

SUBJECT: ENGLISH

Strand: Writing

Phonological Awareness			
Concept Question/s: <i>How do we represent the sounds that we hear?</i>			
Pre K 3 Conceptual Understanding/s Language is made up of sounds that we can hear, manipulate and repeat.	Pre K 4 Conceptual Understanding/s Language is made up of spoken sounds that we can hear, manipulate and repeat. The sounds of spoken language can be represented visually.	Kindergarten Conceptual Understanding/s Language is made up of spoken sounds that we can hear, manipulate and repeat. The sounds of spoken language can be represented visually.	Grade 1 Conceptual Understanding/s Language is made up of spoken sounds that we can hear, manipulate and repeat. The sounds of spoken language can be represented visually.
Experiments with tools, materials and mark making Plays with words and sounds that are familiar and/or common Participates in songs, chants or rhymes	Uses scribble writing and letter-like forms (Forerunner) Uses known letters or approximations of letters or symbols to represent writing Begins to show an awareness of sound/symbol relationships Begins to name some personally significant letters Writes own name	Writes own name Uses one to one correspondence between written and spoken words. Identifies the letters by name and sound Writes using monosyllabic sight words Recognizes rhymes, syllables, and sounds in spoken words. Identifies upper and lower case letters Uses 1-2 strategies to spell, e.g. sounding out	Identifies and matches upper and lower case letters by name and sound Knows simple letter patterns (digraphs, blends, and short vowels) and the sounds they represent. Identifies the letters by name and sound Know how to use onset and rime to spell words. Recognizes, reads and uses high frequency sight words Recognizes rhymes, syllables, and sounds in spoken words. Uses a small range of strategies to spell unknown words e.g. chunking, sounding out
Word Knowledge & Meaning			
Concept Question/s <i>How do we use words?</i> <i>How can we use and choose words for impact and precision?</i> <i>How are words connected to place and time?</i>			
Pre K 3 Conceptual Understanding/s Words help us to label, name and share our thoughts or feelings.	Pre K 4 Conceptual Understanding/s Words help us to label, name and share our thoughts or feelings.	Kindergarten Conceptual Understanding/s Words help us to label, name and share our thoughts or feelings. Words can be written to communicate a message or information.	Grade 1 Conceptual Understanding/s Words can be written to communicate a message or information.

<p>Reacts to spoken words that are routine or personally significant</p> <p>Reacts to visuals (photos, drawing or labels) that are routine or personally significant</p>	<p>Uses new vocabulary in context</p> <p>Shows an awareness of classroom print</p>	<p>Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests, and Units of Inquiry</p> <p>Uses and refers to classroom print and word walls to assist writing</p>	<p>Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including Units of Inquiry</p> <p>Uses and refers to classroom print and word walls to assist writing</p>
<p>Grammar</p> <p>Concept Question/s <i>How do words change according to their purpose?</i> <i>Why is grammar important?</i></p>			
<p>Pre K 3 Conceptual Understanding/s Words have meanings and can be combined to express ideas.</p>	<p>Pre K 4 Conceptual Understanding/s Words have meaning and can be combined to express ideas. Texts are made up of words that make meaning.</p>	<p>Kindergarten Conceptual Understanding/s Words have meaning and can be combined to express ideas. Texts are made up of words that make meaning. Language in written texts is unlike everyday spoken language.</p>	<p>Grade 1 Conceptual Understanding/s Language in written texts is unlike everyday spoken language. Words perform different functions in texts.</p>
	<p>Begins to recognize that texts are made up of words</p>	<p>Recognizes that texts are made up of words and groups of words that make meaning</p> <p>Begins to recognize how capital letters are used for names, and that capital letters and full stops signal the beginning and end of a sentence</p>	<p>Knows that nouns are naming words and identifies some nouns in familiar contexts and texts</p> <p>Recognizes how capital letters are used for names, and that capital letters and full stops signal the beginning and end of a sentence and begins to apply to own writing</p> <p>Begins to identify and use verbs as ‘action words’</p> <p>Begins to identify and use (descriptive – color, shape, size, feelings) adjectives</p> <p>Recognizes and begins to use different types of punctuation, including full stops, question marks and exclamation marks, and begins to understand their purpose</p>
<p>Strategies & Processes</p> <p><i>Which strategies and tools help us to express our ideas and improve our writing?</i></p>			
<p>Pre K 3 Conceptual Understanding/s Everyone can express themselves in writing.</p>	<p>Pre K 4 Conceptual Understanding/s Everyone can express themselves in writing.</p>	<p>Kindergarten Conceptual Understanding/s Everyone can express themselves in writing. Writing is a process and involves planning and organizing our ideas.</p>	<p>Grade 1 Conceptual Understanding/s Writing is a process and involves planning and organizing our ideas.</p>

