

English Language Arts Proficiency Profile

K-4 Proficiency Profiles show how the **cross-curricular learning progressions** are aligned with, and can support, the curricular competencies in all learning areas and how the **foundational learning progressions** align with the content learning standards in the curriculum.

The **curricular competencies** are the skills, strategies, and processes that students develop over time. They reflect the **"Do"** in the know-do-understand model of learning. Curricular competencies are connected to the core competencies.

The **cross-curricular literacy proficiency descriptors** outline the critical thinking and communication competencies which support the curricular competencies in English Language Arts and in other learning areas.

The **content** learning standards — the **"Know"** of the know-do-understand model of learning — detail the essential topics and knowledge at each grade level.

The **foundational English Language Arts proficiency descriptors** outline key knowledge which is essential to the study of English Language Arts. Teachers can use these descriptors to identify students' areas of strength or areas of needed support in English Language Arts content.

Curricular Competencies (Do)	Cross Curricular Literacy Proficiency Descriptors	Content (Know)	Oral Language, Reading and Writing Foundational Proficiency Descriptors
<p><i>Learning Standard - Required</i></p> <p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> Read fluently at grade level Use sources of information and prior knowledge to make meaning Use developmentally appropriate reading, listening, and viewing strategies to make meaning Use foundational concepts of print, oral, and visual texts Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community Recognize the importance of story in personal, family, and community identity Use personal experience and knowledge to connect to stories and other texts to make meaning Recognize the structure and elements of story <p>• Show awareness of how story in First Peoples cultures connects people to family and community</p> <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> Exchange ideas and perspectives to build shared understanding Identify, organize, and present ideas in a variety of forms 	<p><i>What does proficient student learning look like when students DO the Curricular Competencies</i></p> <p>A proficient Grade 1 student:</p> <p>Comprehend and connect</p> <ul style="list-style-type: none"> identifies text (e.g., oral, visual, digital, etc.) features and applies strategies to identify main ideas and purpose of the text to support understanding. makes connections (e.g., personal experiences, prior knowledge, other text(s)) with text(s). uses observations of texts to make predictions and ask questions. explores texts relevant to the task and purpose. recalls information from the text that is relevant to the task and purpose. identifies similarities and differences within or between texts. <p>Create and communicate</p> <ul style="list-style-type: none"> generates ideas, using experience(s) (e.g., personal, prior learning, etc.) checks (through conversation with teacher or peer, applies prompts, etc.) to ensure that the generated idea(s) are related to the activity. Revises (reworks) idea(s) based on directed and specific feedback. shares ideas using learning area materials (e.g., vocabulary, images, manipulatives). explores a variety of media with which to present idea(s) and information. identifies a reason that supports decisions and/or ideas. 	<p><i>Learning Standard - Required</i></p> <p><i>Students are expected to know the following:</i></p> <p>Story</p> <ul style="list-style-type: none"> elements of story literary elements and devices vocabulary to talk about texts <p>Strategies and processes</p> <ul style="list-style-type: none"> reading strategies oral language strategies metacognitive strategies writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> concepts of print print awareness phonemic and phonological awareness letter formation sentence structure conventions 	<p><i>What does proficient student learning look like when students KNOW the Content Learning Standards</i></p> <p>A proficient Grade 1 student:</p> <p>Story</p> <ul style="list-style-type: none"> includes descriptive details such as text specific words in stories. identifies and generates rhyming words independently, including more complex two-word rhymes. acquires and uses explicitly taught Tier 1, Tier 2 and Tier 3 vocabulary words in various contexts, including other subject areas. has a bank of high frequency words that are read as sight words. uses developing morphological knowledge to analyze and understand new words in context. writes a few loosely related sentences (2-5) to express thoughts and/or ideas with some detail. Fiction writing follows a walking story or climbing story structure and may contain some story language. Non-fiction writing is conversational, with simple descriptions and repeats simple patterns. <p>Strategies and processes</p> <ul style="list-style-type: none"> demonstrates an understanding of the 44 letter sounds (phonemes), including all individual letter sounds (34) and most (7-9) letter teams. communicates more complex sentences using conjunctions, to provide more information. expands sentences using additional describing words (adjectives). identifies sentence types, including statement or question. completes "but" "because" "so" sentences from sentence stems. uses grade appropriate vocabulary to describe actions and emotions, including descriptive words. retells stories or events in detail, using text-specific vocabulary and key details including identifying the main characters, and setting. understands simple prefixes. breaks down compound words. recognizes and decodes 3-4 sound words correctly in simple sentences. reads without sounding out every word (gaining automaticity). begins to decode simple sentences and learning to self-correct errors. starts to recognize and use punctuation marks.

