

Grades 1–3: LISTENING

Listening	Level 1	Level 2	Level 3	Level 4	Level 5
Vocabulary: Understanding words and what they mean	I can understand a few words that name things and describe things people do. I need people to show me pictures or use their hands to help me understand.	I can understand words that name and describe things I see at school. I can understand better if people use pictures or their hands when they talk.	I can understand new words I have learned in my school subjects.	I can understand many words my teacher uses in different school subjects.	I can understand almost all the words I hear in class.
	For example: <ul style="list-style-type: none"> • Show me the square. • Sit on your chair, please. • Let's jump! 	For example: <ul style="list-style-type: none"> • Where is your shoulder? • Show me the small green triangle. • Take a book from the bookshelf, and then go back to your chair. 	For example: <ul style="list-style-type: none"> • Let's measure our height and then write the numbers in our notebooks. • How many sides of the thick, green triangle are the same lengths? 	For example: <ul style="list-style-type: none"> • Do you think some people have more responsibility than others? • How many sides are on this shape? 	For example: <ul style="list-style-type: none"> • Which shape is green and has four sides of the same length? • We will be using our microscopes to identify the different parts of the plant.

Listening	Level 1	Level 2	Level 3	Level 4	Level 5
Syntax: Understanding sentences and how they are made	I can understand some of the words when my teacher tells me to do things in class.	I can understand simple sentences about things I know. I can also understand when a teacher gives simple instructions, one right after the other.	I can understand sentences about things I know. I can also understand when a teacher gives a number of instructions in a row.	I can understand sentences that have more information about topics I know. I can also understand long sentences that tell me to do something.	I can understand long sentences about new topics that are complicated.
	For example: <ul style="list-style-type: none"> It's time for math centres. Get your journal and your pencils. 	For example: <ul style="list-style-type: none"> In your journals, write the title and the date. Then write down the problem of the week. 	For example: <ul style="list-style-type: none"> With your partner, discuss the problem of the week. Draw pictures and write down your work. Pick the answer you both like. 	For example: <ul style="list-style-type: none"> When you are working together on your problem, be sure that each partner takes a turn giving possible answers to the problem. 	For example: <ul style="list-style-type: none"> The next problem is a little bit different. You will need to work in groups of four and figure out how to solve this problem using what you know.

Listening	Level 1	Level 2	Level 3	Level 4	Level 5
Strategic Questioning: Knowing how to find information	I can understand questions that I can answer using “yes” or “no.” I can also understand questions that let me choose between two answers.	I can understand basic questions about things I know when they start with <ul style="list-style-type: none"> • “What ...” • “Where ...” • “When ...” • “Who ...” • “How many ...” 	I can understand questions that ask me to think about things and explain my answers if they start with <ul style="list-style-type: none"> • “What ...” • “Where ...” • “When ...” • “Who ...” • “How many ...” 	I can understand questions that have more than one possible answer about topics I know.	I can understand questions that start with “What if ...” I can also understand questions that make me think about how things might be different.
	For example: <ul style="list-style-type: none"> • Can you do this problem? • Do you want a crayon or a pencil? 	For example: <ul style="list-style-type: none"> • How many eggs are in the nest? 	For example: <ul style="list-style-type: none"> • When do you use a calculator? • What do you do when you are cold? 	For example: <ul style="list-style-type: none"> • Why did Jamal do that? • In what ways are dogs and cats similar? • How could you draw a straight line without a ruler? • Tell me more about the difference between summer and winter. 	For example: <ul style="list-style-type: none"> • What if you were Mrs. Singh in the story, what would you do? • What if we put a species from the desert into a different climate?

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Strategic Clarification: Knowing how to check my own understanding	I shrug my shoulders or shake my head to let people know I don't understand. I can use question words (i.e., one-word questions) like "What?" and "Why?"	I can make sure I understand by using phrases I have heard before.	I can make sure I understand by asking simple questions.	I can make sure I understand by asking specific questions.	I can ask questions to learn more information.
	For example: <ul style="list-style-type: none"> • What is this? • Where? • How? 	For example: <ul style="list-style-type: none"> • I need help. • I don't understand. • Please repeat. 	For example: <ul style="list-style-type: none"> • What does "shelter" mean? 	For example: <ul style="list-style-type: none"> • A toy is a good, right? • Is a haircut a service? • Is Jack the main character in the story? 	For example: <ul style="list-style-type: none"> • What can happen when many people in a country don't have enough money for food or a safe place to live?