<p>Shows curiosity about visual information</p> <p>Experiments with mark making</p>	<p>Imitates the act of writing in play</p> <p>Experiments with marks, symbols and drawings to record ideas</p> <p>Relies upon personal experiences as a stimulus for writing</p>	<p>Draws upon semantic, graphophonic and syntactic knowledge when writing, e.g. topic knowledge, sound symbol relationships</p> <p>Talks or draws as a means of planning before writing</p> <p>Decides how own text will be presented</p>	<p>Draws upon semantic, graphophonic and syntactic knowledge when writing, e.g. topic knowledge, sound symbol relationships</p> <p>Talks, draws and writes ideas as a means of planning before writing</p> <p>Decides how own text will be presented</p>
<p>Contextual Understanding</p> <p><i>How does the purpose and audience impact what we write and how we write it?</i></p>			
<p>Pre K 3</p> <p>Conceptual Understanding/s</p> <p>People write to communicate their ideas, feelings and experiences.</p>	<p>Pre K 4</p> <p>Conceptual Understanding/s</p> <p>People write to communicate their ideas, feelings and experiences.</p>	<p>Kindergarten</p> <p>Conceptual Understanding/s</p> <p>People write to communicate their ideas, feelings and experiences.</p> <p>People write in different ways for various reasons.</p>	<p>Grade 1</p> <p>Conceptual Understanding/s</p> <p>People write in different ways for various reasons.</p>
	<p>Adds own symbolic representation to pictures</p> <p>Uses scribbles, shapes, pictures or dictation to represent thoughts or ideas.</p> <p>Engages in discussions about characters in shared literary texts (as a forerunner for pre-writing and reading response)</p> <p>Engages in discussions about information texts such as photos/maps/charts etc. (as a forerunner for pre-writing and reading response)</p>	<p>States purpose of own writing</p> <p>Uses writing with the intention of communicating a message</p> <p>Assigns a message to own written and drawn symbols</p> <p>Demonstrates an awareness that print contains a constant message</p> <p>Talks about how characters and events are represented in literary texts</p> <p>Talks about how people and ideas are represented in informational texts</p> <p>Writes simple recount of experiences including who, what, when, where</p> <p>Writes 1 step instructions with guidance</p>	<p>Provides reasons why people write.</p> <p>States purpose of own writing</p> <p>Writes to communicate a message</p> <p>Talks about how characters and events are represented in literary texts</p> <p>Talks about how people and ideas are represented in informational texts</p> <p>Identifies elements of a story</p> <p>Identifies elements of informational texts such as title, contents etc.</p> <p>Writes 2-4 step directions</p>