Kindergarten – English Language Arts Proficiency Profile

Curricular Competencies (Do)	Cross Curricular Literacy Proficiency Descriptors	Content (Know)	Oral Language, Reading and Writing Foundational Proficiency Descriptors
<p>Learning Standard – Required</p>	<p>What does proficient student learning look like when students DO the Curricular Competencies</p>	<p>Learning Standard - Required</p>	<p>What does proficient student learning look like when students KNOW the Content Learning Standards</p>
<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Use sources of information and prior knowledge to make meaning • Use developmentally appropriate reading, listening, and viewing strategies to make meaning • Explore foundational concepts of print, oral, and visual texts • Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community • Recognize the importance of story in personal, family, and community identity • Use personal experience and knowledge to connect to stories and other texts to make meaning • Recognize the structure of story <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Exchange ideas and perspectives to build shared understanding • Use language to identify, create, and share ideas, feelings, opinions, and preferences • Create stories and other texts to deepen awareness of self, family, and community 	<p>A Proficient Kindergarten student:</p> <p>Comprehend and connect</p> <ul style="list-style-type: none"> – identifies text (e.g., oral, visual, digital etc.) features and applies strategies to identify main ideas of the text to support understanding. – makes connections (e.g., personal experiences, prior knowledge, other texts) with text(s). – uses observations of texts to make predictions and ask questions. – explores texts relevant to the task and purpose. – recalls information from the text that is relevant to the task and purpose. – identifies similarities and differences within or between texts. <p>Create and communicate</p> <ul style="list-style-type: none"> – generates ideas, using experience(s) (e.g., personal, prior learning, etc.) – checks (through conversation with teacher or peer, applies prompts, etc.) to ensure that the generated idea(s) are related to the activity. – revises (reworks) idea(s) based on directed and specific feedback. – shares ideas, using learning-area materials (e.g., vocabulary, images, manipulatives). – explores a variety of media with which to present idea(s) and information. – identify a reason that supports decisions and/or ideas. 	<p>Students are expected to know the following:</p> <p>Story</p> <ul style="list-style-type: none"> • structure of story • literary elements and devices <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • concepts of print • letter knowledge • phonemic and phonological awareness • letter formation • the relationship between reading, writing, and oral language 	<p>A Proficient Kindergarten student:</p> <p>Story</p> <ul style="list-style-type: none"> – tells simple stories using different story frameworks. – can identify if two words rhyme, or do not rhyme. – can produce a word that rhymes with another word. – demonstrates an understanding of commonly used words. – acquires and uses explicitly taught Tier 1, Tier 2 and Tier 3 vocabulary words in various contexts, including other subject areas. – has a bank of high frequency words that are read as sight words. – uses developing morphological knowledge to analyze and understand new words in context. – tells a story by drawing a picture or using tactile materials. – can complete a sentence starter. – begins to write 1-2 sentences to describe their picture. <p>Strategies and processes</p> <ul style="list-style-type: none"> – demonstrates an understanding of the 44 letter sounds (phonemes), including most (25-30) individual letter sounds and some (3-5) letter teams. – communicates simple sentences to express ideas and needs. – asks and answer questions using simple sentences. – counts/claps words in a sentence. – uses conjunctions to form compound sentences, with guidance from teacher prompts. – understands and uses common nouns and action verbs when orally describing written/visual output. – tells and retells a simple story or event in sequential order using basic vocabulary and key details. – identifies plural endings. – recognizes and can read common words after multiple exposures and practice. – begins to blend consonant-vowel-consonant (CVC) words in isolation and is beginning to read very simple text. – starts to recognize punctuation marks. – understands that print carries the meaning. – answers who, what, when, where, and how questions about a simple story. Retelling the main events or central ideas of a text. – formulates quick or simple questions. – uses personal experiences and knowledge to connect to stories. – identifies and uses basic graphemes.