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Socio-Linguistic: Knowing that people choose different words and ways of talking in different situations and with different people	I can understand everyday words and expressions I have heard my friends and teachers say.	I can understand instructions about things we will be doing in class because I now understand the classroom routines in my Canadian school.	I can understand that the words my friends use on the playground might be different from the words they use in the classroom. I can understand that children use words like “Mr.” and “Mrs.” when they talk to adults who are not part of their family.	I can understand why my friends use certain words only when they talk with me or with each other. I can understand why my friends use different words when they talk with our teacher and other adults.	I can understand <ul style="list-style-type: none"> • idioms • names of famous Canadians and Canadian stores • words Canadians use that almost no one else uses “Idioms” are words or phrases that have a meaning that is different from their usual meaning.
	For example: <ul style="list-style-type: none"> • Hello. • See ya later. • Bye. 	For example: <ul style="list-style-type: none"> • Line up. It’s library time. Get your book bags out. 	For example: <ul style="list-style-type: none"> • Let’s play tag. • Will you be my partner in math? • Thank you for finding my runners, Mrs. Schmitt. 	For example: <ul style="list-style-type: none"> • My friend might ask me, “Where’d ya go?” • My friend might ask my teacher, “Excuse me, could you tell me where the library is?” 	For example: <ul style="list-style-type: none"> • I say, “Break a leg” to wish my friend good luck. • “She’s under the weather” means she is sick. • Canadian Tire • Tim Hortons • toboggan • toque

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Discourse: Knowing how ideas are connected	I can understand a few words about things I know about with the help of pictures.	I can understand when people speak or ask me to do something using phrases joined together using the words “and” and “then.” I can understand better if people use pictures or their hands when they talk.	I can understand main ideas, even if the topics are new to me, when they are connected together by words like <ul style="list-style-type: none"> • first • next • but • so • tomorrow 	I can understand main ideas, even if the topics are new to me, when they are connected together by words like <ul style="list-style-type: none"> • second • last • because • in the morning 	I can understand different words that are used to connect specific information about topics that are new to me.
	For example: <ul style="list-style-type: none"> • I can follow and understand colours when the teacher explains and shows mixing the colours blue, red, and yellow. 	For example: <ul style="list-style-type: none"> • Mix the red and blue. Then mix the red and yellow. 	For example: <ul style="list-style-type: none"> • First, put the primary colours on spaces on the colour wheel. Next, mix the red and blue. This makes purple, so put the purple in the space between the red and blue. 	For example: <ul style="list-style-type: none"> • First, mix red and blue because that makes purple. Second, mix the red and yellow. Last, mix the green and yellow. 	For example: <ul style="list-style-type: none"> • Before you mix a primary colour with a secondary colour to get a tertiary colour, you paint the secondary colour in the colour wheel.

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Auditory Discrimination: Hearing all the different sounds in words	I can recognize when someone is speaking English, even if I might not understand all of the words.	I can recognize the beginning sounds of words and understand when words begin and end.	I can recognize and understand when people use short forms of words, such as <ul style="list-style-type: none"> • “cuz” instead of “because” • “wanna” instead of “want to” I can also tell the difference between words that sound almost the same but are different (like “sat” and “sad”).	I can recognize words that rhyme. I can also understand words even when people I know speak very quickly.	I can recognize words even when people speak very quickly.
	For example: <ul style="list-style-type: none"> • Please come here. • What is your name? 	For example: <ul style="list-style-type: none"> • What is the first sound in “bat”? 	For example: <ul style="list-style-type: none"> • I can hear the difference between “rake/lake,” “mat/mad,” “he’s/his,” and “pig/big.” • When I hear “cuz” and “because,” I know they mean the same thing. 	For example: I can hear the difference between words like <ul style="list-style-type: none"> • “red/head” • “spill/spell” 	For example: I can hear the difference between words like <ul style="list-style-type: none"> • “roll/rule” • “a/am/an” • “dessert/desert”