Phonological Awareness			
Concept Question/s: <i>How do we represent the sounds that we hear?</i> <i>Which patterns and strategies enable us to spell words?</i>			
Grade 2 Conceptual Understanding/s Language is made up of sounds that we can hear, manipulate and repeat. Recognizing patterns and applying strategies can help us spell familiar and unknown words.	Grade 3 Conceptual Understanding/s Recognizing patterns and applying strategies can help us spell familiar and unknown words.	Grade 4 Conceptual Understanding/s Recognizing patterns and applying strategies can help us spell and manipulate words.	Grade 5 Conceptual Understanding/s Recognizing patterns and applying strategies can help us spell and manipulate words.
Knows the difference between a consonant and a vowel Recognizes and uses most sound-letter correlations including silent letters, vowel-consonant digraphs and many less common sound-letter combinations Uses an increasing range of strategies to spell unknown words. E.g. chunking, sounding out, using visual memory.	Uses phonological understandings to decode and encode multi-syllabic words Using an increasing range of strategies to spell unknown words. E.g. chunking, sounding out, using visual memory.	Uses phonological understandings to decode and encode multi-syllabic words Uses an increasing range of strategies to spell unknown words e.g. using visual memory	Uses phonological understandings to decode and encode multi-syllabic words Selects an appropriate strategy to spell unknown words
Word Knowledge & Meaning			
Concept Question/s <i>How do we use words?</i> <i>How can we use, choose and change words for impact and precision?</i> <i>How are words connected to place and time?</i>			
Grade 2 Conceptual Understanding/s Words can be written to communicate a message or information. Understanding the origin and meaning of a word can help determine its meaning and how the word can be changed to suit a particular purpose.	Grade 3 Conceptual Understanding/s Words can be written to communicate a message or information. Understanding the origin and meaning of a word can help determine its meaning and how the word can be changed to suit a particular purpose.	Grade 4 Conceptual Understanding/s Words can be written to communicate a message or information. Understanding the origin and meaning of a word can help determine its meaning and how the word can be changed to suit a particular purpose.	Grade 5 Conceptual Understanding/s Words can be written to communicate a message or information. Understanding the origin and meaning of a word can help determine its meaning and how the word can be changed to suit a particular purpose.
Uses and experiments with vocabulary choices to suit purpose and audience Develops, uses and refers to word banks Begins to use a dictionary Knows common antonyms and synonyms for frequently used words	Learns and uses Unit-related and technical vocabulary Uses a dictionary and begins to use a thesaurus	Incorporates new vocabulary from a range of sources into own texts, including vocabulary encountered in research. Uses a dictionary and thesaurus to broaden vocabulary and enrich own writing Uses spell-check to effectively check writing	Uses vocabulary to express a greater precision of meaning, and recognizes words can have different meanings in different contexts Use a dictionary, thesaurus, and spell-check confidently to effectively check own writing