Kindergarten – English Language Arts Proficiency Profile

<ul style="list-style-type: none"> • Plan and create stories and other texts for different purposes and audiences • Explore oral storytelling processes 			<ul style="list-style-type: none"> – matches letters to sounds. <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> – uses basic vocabulary to express needs and describe objects, sometimes including descriptive words – identifies and produces the initial and terminal sounds in simple vowel-consonant (VC) consonant-vowel-consonant (CVC) words. – begins to identify beginning, middle and ending sounds in CVC words. – segments individual consonant and vowel sounds in simple CVC words. – blends simple CVC words into individual consonant and vowel sounds. – begins to recognize the onset and rime in simple words. – begins to change phonemes to create new words. – claps out and counts syllables in short words. – names most (19-23) of the 26 letters of the alphabet. – provides a letter sound for most (19-23) of the 26 letters of the alphabet. – counts the number of words in a simple sentence. – begins to recognize short vowel sounds in familiar words. – begins to recognize common consonant digraphs. – builds hand-eye coordination and fine motor control. – holds and controls a pencil with appropriate grip. – forms some (7-11 each) upper and lower-case letters correctly using appropriate strokes. – recognizes and remembers the spellings of common words after multiple exposures and practice. – can print familiar words. – uses onset and rime to write consonant-vowel-consonant (CVC) word families to decode and encode new words within a word form/word pattern. – distinguishes between writing and drawing. – begins to use letters to represent the words they want to write. – begins to recognize, and may use, capital letters at the beginning of sentences or for their name. – begins to use simple punctuation in writing.
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Grade 1 – English Language Arts Proficiency Profile

Curricular Competencies (Do)	Cross Curricular Literacy Proficiency Descriptors	Content (Know)	Oral Language, Reading and Writing Foundational Proficiency Descriptors
<p>Learning Standard – Required</p> <p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Read fluently at grade level • Use sources of information and prior knowledge to make meaning • Use developmentally appropriate reading, listening, and viewing strategies to make meaning • Use foundational concepts of print, oral, and visual texts • Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community • Recognize the importance of story in personal, family, and community identity • Use personal experience and knowledge to connect to stories and other texts to make meaning • Recognize the structure and elements of story • Show awareness of how story in First Peoples cultures connects people to family and community <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Exchange ideas and perspectives to build shared understanding • Identify, organize, and present ideas in a variety of forms 	<p>What does proficient student learning look like when students DO the Curricular Competencies</p> <p><i>A proficient Grade 1 student:</i></p> <p>Comprehend and connect</p> <ul style="list-style-type: none"> – identifies text (e.g., oral, visual, digital, etc.) features and applies strategies to identify main ideas and purpose of the text to support understanding. – makes connections (e.g., personal experiences, prior knowledge, other text(s)) with text(s). – uses observations of texts to make predictions and ask questions. – explores texts relevant to the task and purpose. – recalls information from the text that is relevant to the task and purpose. – identifies similarities and differences within or between texts. <p>Create and communicate</p> <ul style="list-style-type: none"> – generates ideas, using experience(s) (e.g., personal, prior learning, etc.) – checks (through conversation with teacher or peer, applies prompts, etc.) to ensure that the generated idea(s) are related to the activity. – Revises (reworks) idea(s) based on directed and specific feedback. – shares ideas, using learning area materials (e.g., vocabulary, images, manipulatives). – explores a variety of media with which to present idea(s) and information. – identifies a reason that supports decisions and/or ideas. 	<p>Learning Standard - Required</p> <p><i>Students are expected to know the following:</i></p> <p>Story</p> <ul style="list-style-type: none"> • elements of story • literary elements and devices • vocabulary to talk about texts <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • concepts of print • print awareness • phonemic and phonological awareness • letter formation • sentence structure • conventions 	<p>What does proficient student learning look like when students KNOW the Content Learning Standards</p> <p><i>A proficient Grade 1 student:</i></p> <p>Story</p> <ul style="list-style-type: none"> – includes descriptive details such as text specific words in stories. – identifies and generates rhyming words independently, including more complex two-word rhymes. – acquires and uses explicitly taught Tier 1, Tier 2 and Tier 3 vocabulary words in various contexts, including other subject areas. – has a bank of high frequency words that are read as sight words. – uses developing morphological knowledge to analyze and understand new words in context. – writes a few loosely related sentences (2-5) to express thoughts and/or ideas with some detail. – Fiction writing follows a walking story or climbing story structure and may contain some story language. – Non-fiction writing is conversational, with simple descriptions and repeats simple patterns. <p>Strategies and processes</p> <ul style="list-style-type: none"> – demonstrates an understanding of the 44 letter sounds (phonemes), including all individual letter sounds (34) and most (7-9) letter teams. – communicates more complex sentences using conjunctions, to provide more information. – expands sentences using additional describing words (adjectives). – identifies sentence types, including statement or question. – completes “but” “because” “so” sentences from sentence stems. – uses grade appropriate vocabulary to describe actions and emotions, including descriptive words. – retells stories or events in detail, using text-specific vocabulary and key details including identifying the main characters, and setting. – understands simple prefixes. – breaks down compound words. – recognizes and decodes 3-4 sound words correctly in simple sentences. – reads without sounding out every word (gaining automaticity). – begins to decode simple sentences and learning to self-correct errors. – starts to recognize and use punctuation marks.