Grades 1–3: SPEAKING

Speaking	Level 1	Level 2	Level 3	Level 4	Level 5
Vocabulary: Understanding words and what they mean	I can use a few words that name things and describe things people do.	I can use some words that name and describe things I see and do at school.	I can use more words to describe ideas I have learned about in class.	I can use words I have learned that are important in my different school subjects.	I can use many words that are used in different school subjects, which shows I understand the ideas well.
	For example: <ul style="list-style-type: none"> • My chair. • Gym time! • One, two, three, four. • Pretty doll. 	For example: <ul style="list-style-type: none"> • I have a pet. • Can I get my journal? • The nice and cute dogs. 	For example: <ul style="list-style-type: none"> • Foxes don't have hands, they have paws. • What kinds of plants grow in the prairies? 	For example: <ul style="list-style-type: none"> • I can find Canada on the globe because it's so big. • What climate is there in your country? 	For example: <ul style="list-style-type: none"> • Today we created a new ending for the last chapter of our story. • Will we see the monument when we visit the museum?

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Grammar: Using sentences that follow the rules of English	I can use a few words.	I can change words to tell when there is more than one of something or when something happened before.	I can use “is” and “are” to talk about other people. I know to use words like “saw” and “went” when I talk about things that happened before.	I can use the right words to say “more than one,” like saying “feet” instead of “foots.” I can use action words in different ways.	I can use action words in different ways depending on when something happens (now, in the past, or in the future).
	For example: <ul style="list-style-type: none"> • I like recess. • We play together. 	For example: <ul style="list-style-type: none"> • My friends play with me. • I jumped in the water. • We looked at the birds. 	For example: <ul style="list-style-type: none"> • There are two toys on the table. • I saw my friend yesterday. 	For example: <ul style="list-style-type: none"> • foot/feet • mouse/mice • tie/untie • There are two toys on the table. • I saw my friend yesterday. 	For example: <ul style="list-style-type: none"> • he is/we are • see/saw • will see/have seen • I thought it was going to rain.

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Syntax: Combining words to make sentences	I can combine words to make short phrases I remember hearing or saying before.	I can combine words to make short sentences.	I can combine words to make sentences that tell something, ask a question, or use the word “not.”	I can combine words to make sentences that are longer and have more detail.	I can combine words to make different kinds of sentences, including some sentences using words like “because” and “but” to join more than one idea together.
	For example: <ul style="list-style-type: none"> • Summer time. • How are you today? 	For example: <ul style="list-style-type: none"> • I like the pool. 	For example: <ul style="list-style-type: none"> • Outside it’s light. • Let’s go outside. • Where are we going? • It’s not nighttime. 	For example: <ul style="list-style-type: none"> • In Nunavut in the summer, it’s light all the time because the Sun is out at night, too. 	For example: <ul style="list-style-type: none"> • The Sun is out for most of the night in the summer in Nunavut. • It’s always light in Nunavut in the summer because the Sun is out for most of the night. • We will go swimming tomorrow, but only if it is warm.

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Strategic: Using strategies to communicate with others	I can communicate by <ul style="list-style-type: none"> • using my home language • pointing or using my hands to show what I mean • using pictures • copying what others say 	I can communicate by using phrases I have heard and used before to talk to my friends and teachers.	I can communicate by describing and explaining something when I don't know what it's called.	I can communicate by <ul style="list-style-type: none"> • making comments • comparing things to my own life • asking questions to learn more 	I can use different strategies to talk to my friends and teachers, like <ul style="list-style-type: none"> • saying what someone else has said • making comments • making connections to my own life • asking specific questions
	For example: I may <ul style="list-style-type: none"> • nod my head or say "oui," "si," or "da" to say "yes" • point at objects or pictures • copy others when they say, <ul style="list-style-type: none"> – "How are you?" – "I am fine." 	For example: <ul style="list-style-type: none"> • Can you help me? • I need a pencil. 	For example: If I don't know the word "float," I may say, <ul style="list-style-type: none"> • "It stays on the water." • "It does not go down." 	For example: <ul style="list-style-type: none"> • You look scared. • I read that too. • What character do you like? • Why did the inventor make it that way? 	For example: <ul style="list-style-type: none"> • The baby tiger was jumping on his mom and play fighting with her. • I like to wrestle too. • What do you mean she was swatting him?

