation.</p> <p>4.17 Evaluate how an author's choice of vocabulary affects the reader's understanding and interpretation of a text, providing examples from the text to support their evaluation.</p>
Writing and Representing	<p>Learners will generate, gather, and organize thoughts to explore, clarify and reflect on thoughts, feelings, and experiences as they create a written or representative draft, independently and collaboratively, for a range of audiences and purposes.</p> <p><i>Write and represent to generate and gather thoughts to explore ideas, feelings, and experiences</i></p>	<p>5.1 Use a variety of strategies to generate and organize ideas for writing (e.g., brainstorming, listing, outline, freewriting, webs, clusters, graphic organizers, mind map)</p> <p>5.2 Identify and maintain the topic, purpose, audience, and form of writing throughout the brainstorming process.</p> <p>5.3 Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>5.4 Use a variety of paper-based and digital resources to gather information to support and enhance the brainstorming process.</p>



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	<p><i>Write and represent, using organisational strategies, to arrange thoughts to explore, clarify and reflect on ideas, feelings, and experiences</i></p>	<p>5.5 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work; and provide a list of sources.</p> <p>5.6 Maintain a writing journal and use it as a resource for ideas for writing.</p> <p>5.7 Use a draft to construct and convey meaning in written language, matching style to audience and purpose.</p> <p>5.8 Connect draft writing to personal understanding of a variety of literary genres.</p> <p>5.9 Write entries in journals on a range of topics e.g., responses to literature, dialogue with peer or teacher, learning logs, etc.</p> <p>5.10 Analyse samples of effective and engaging writing in various forms and genres.</p> <p>5.11 Use standard formats, conventions, and language features when writing a variety of text types, e.g., journals, e-mails, formal letters, reports, summaries.</p> <p>5.12 Create a variety of simple poems including free verse using sensory details and literary devices, with a focus on using descriptive vocabulary.</p>
	<p><i>Write and represent to create a written or representative draft</i></p>	<p>5.13 Write narratives to develop real or imagined experiences (personal, realistic fiction, imaginary) or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>5.14 Use narrative techniques, such as dialogue and description to develop experiences and events.</p> <p>5.15 Use literary devices, such as similes, metaphors, hyperbole, and personification effectively in writing.</p> <p>5.16 Link ideas, opinion, and rationale using words, phrases, and clauses, (e.g., <i>consequently, specifically</i>).</p> <p>5.17 Produce expository pieces (5 paragraphs) in which there is clear evidence of organization, development, and conclusion according to the target audience and purpose for writing e.g., cause and effect, writing to inform, explain, give directions, give reasons, problem/solutions etc.</p>



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		<p>5.18 Produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques (e.g., a public announcement, school newspaper, a poster, advertisement, social media campaign to raise awareness, a computer-generated cover design, including special fonts to enhance a published piece of writing.</p> <p>5.19 Write a persuasive piece with a specific audience in mind that clearly introduces a position and is justified with three clear reasons and relevant evidence to support the writer's purpose and a conclusion to restate the purpose.</p> <p>5.20 Use precise words and phrases, relevant descriptive details, and sensory language to produce a vivid descriptive piece.</p> <p>5.21 Write formal and informal forms of written communications using a suitable format, tone and language most appropriate to the intended audience e.g. Simple notices, announcements and thank you notes, letters, emails, etc.</p> <p>5.22 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic</p> <p>5.23 Write responses to literature e.g., a book report or book review, an interpretation of the text that demonstrates understanding.</p> <p>5.24 Produce text such as drama script, a comic strip, and cartoons in response to a text read or viewed</p> <p>5.25 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
	<p>Learners will revise the organization and language use in drafted writing or representation, collaboratively and independently, for a variety of purposes and audiences</p>	<p>Write and represent to revise organisation styles of draft writing and representation</p> <p>6.1 Revise to improve the content and clarity of their written work, using a variety of strategies e.g., sticky notes, read aloud, acronyms, checklist, peer feedback, etc.</p> <p>6.2 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.</p> <p>6.3 Utilize the six traits of writing to craft diverse, well-defined essays tailored to various purposes and audiences .(e.g., ideas, sentence fluency, effective word choice, voice, organization that is meaningful, logical, and effective; identifying an audience, genre, and form</p> <p>6.4 Develop competence in the use of assessment strategies and checklists to improve the organisation of a draft</p>