Grade 1 – English Language Arts Proficiency Profile

<ul style="list-style-type: none"> • Create stories and other texts to deepen awareness of self, family, and community • Plan and create a variety of communication forms for different purposes and audiences • Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation • Explore oral storytelling processes 			<ul style="list-style-type: none"> – begins to understand that reading aloud involves changing tone and pitch. – identifies key details and facts explicitly stated in the text. – retelling the text in their own words with a focus on main events. – reflects on, and answers, deeper-thinking questions. – uses illustrations and prior knowledge to predict meaning, rereading, and retelling in their own words. – identifies more complex graphemes, consonant clusters and recognizes some vowel digraphs, also referred to as vowel teams. – applies suffixes, to words that require no spelling changes. – begins to use the 1:1:1 spelling rules. – checks for simple punctuation and capitalization, may or may not correct them. <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> – identifies and produces the middle/medial sound in simple consonant-vowel-consonant (CVC) words. – identifies beginning, middle and ending sounds in monosyllabic words. – Segments phonemes in more complex words. – blends phonemes to form more complex words. – blends onsets and rimes to form new words and segments words into their onset and rime. – changes, adds, or deletes phonemes to create new words. – recognizes the onset and rime in simple words. – identifies the number of syllables in longer words. – names, and produces correlating sound for all 26 letters of the alphabet (both uppercase and lowercase). – provides more than one letter sound for some letters. – identifies and produce sounds for common voiced and unvoiced consonant digraphs. – recognizes and produces initial consonant blends/clusters and terminal consonant blends/ clusters. – recognizes and produces the long vowel sounds. – recognizes and produces r-controlled vowel sounds. – recognizes and produces vowel diphthongs. – recognizes common vowel digraphs where two vowels make a long vowel sound, begins to apply them when reading. understands the silent “e” rule changes short vowels to long vowels. – holds and controls pencil with appropriate grip and pressure most (75%-90%) of the time. – forms upper- and lower-case letters correctly most of the time (75%-90%) using appropriate strokes, directionality, and size. – prints simple and familiar words. – uses appropriate spacing between letters and words some of the time (25%-45%).
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Grade 1 – English Language Arts Proficiency Profile

			<ul style="list-style-type: none">– uses conventional spelling through orthographic mapping. Invented spelling may be used for phonics that have not been taught yet.– maps sounds to letters to recognize and remember some parts of the spellings of irregular words after multiple exposures and practice.– uses onset and rime to write consonant-consonant-vowel-consonant-consonant (CCVCC) word families.– uses both upper-case and lower-case letters. Capitalizes names and begins to capitalize beginning of sentence and proper nouns.– uses simple punctuation at the end of sentences.– expands sentences by including more information: what, where, when, who.– uses nouns and verbs correctly and expands sentences using additional describing words (adjectives).– sometimes (less than ½ the time) forms complete sentences with a subject and a predicate.– complete but, because, so sentences from sentence stems.– Complete sentences when provided with a sentence stem containing a subordinate conjunction
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Grade 2 – English Language Arts Proficiency Profile