Speaking	Level 1	Level 2	Level 3	Level 4	Level 5
Socio-linguistic: Knowing when and where it is proper to use different kinds of language with different people	I can use greetings and some words that show politeness to talk to other people. Sometimes I also point or use my hands to show what I mean.	I can use common expressions to talk to friends on the playground and in the classroom. I can use my hands and body to help show people what I mean.	I can use slang and idioms to talk to my friends or teachers. “Idioms” are words that have a meaning that is different from their usual meaning. Each language and culture has its own idioms.	I can describe and explain things using action words that have two parts, like <ul style="list-style-type: none"> • add up • get along • pick up • find out • use up 	I can use the right way of speaking at different times and with different people. I know I have to speak more formally when I talk to adults than when I talk to my friends and classmates.
	For example: I may say, <ul style="list-style-type: none"> • “Hello.” • “Bye.” • “Please.” • “Thanks.” • “Sorry.” I also wave hello or goodbye, or I point to things I need.	For example: I may say, <ul style="list-style-type: none"> • “See ya later.” • “C’m on over.” I can shrug my shoulders to help show I don’t know something.	For example: <ul style="list-style-type: none"> • What’s up? • Sweet. • Yeah, right! • It’s a piece of cake. 	For example: <ul style="list-style-type: none"> • My mom is picking me up after school. • I get along with Ahmed. 	For example: <ul style="list-style-type: none"> • To my friend, I say, “Hey, Jasdeep, get over here!” • To my teacher, I should say, “Mr. Chen, could you come here, please?”

Speaking	Level 1	Level 2	Level 3	Level 4	Level 5
Discourse: Knowing how ideas are connected	I can connect two or more words together.	I can connect words in simple phrases and short sentences using words like “and” and “then.”	I can connect ideas in a sentence. I can use words that say when something happens.	I can connect ideas in one sentence to ideas in another sentence. I can use words that say when something happens and in what order.	I can connect ideas in longer and more complicated sentences that have different ideas.
	For example: <ul style="list-style-type: none"> • Thank you. • Hat and mitts. 	For example: <ul style="list-style-type: none"> • I play ball. And we win. Then we eat ice cream. 	For example: <ul style="list-style-type: none"> • and • or • but • so • because • today • yesterday I may say, <ul style="list-style-type: none"> • “Today, I eat an apple and a banana.” • “Yesterday, I used a pencil but not a pen.” 	For example: <ul style="list-style-type: none"> • now • first • next • then • finally • last night • this morning I may say, <ul style="list-style-type: none"> • “First, I buy apples and then bananas. Next, I buy some grapes. Finally, I buy oranges.” 	For example: <ul style="list-style-type: none"> • During science, we put a paper clip on a piece of paper. Then we put a magnet under the paper and moved the magnet around. Since it’s magnetic, the paper clip moved. After [that], we tried to do it with wood but it didn’t work.”

Speaking	Level 1	Level 2	Level 3	Level 4	Level 5
Pronunciation: Knowing how words are said	I try to pronounce English words I have heard before.	I can pronounce English words close to the way they should sound most of the time.	I can pronounce most English words clearly and most people understand me.	I speak clearly and everyone understands me, especially when I've had time to practise. I practise so I can be understood when I read aloud or make a presentation.	I speak clearly and everyone understands me all the time. I speak English with an accent, but that's totally okay. My accent is cool!
	For example: People usually understand me when I say: <ul style="list-style-type: none"> • "Cat." • "Hello." • "Ball." 	For example: People usually understand me when I say: <ul style="list-style-type: none"> • "Good morning, I like winter time." • "Let's sit on the floor." • "Elephant." • "Telephone." 	For example: People can tell the difference when I say: <ul style="list-style-type: none"> • "sue" or "shoe" • "fries" or "flies" • "pig" or "big" • "sit" or "seat" 	For example: Some English sounds that are not in my home language are still hard for me to say, like "th" and "l." <ul style="list-style-type: none"> • that • both • look • ruler 	For example: <ul style="list-style-type: none"> • I make sure to make the sounds in words that I know I sometimes struggle with.