Grammar & Conventions			
Concept Question/s <i>How do words change according to their purpose?</i> <i>Why is grammar important?</i>			
Grade 2 Conceptual Understanding/s Words perform different functions in texts. Words can be manipulated in order to change their meaning, function and category.	Grade 3 Conceptual Understanding/s Words perform different functions in texts. Words can be manipulated in order to change their meaning, function and category.	Grade 4 Conceptual Understanding/s Words perform different functions in texts. Words can be manipulated in order to change their meaning, function and category.	Grade 5 Conceptual Understanding/s Words perform different functions in texts. Words can be manipulated in order to change their meaning, function and category.
<p>Knows that nouns represent people, places, things and begins to sort nouns into different categories such as proper, common, and collective and identifies these within texts</p> <p>Writes proper nouns with a capital letter</p> <p>Identifies and uses (descriptive – color, shape, size, feelings, quantity etc.) adjectives</p> <p>Identifies, sorts and uses verbs</p> <p>Identifies verbs that distinguish present, past or future.</p> <p>Begins to identify adverbs and begins to distinguish those that answer ‘how, when, where and why’.</p> <p>Writes compound sentences by using conjunctions such as ‘and, as, but, or, because’.</p> <p>Recognizes that capital letters signal proper nouns, commas separate items in lists, and quotation marks identify direct speech</p>	<p>Knows that nouns represent people, places, things and sorts nouns into different categories such as proper, common, and collective and identifies these within texts</p> <p>Writes proper nouns with a capital letter</p> <p>Knows that nouns can be formed by using prefixes and suffixes.</p> <p>Identifies, sorts and uses different adjectives</p> <p>Identifies, sorts and uses a range of verbs</p> <p>Begins to use more consistent use of tenses in writing to distinguish present, past or future</p> <p>Identifies adverbs and distinguishes those that answer ‘how, when, where and why’ and begins to use in own writing</p> <p>Writes compound sentences by using conjunctions such as ‘and, as, but, or, because’, and begins to use some conjunctive adverbs such as ‘finally, furthermore, for example, consequently’.</p> <p>Identifies and begins to use paragraphs</p> <p>Knows that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters</p> <p>Uses capitals for proper nouns, sentence beginnings, acronyms, abbreviations and titles</p> <p>Begins to use quotation marks to signal speech</p> <p>Recognizes and uses different types of punctuation,</p>	<p>Uses noun groups/phrases and adjective groups/phrases in a variety of ways to provide a fuller description of the person, place, thing or idea</p> <p>Selects specific nouns to add details and interest to a text</p> <p>Consistently uses tenses in writing to distinguish present, past or future</p> <p>Consistently uses plurals in writing</p> <p>Selects specific verbs to add detail and interest to a text, e.g. “moan” compared with “said”</p> <p>Groups adverbs according to how, when, where and why</p> <p>Uses linking devices related to time (e.g. after then, meanwhile etc.), contrast (but, however, nevertheless etc.), cause (since, due to, owing to), and effect (therefore, as a result etc.) See Linking Devices</p> <p>Recognizes and uses different types of punctuation, including full stops, question marks, exclamation marks, speech marks (dialogue) and commas. Begins to understand the purpose and function of colons and semi-colons</p>	<p>Uses and expands noun groups/phrases and adjective groups/phrases in a variety of ways to provide a fuller description of the person, place, thing or idea</p> <p>Selects specific nouns to add details and interest to a text, e.g. “the spaniel” is more specific than “the dog</p> <p>Describes how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity and uses in own writing</p> <p>Consistently uses tenses in writing to distinguish present, past or future</p> <p>Consistently uses plurals in writing</p> <p>Selects specific verbs to add detail and interest to a text, e.g. “moan” compared with “said”.</p> <p>Groups adverbs according to how, when, where and why.</p> <p>Uses adverbs in own writing to elaborate on subject matter</p> <p>Forms cohesive texts through the use of linking devices including pronoun reference and text connectives</p> <p>Uses linking devices related to time (e.g. after then, meanwhile etc.), contrast (but, however, nevertheless etc.), cause (because, due to), and effect (therefore, as a result etc.) See Linking Devices</p> <p>Knows when to use a subject pronoun and object pronoun within a compound sentence</p>

	including full stops, question marks, exclamation marks, and commas		<p>Recognizes how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech and begins to use in these forms</p> <p>Recognizes and uses different types of punctuation, including full stops, question marks, exclamation marks, speech marks (dialogue) commas, colons and semi colons and knows the purpose and function of each</p> <p>Knows that possessives are signaled through apostrophes and uses apostrophes with common and proper nouns</p>
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Strategies & Processes

*Concept question/s:
Which strategies and tools help us to express our ideas and improve our writing?*