Curricular Competencies (Do)	Cross Curricular Literacy Proficiency Descriptors	Content (Know)	Oral Language, Reading and Writing Foundational Proficiency Descriptors
<p>Learning Standard – Required</p>	<p>What does proficient student learning look like when students DO the Curricular Competencies</p>	<p>Learning Standard - Required</p>	<p>What does proficient student learning look like when students KNOW the Content Learning Standards</p>
<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Read fluently at grade level • Use sources of information and prior knowledge to make meaning • Use developmentally appropriate reading, listening, and viewing strategies to make meaning • Recognize how different text structures reflect different purposes. • Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community • Demonstrate awareness of the role that story plays in personal, family, and community identity • Use personal experience and knowledge to connect to stories and other texts to make meaning • Recognize the structure and elements of story • Show awareness of how story in First Peoples cultures connects people to family and community <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Exchange ideas and perspectives to build shared understanding • Create stories and other texts to deepen awareness of self, family, and community 	<p>A proficient Grade 2 student:</p> <p>Comprehend and connect</p> <ul style="list-style-type: none"> – applies strategies (e.g., monitoring, summarizing, using graphic organizers, generating questions) and demonstrates understanding of text features to identify messages, ideas, and/or tone in the text (e.g., oral, visual, digital, etc.) – makes connections (e.g., personal experiences, prior knowledge, other text(s)) with texts and between ideas within text(s). – uses observations to analyze texts and make predictions, asking clarifying questions when necessary – selects text relevant to the task and purpose – extracts ideas and information from the text and applies it to the task and purpose – uses similarities and differences between texts to draw conclusions <p>Create and communicate</p> <ul style="list-style-type: none"> – generates ideas, using strategies (e.g., listing, asking questions, free- writing, using word webs, peer discussion, research) and experience(s) (e.g., personal, prior learning, etc.) – reviews the generated idea(s) based on prior learning and/or strategies (e.g., self/peer assessment, questioning, feedback collection) – revises (reworks) and/or refines (improves through small changes) ideas, using relevant feedback – shares ideas and/or information, using relevant learning area materials (e.g., vocabulary, images, manipulatives) – selects the medium/media with which to present ideas and information that support the task and purpose – supports decisions and/or ideas using a relevant (related to task, decisions, prior learning, etc.) explanation 	<p>Students are expected to know the following:</p> <p>Story</p> <ul style="list-style-type: none"> • elements of story • literary elements and devices • text features • vocabulary associated with texts <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • features of oral language • word patterns, word families • letter formation • sentence structure • conventions 	<p>A proficient Grade 2 student:</p> <p>Story</p> <ul style="list-style-type: none"> – uses dialogue and sequence words. – identifies and generates rhyming patterns. – acquires and uses explicitly taught Tier 1, Tier 2 and Tier 3 vocabulary words in various contexts, including other subject areas. – has a bank of high frequency words that are read as sight words (e.g., clean, laugh, seven, together). – uses developing morphological knowledge to analyze and understand new words in context. – writes short text of several related sentences (5-8) with some relevant details or examples. – Fiction writing often follows a logical sequence with ideas that are loosely connected, often by time (e.g., same day). – Includes basic story language with some specific and relevant details. – Non-fiction writing is conversational with an opening sentence that may signal the topic. Also includes some description. – Writing includes accurate basic information, often based on discussions and guidance. <p>Strategies and processes</p> <ul style="list-style-type: none"> – articulates all 44 letter sounds (phonemes). – communicates sentences with more advanced structures such as relative clauses, and varied sentence beginnings. – completes sentences when provided with a sentence stem containing a subordinate conjunction. – develops statements, questions (who, what, where, when), commands and exclamations given a picture or text material. – combines two sentences using a conjunction (compound subject & compound predicate). – incorporates text-specific vocabulary. – summarizes orally presented information by identifying main ideas and some supporting details. – identifies the number of syllables in longer words. – recognizes more complex prefixes (mis-, dis-). – understands comparative endings (-er, -est). – identifies basic root words. – begins to understand the meaning behind inflections.

Grade 2 – English Language Arts Proficiency Profile

<ul style="list-style-type: none"> • Plan and create a variety of communication forms for different purposes and audiences • Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation • Explore oral storytelling processes 			<ul style="list-style-type: none"> – accurately decodes sentences and begins to self-correct errors. – reads smoothly, with natural pauses. Reads punctuation and uses punctuation marks to guide pace. – develops expressive reading by changing tone for punctuation marks. – summarizes the main points of a text. – makes predictions based on evidence from the text. – uses prior knowledge and personal experience to make meaning. – draws conclusions based on character’s feelings and motivations. – creates a picture in one’s mind to accompany text/story. – makes connections to oneself, other texts or the world. – recognizes the relationship between graphemes and phonemes in longer words. – uses advanced graphemes (e.g., trigraphs like /tch/ in fetc). – applies suffixes to words that require no spelling changes. – applies comparative endings (-er, -est). – continues to expand 1:1:1 spelling rule, may begin to recognize exceptions to the rule. – begins to recognize exceptions to the floss rule. – re-reads to identify errors, corrects simple punctuation (. ! ?) and capitalization. <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> – identifies long and short vowel sounds (letter team sounds) in the middle sound. – identifies all sounds in monosyllabic words. – applies blending skills to decode unfamiliar words. – divides two-syllable words using syllabication. – segments multisyllabic words (2-3 syllable) first into syllables, then into phonemes. – begins to understand common homophones. – differentiates between hard and soft sounds of “c” and “g”. – identifies and recognizes silent consonants in words. – recognizes and produces open and closed syllables. – recognizes and produces more complex r-controlled vowel sounds. – continues to recognize and produce vowel diphthongs at a grade appropriate level. – continues to recognize common vowel digraphs where two vowels make a long vowel sound and can apply them when reading. – understands and applies the silent “e” rule to change short vowels to long vowels. – holds and controls pencil with appropriate grip and pressure. – forms upper- and lower-case letters correctly using appropriate strokes, directionality, and size. – prints grade appropriate and familiar words. – uses appropriate spacing between letters and words.
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Grade 2 – English Language Arts Proficiency Profile