Grades 1–3: READING

Reading	Level 1	Level 2	Level 3	Level 4	Level 5
Vocabulary: Understanding words and what they mean	I can understand letters of the alphabet (ABCs), some everyday words, and a few words I have learned and read in the classroom.	I can understand some words that describe the things I'm learning about in school subjects.	I can understand more words, including words that are used in many of my school subjects.	I can understand many words I have learned about in subjects at school, including words that have more than one meaning.	I can understand many words and phrases I have learned about in subjects at school. I know adding certain letters in front of words (prefixes) can change the meaning.
	For example: <ul style="list-style-type: none"> • desk • chair • door • recess • numbers • smooth • pretty 	For example: <ul style="list-style-type: none"> • park • flat • round • traditions • weather 	For example: <ul style="list-style-type: none"> • flashlight • closet • helicopter • giant • landmark • shelter 	For example: <ul style="list-style-type: none"> • thesaurus • whiskers • stumpy • wicked • liquid • domestic I can understand words with more than one meaning, like “right” (correct; the opposite of left; something you are always allowed to do).	For example: <ul style="list-style-type: none"> • knuckles • atlas • massive • comfortable • vicious Subject-specific words, like <ul style="list-style-type: none"> • pupa • lifecycle • igneous • metamorphic • sedimentary • write/rewrite

Reading	Level 1	Level 2	Level 3	Level 4	Level 5
Syntax: Understanding sentences and how they are made	I can understand that some words in simple sentences are about things and other words are about doing things.	I can understand short sentences about things I know.	I can understand sentences with more information.	I can understand how changing the order of words in sentences can change the meaning of the sentence.	I can understand how changing the order of words in a sentence can change the tone of how it sounds. “Tone” is the attitude or feelings a writer has about what he or she is writing about (e.g., happy, sympathetic, angry).
	For example: Words for things: <ul style="list-style-type: none"> • monkey • banana Words for doing things: <ul style="list-style-type: none"> • jump • walk 	For example: <ul style="list-style-type: none"> • The monkey ate a banana. • He jumped up and down. • He climbed up the tree. 	For example: <ul style="list-style-type: none"> • The ripe, yellow banana was huge. • The hungry monkey ate it quickly. 	For example: These sentences have the same words but have very different meanings: <ul style="list-style-type: none"> • The boy and his dog lost the ball at the park. • The boy at the park lost the ball and his dog. 	For example: I know these sentences have the same meaning but a different tone: <ul style="list-style-type: none"> • Go to bed now! (angry) • Now, go to bed, dear. (friendly) • Dear, it’s now time for bed. (more friendly)

Reading	Level 1	Level 2	Level 3	Level 4	Level 5
Strategic Decoding: Sounding out words	I can make the letter sounds.	I can make the letter sounds at the beginning of words. I can also read some everyday words that I have learned to recognize without needing to sound them out.	I can make the sounds at the endings of words. I can sound out and read words that have two vowels together or two (or more) consonants together.	I can read long and short vowels and word families out loud. “Word families” are words that sound almost the same except for one sound at the beginning, middle, or end of the words.	I can sound out words with three syllables.
	For example: <ul style="list-style-type: none"> • “bee” for b • “cee” for c • “tee” for t • “dee” for d 	For example: <ul style="list-style-type: none"> • at (a...t) • sit (s...it) Words I recognize without sounding them out: <ul style="list-style-type: none"> • in • the • and 	For example: <ul style="list-style-type: none"> • mat • can • had Consonant blends: <ul style="list-style-type: none"> • “pl” in “play” • “tr” in “tree” • “st” in “star” 	For example: Words that are spelled almost the same but have different vowel sounds: <ul style="list-style-type: none"> • kit/kite • car/care Word families: <ul style="list-style-type: none"> • lake/make/cake • sound/found/round 	For example: <ul style="list-style-type: none"> • beautiful • remember • frustrated Vowel blends: <ul style="list-style-type: none"> • “ea” in “read” • “ou” in “ought” • “ee” in “seed” • “ie” in “friend”