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	<p><i>Write and represent to develop language use when revising written drafts (vocabulary)</i></p> <p><i>Write and represent to develop language use when revising written drafts (grammar and sentence fluency)</i></p>	<p>6.5 Use selected words that match the desired mood or feeling of a poem, replacing basic writing more emotionally impactful words or phrases.</p> <p>6.6 Use a variety of transitional words, phrases, and clauses to effectively manage the sequence of events.</p> <p>6.7 Use concrete words and phrases and sensory words and details to convey experiences and events precisely.</p> <p>6.8 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analysing meaningful word parts, and consulting general reference materials, as appropriate.</p> <p>6.9 Use words/phrases from other subject areas and from reading in developing texts.</p> <p>6.10 Demonstrate understanding of figurative language (similes, metaphor, personification, and hyperbole), word relationships, and nuances in word meanings.</p> <p>6.11 Use some innovative expressions to enhance interest (e.g., strong verbs; concrete, specific nouns; unusual adjectives; unexpected word order, synonyms and antonyms)</p> <p>6.12 Revise their work to eliminate any errors of concord (subject / verb agreement), and errors of agreement between pronouns and their antecedents.</p> <p>6.13 Use a range of well constructed simple, complex, compound and compound-complex sentences in writing.</p> <p>6.14 Produce complete sentences by monitoring for and self correcting inappropriate sentence fragments and run-ons.</p> <p>6.15 Revise and reorder sentences for clarity and better organisation; select words for their more precise meanings</p> <p>6.17 Use parts of speech correctly to communicate their meaning clearly with focus on the use of:</p>



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		<ul style="list-style-type: none"> - Personal subject and object pronouns - Indefinite and reflexive pronouns - Conjunctions; subordinate and coordinating conjunctions - Adverb phrases - Present, past, continuous and future verb tenses - Prepositional phrase - Comparative adjective and adverbs
	<p><i>Write and represent to develop language use</i></p>	<p>6.17 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>6.18 Establish a consistent point of view in their writing (e.g., first or third person); write from different perspectives.</p> <p>6.19 Maintain consistency in style and tone.</p> <p>6.20 Recognize intentional and unintentional variations from Standard English in their own and others' writing and identify and use strategies to improve expression in conventional language.</p>
	<p>Learners will use their knowledge of spoken language, written language and writing conventions to refine the precision and enhance the meaning and clarity of their written work</p> <p><i>Develop and make use of the writing conventions to enhance the meaning and clarity of their written work with increased attention to develop spelling conventions</i></p> <p><i>Write and represent to develop punctuation conventions to enhance the meaning and clarity of their written work</i></p>	<p>7.1 Monitor and check spelling errors to improve fluency, legibility, and overall effectiveness of a piece of writing.</p> <p>7.2 Spell unfamiliar words using a variety of strategies that involve:</p> <ul style="list-style-type: none"> - Understanding sound-symbol relationships, word structures - Word meanings - Generalizations about spelling - Knowledge of spelling rules and exceptions <p>7.3 Use punctuation to effectively communicate intended meaning e.g., commas, quotation marks, colon, semicolon, hyphen, exclamation mark and brackets</p>



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	<p><i>Write and represent to develop presentation conventions to enhance the meaning and clarity of their written work</i></p>	<p>7.4 Demonstrate a command of the conventions of Standard English - capitalization, spelling and punctuation when writing.</p> <p>7.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>7.6 With some guidance and support, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others.</p> <p>7.7 Select a range of editing, proofreading, and presenting strategies to develop effective pieces of writing and other forms of representation.</p> <p>7.8 Include graphics to explain a concept in simple non-technical terms.</p> <p>7.9 Present a portfolio which contains samples of work accumulated since grade four.</p> <p>7.10 Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>7.11 Use the conventions of written language in final products.</p> <p>7.12 Review articles from paper based newspapers, magazines, online articles to identify and correct common errors in spelling, punctuation, language use.</p> <p>Examine with critical thought to identify any instances of partiality in writing.</p>