			<ul style="list-style-type: none">– uses conventional spelling for common words through orthographic mapping.– applies knowledge of spelling patterns (e.g., silent e).– maps sounds to letters and remembers some parts of the spellings of more complex words after multiple exposures and practice.– uses onset and rime to write CCVCC word families.– applies capitalization rules for the beginning of sentences and proper nouns.– uses present and past tense verbs correctly.– uses question marks and exclamation points to change the tone or emphasis.– constructs compound sentences using conjunctions.– Complete complex sentence stems.– Expand sentences using adjectives and adverbs.– Develop questions given a picture or text material (who, what, where, when).– Some awareness of form (e.g., instructions look like instructions); title signals the topic, and visual features are relevant but may be unclear.
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Grade 3 – English Language Arts Proficiency Profile

Curricular Competencies (Do)	Cross Curricular Literacy Learning Progressions	Content (Know)	Oral Language, Reading and Writing Foundational Learning Progressions
<p>Learning Standard – Required</p> <p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Read fluently at grade level • Use sources of information and prior knowledge to make meaning • Make connections between ideas from a variety of sources and prior knowledge to build understanding • Use developmentally appropriate reading, listening, and viewing strategies to make meaning • Recognize how different texts reflect different purposes. • Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community • Explain the role that story plays in personal, family, and community identity • Use personal experience and knowledge to connect to text and make meaning • Recognize the structure and elements of story • Show awareness of how story in First Peoples cultures connects people to family and community • Develop awareness of how story in First Peoples cultures connects people to land 	<p>What does proficient student learning look like when students DO the Curricular Competencies</p> <p><i>A proficient Grade 3 student:</i></p> <p>Comprehend and connect</p> <ul style="list-style-type: none"> – applies strategies (e.g., monitoring, summarizing, using graphic organizers, generating questions) and demonstrates understanding of text features to identify messages, ideas, and/or tone in the text (e.g., oral, visual, digital, etc.). – makes connections (personal experiences, prior knowledge, other text(s)) with texts and between ideas within text(s). – uses observations to analyze texts and make predictions, asking clarifying questions when necessary. – selects text relevant to the task and purpose. – extracts ideas and information from the text and applies it to the task and purpose. – uses similarities and differences between texts to draw conclusions. <p>Create and communicate</p> <ul style="list-style-type: none"> – generates ideas, using strategies (e.g., listing, asking questions, free- writing, using word webs, peer discussion, research) and experience(s) (personal, prior learning, etc.), and identifies ideas appropriate to the task and purpose. – assesses the generated idea(s) based on prior learning and/or familiar strategies (e.g., self/peer assessment, questioning, feedback collection). – revises (reworks) and/or refines (improves through small changes) ideas, using relevant feedback. – shares ideas and/or information, using relevant learning area materials (e.g., vocabulary, images, manipulatives, etc.) – selects the medium/media with which to present idea(s) and information that support the task and purpose. – supports decisions and/or ideas using a relevant (related to task, decisions, prior learning, etc.) explanation. 	<p>Learning Standard - Required</p> <p><i>Students are expected to know the following:</i></p> <p>Story/text</p> <ul style="list-style-type: none"> • elements of story • functions and genres of stories and other texts • text features • literary elements and devices <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • features of oral language • word patterns, word families • legible handwriting • sentence structure • conventions 	<p>What does proficient student learning look like when students KNOW the Content Learning Standards</p> <p><i>A proficient Grade 3 student:</i></p> <p>Story</p> <ul style="list-style-type: none"> – tells stories with multiple events and develops characters and themes. – acquires and uses explicitly taught Tier 1, Tier 2 and Tier 3 vocabulary words in various contexts, including other subject areas. – has a bank of high frequency words that are read as sight words. – uses developing morphological knowledge to analyze and understand new words in context. – organized text with multiple (8+) sentences with some explanations, details or examples. – fiction writing follows a logical sequence with a clear purpose. – writing uses some key features of the form (e.g., plot, characters, dialogue, conflict, and setting). – non-fiction writing has a topic sentence with some development that connects to opinions, experiences, feelings. – writing is accurate, often logically sequenced and uses several connecting words. – visual features (e.g., diagrams) are clear and relevant. <p>Strategies and processes</p> <ul style="list-style-type: none"> – uses a broad range of vocabulary to describe characters, events, and objects with one or more descriptive details; to share feelings and emotions; to give an opinion or preference; to explain understanding about a topic; to give instructions. – summarizes orally presented information by identifying main ideas, adding supporting details. Can organize them into a logical sequence. – recognizes more advanced prefixes and suffixes. – understands possessive endings (-'s). – develops strategies for decoding unfamiliar words using root words and affixes. – understands how consonants can change in pronunciation depending on word structure (ie adding a suffix). – uses understanding of syllable types to decode and to encode increasingly complex words. – reads text fluently, with minimal errors including multisyllabic words. – reads smoothly at a fluent, conversational pace, with natural pauses.