Grade 2 Conceptual Understanding/s Writing is a process and involves planning and organizing our ideas.	Grade 3 Conceptual Understanding/s Writing is a process and involves planning and organizing our ideas. Through the process of planning, drafting, editing and revising, our writing improves over time.	Grade 4 Conceptual Understanding/s Writing is a process and involves planning and organizing our ideas. Through the process of planning, drafting, editing and revising, our writing improves over time.	Grade 5 Conceptual Understanding/s Writing is a process and involves planning and organizing our ideas. Through the process of planning, drafting, editing and revising, our writing improves over time.
Draws upon semantic, graphophonic and syntactic knowledge when writing, e.g. text organization, word order	Draws upon semantics, graphophonic and syntactic knowledge when writing. e.g. text organization, word order, vocabulary knowledge	Draws upon semantic, graphophonic and syntactic knowledge when writing (e.g. text organization, word order, vocabulary knowledge, text structure knowledge)	Draws upon semantic, graphophonic, and syntactic knowledge when writing, e.g. world and cultural knowledge, linguistic features, vocabulary knowledge, text structure knowledge
Uses a small range of strategies throughout the writing process e.g. self-questioning	Uses a range of strategies throughout the writing process e.g. determining importance	Uses an increasing range of strategies throughout the writing process e.g. determining importance	Selects appropriate strategies to use throughout the writing process
Talks or draws as a means of planning before writing	Begins to organize ideas before writing e.g. brainstorming, drawing, jotting	Organizes ideas before writing e.g. brainstorming, drawing and jotting	Plans for writing in a range of ways e.g. graphic organizers, story boards
Begins to proofread and edit own writing when directing e.g. editing words adding punctuation	Proofreads, edits, and revises own writing when directed	Proofreads, edits, and revises own writing when directed	Independently proofreads, edits and revises own writing
Creates a published text that is beginning to reflect the intended purpose	Plans for and creates a published text that reflects the intended purpose	Plans for and creates a published text that reflects the intended purpose and needs of the audience	Selects appropriate publication formats to enhance audience understanding and impact

Contextual Understanding

How does the purpose and audience impact what we write and how we write it?

Grade 2 Conceptual Understanding/s People write in different ways for various reasons.	Grade 3 Conceptual Understanding/s Asking questions of ourselves and others helps to make our writing more focused and purposeful. The way we structure and organize our writing helps others to understand and appreciate it.	Grade 4 Conceptual Understanding/s Asking questions of ourselves and others helps to make our writing more focused and purposeful. The way we structure and organize our writing helps others to understand and appreciate it.	Grade 5 Conceptual Understanding/s Asking questions of ourselves and others helps to make our writing more focused and purposeful. The way we structure and organize our writing helps others to understand and appreciate it.
<p>Explains the purpose and audience of a small range of text forms</p> <p>Writes to communicate to an intended audience</p> <p>Talks about the purpose of a piece of writing and the ideas that need to be included.</p> <p>Explains why characters or events are represented in a particular way when composing literary texts</p> <p>Includes the elements of a story in their own writing</p> <p>Explains why people or ideas are represented in a particular way when composing information texts</p> <p>Includes elements of informational texts in their own writing such as title, contents tec.</p> <p>Writes multi-step directions with introduction and conclusion</p>	<p>Explains the purpose and audience of a range of text forms</p> <p>Selects ideas to include in own text to suit purpose and audience</p> <p>Writes about a range of topics for a variety of purposes using literary forms and structures modelled by the teacher and/or encountered in reading.</p> <p>Discusses alternatives about how to represent characters and events when composing literary texts</p> <p>Explains why people or ideas are represented in a particular way when composing information texts</p> <p>Identifies the use of simple devices used in texts</p>	<p>Explains the purpose and audience of a range of text forms</p> <p>Selects ideas to include in own text to suit purpose and audience</p> <p>Writes for a range of purposes, both creative and informative using different types of structures and styles according to the purpose of the writing</p> <p>Discusses alternatives about how to represent characters and events when composing literary texts</p> <p>Explains why people or ideas are represented in a particular way when composing information texts</p> <p>Distinguishes the different features of genres and their purpose</p>	<p>Explains why a particular text form may be more appropriate to achieve a purpose for an intended audience</p> <p>Writes for a range of purposes, both creative and informative using different types of structures and styles according to the purpose of the writing</p> <p>Distinguishes the different features of genres and their purpose</p>