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<p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Exchange ideas and perspectives to build shared understanding • Create stories and other texts to deepen awareness of self, family, and community • Plan and create a variety of communication forms for different purposes and audiences • Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation • Develop and apply expanding word knowledge • Explore and appreciate aspects of First Peoples oral traditions • Use oral storytelling processes 			<ul style="list-style-type: none"> – reads using appropriate intonation and emphasis. – answers questions about characters, settings, and major events. Retelling text with details and events in sequence. – makes detailed predictions based on evidence from the text. – makes connections between ideas and prior knowledge to build understanding. – draws basic conclusions about characters’ feelings, motivations and events. – begins to assess characters’ decisions and actions. – transforms perspective or thinking based on information from the story/text about the characters/subject. – recognizes that graphemes can represent different sounds in different words. – uses possessive endings with some accuracy. – recognizes exceptions to the 1:1:1 spelling rule. <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> – isolates and identifies beginning, middle, and ending phonemes in words, including both vowels and consonants. – blends phonemes to read complex, multisyllabic words. – uses syllabication to segment phonemes in complex, multisyllabic words (3+ syllable). – understands and recognizes common homophones and their meanings. – begins to understand that two words can be spelled the same but have different meanings and pronunciations (e.g., homographs). – recognizes and produces sounds for trigraphs. – recognizes and uses the schwa sound in unstressed syllables. – applies knowledge of vowel patterns to read multisyllabic words. – recognizes less common vowel teams. – adds prefixes and suffixes to base words to make new words. – maps sounds to letters in increasingly complex and irregular words to spell them correctly. – uses word families/patterns, including knowledge of syllable types and morphology to write more complex words. This information is used to decode and encode new words. – uses more complex nouns, verbs, adjectives, and adverbs. – ensures subject-verb agreement in sentences. – uses commas in a series and in dates. – begins to use quotation marks. – constructs simple and compound sentences with conjunctions. – uses capital letters correctly. – uses punctuation at the end of sentences and uses commas for lists. – expands sentences using adjectives and adverbs. – re-reads text to find and correct punctuation and spelling errors. Begins to find grammatical errors, may or may not correct them
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Grade 4 – English Language Arts Proficiency Profile

Curricular Competencies (Do)	Cross Curricular Literacy Proficiency Descriptors	Content (Know)	Oral Language, Reading and Writing Foundational Proficiency Descriptors
<p><i>Learning Standard – Required</i></p>	<p><i>What does proficient student learning look like when students DO the Curricular Competencies</i></p>	<p><i>Learning Standard - Required</i></p>	<p><i>What does proficient student learning look like when students KNOW the Content Learning Standards</i></p>
<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding • Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to deepen understanding of text • Consider different purposes, audiences, and perspectives in exploring texts • Apply a variety of thinking skills to gain meaning from texts • Identify how differences in context, perspectives, and voice influence meaning in texts • Recognize the role of language in personal, social, and cultural identity • Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world • Respond to text in personal and creative ways • Recognize how literary elements, techniques, and devices enhance meaning in texts • Show an increasing understanding of the role of organization in meaning • Demonstrate awareness of the oral tradition in First Peoples 	<p>A Proficient Grade 4 student:</p> <p>Comprehend and connect</p> <ul style="list-style-type: none"> – applies strategies (e.g., monitoring, summarizing, using graphic organizers, generating questions) and identifies text features to highlight themes, key messages, ideas, and/or tone to examine purpose and perspective of the text (e.g., oral, visual, digital, etc.) – makes connections (personal experiences, prior knowledge, other text(s)) with key aspects of text(s) and important ideas within text(s) to support understanding. – examines text to formulate (uses information directly related to the text(s) to create) predictions and inferences and asks questions to deepen understanding of text(s). – selects a variety of texts relevant to the task and purpose and explains their relevance. – extracts relevant ideas and information from the text and applies it to the task and purpose. – connects ideas and information from two or more texts to support new ideas. <p>Create and communicate</p> <ul style="list-style-type: none"> – generates ideas, using strategies (e.g., listing, asking questions, free- writing, using word webs, peer discussion, research) and experience(s) (personal, prior learning, etc.), and identifies ideas appropriate to the task and purpose. – assesses the generated idea(s), using task criteria, prior learning, and/or strategies (e.g., self/peer assessment, questioning, feedback collection). – revises (reworks) and/or refines (improves through small changes) ideas and/or supporting details, using relevant feedback. – describes ideas and/or information, using relevant learning area materials (e.g., vocabulary, images, manipulatives, etc.). – presents idea(s) and information, using an appropriate medium/media. – provides a rationale (reasoning, thinking, logic, hypothesis, etc.) to support ideas, decisions, and/or approach taken. 	<p>Students are expected to know the following:</p> <p>Story/text</p> <ul style="list-style-type: none"> • forms, functions, and genres of text • text features • literary elements • literary devices • evidence <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • features of oral language • paragraph structure • sentence structure and grammar • conventions 	<p>A Proficient Grade 4 student:</p> <p>Story</p> <ul style="list-style-type: none"> – acquires and uses explicitly taught Tier 1, Tier 2 and Tier 3 vocabulary words in various contexts, including other subject areas. – has a bank of high frequency words that are read as sight words (e.g., “clean”, “laugh”, “seven”, “together”). – uses developing morphological knowledge to analyze and understand new words in context. – begins arranging sentences into paragraphs, with topic sentence and supporting details. – uses a variety of sentences including compound sentences – fiction writing follows a logical sequence with ideas that are easy to follow and connected by varied transitions. – uses key features of the form including plot, characters, dialogue, conflict and setting. – non-fiction writing elaborates on main idea(s) uses a variety of connecting words, supporting detail and explanations. – writing is clear, generally accurate and logically sequenced. – includes clear, relevant text features (e.g., titles, headings, illustrations, diagrams). – proofreads and corrects grammar, punctuation, and spelling errors. <p>Strategies and processes</p> <ul style="list-style-type: none"> – uses complex descriptive words and more abstract concepts to describe characters, events, and objects with more descriptive details; to share feelings and emotions; to give an opinion or preference; to explain understanding about a topic; to give instructions. – summarizes orally presented information by identifying main ideas with supportive details. Can also organize them into a logical sequence. – applies strategies for decoding unfamiliar words using root words and affixes. – identifies and interprets words with Greek and Latin roots. – understands how affixes can modify meaning and word class. – analyzes word structure to determine meaning, especially with compound words. – reads texts fluently, including those with content-specific (academic) vocabulary from various subject areas

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<p>cultures and the purposes of First Peoples texts</p> <ul style="list-style-type: none"> Identify how story in First Peoples cultures connects people to land <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> Exchange ideas and perspectives to build shared understanding Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences Use language in creative and playful ways to develop style Communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation Develop and apply expanding word knowledge Use oral storytelling processes Transform ideas and information to create original texts 	<p>texts: oral, visual, digital, etc.</p>		<ul style="list-style-type: none"> reads at a fluent, conversational pace with grade level text, ensuring accuracy while self-monitoring and self-correcting. reads, including dialogue, with appropriate expression, pacing and pauses to enhance meaning understands and recognizes the author’s message or theme. draws multiple conclusions about characters’ feelings, motivations and events. assesses a character’s decisions and actions. transforms perspective based on information from the story/text about the characters/subject and can explain reasoning. applies knowledge of complex graphemes to decode multisyllabic words. recognizes and decodes graphemes that have multiple representations Uses possessive endings with accuracy <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> isolates and identifies phonemes in multisyllabic words, including medial sounds and consonant clusters manipulates phonemes to create and decode complex, multisyllabic words, including prefixes, suffixes, and root words. blends phonemes to read words and vocabulary with 4 or more syllables (e.g. Scientific words, basic second language vocabulary). orally segments and manipulates sounds to make new words. understands that two words can be spelled the same but have different meanings, and pronunciations (homographs). applies knowledge of advanced vowel and consonant patterns, including prefixes, suffixes, and syllable types, to read and spell multisyllabic words. recognizes and decodes irregular and less common vowel patterns and consonant changes in derived words. uses syllabication rules and morphological knowledge to read and decode unfamiliar multisyllabic words. May or may not understand what the word means. understands how different prefixes and suffixes make new words when added to base words and can discuss the meaning of the new word. applies advanced spelling patterns, including irregular plurals and vowel alternation. maps sounds to letters in complex, multisyllabic, and irregular words to spell them correctly. uses pronouns and possessive nouns. Uses quotation marks in dialogue.
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