Reading	Level 1	Level 2	Level 3	Level 4	Level 5
Strategic Comprehension: Using strategies to understand what I read	I can look at pictures that go with the words to understand the new words. I can understand books best when someone reads with me.	I can use pictures and labelled drawings to help me understand the text.	I can use strategies to help me understand, like using <ul style="list-style-type: none"> things I know from my own life what I know about sentences 	I can use words I know in a sentence to help me understand new words.	I can understand because I use strategies like <ul style="list-style-type: none"> reading things over again guessing the next word thinking about what is going to happen next
	For example: <ul style="list-style-type: none"> The ball is in the box. (I look at the picture of the ball in the box.) The ball is under the box. (I look at the picture of the ball under the box.) I listen to what other people say about the text to understand more about it. 	For example: <ul style="list-style-type: none"> When I read, "The cocoon is hanging on the branch," I understand the word "cocoon" by looking at the picture to see what is hanging on the branch. 	For example: <ul style="list-style-type: none"> I understand a story about moving and starting at a new school because that happened to me. 	For example: <ul style="list-style-type: none"> If I see the word "chrysalis" for the first time in a sentence, I understand that it is another word for "cocoon" because I know and understand the words around it. 	For example: <ul style="list-style-type: none"> When I see a new word, I read it again and can guess what it means because I understand what is happening in the story.

Reading	Level 1	Level 2	Level 3	Level 4	Level 5
Socio-Linguistic: Knowing that writers choose different words and ways of saying things because of where they live and how they live	I use pictures to help me understand unfamiliar words and to help me understand things that I have never seen before.	I can understand the word-for-word meaning of sentences.	I can understand when there is a different meaning to sentences than just the meaning of all the words put together. When I read, I sometimes need help understanding words and expressions that only Canadians use.	I can understand when things are being compared to other things using the words “like” or “as” (similes). When I read, I sometimes need help understanding words and expressions that English speakers in other countries use.	I can understand metaphors and idioms that describe people, things, or events. “Idioms” are words or phrases that have a meaning that is different from their usual meaning. Each language and culture has its own idioms.
	For example: I found out that an igloo is a kind of house made of snow by looking at the pictures in the book about how an Inuit family lived a long time ago.	For example: I read, “The big truck roared like a lion as it drove down the street,” but there is no lion in the picture. The teacher helps me understand that the sound of the engine is being compared to the loud roar of a lion.	For example: When I read “The big truck roared like a lion ,” I know there is no lion and the truck’s engine is loud. Ogopogo is a sea monster that some people say lives in Okanagan Lake in British Columbia.	For example: <ul style="list-style-type: none"> Jasmine’s hands are cold as ice. They boy was so cold he shook like a leaf. A digeridoo is a musical instrument invented by Aboriginal people in Australia. 	For example: Idioms: <ul style="list-style-type: none"> They were keeping an eye on the weather. Naamah is afraid of spiders. She’s such a chicken. Metaphor: <ul style="list-style-type: none"> When the students misbehave, the classroom is a zoo.

Reading	Level 1	Level 2	Level 3	Level 4	Level 5
Discourse: Knowing how ideas are connected	I can understand sentences about things I know when the sentences are the same except for some different words.	I can understand words in short sentences that tell me about where something is or when something happens.	I can understand words that connect ideas together in sentences or say when something happens.	I can understand words that connect two or more different ideas together or say when something happens or in what order things happen.	I can understand words that connect different paragraphs together.
	For example: <ul style="list-style-type: none"> • This is a car. • This is a book. 	For example: <ul style="list-style-type: none"> • Yesterday was fun. • We play in the gym. • I'm going on the monkey bars! 	For example: <ul style="list-style-type: none"> • I'm sad because we lost. • Do you want apples or oranges? • I'm going to China next summer! 	For example: <ul style="list-style-type: none"> • Long ago, there was a king who lived in a castle. • Our family moved to Canada when I was three years old. • First you add the flour, and then the water. 	For example: <ul style="list-style-type: none"> • If you eat too much candy, then you might have an upset stomach. • They continued working until all of the mess had been cleaned up. • Instead of driving to the zoo, the family decided to ride their bikes.

Reading	Level 1	Level 2	Level 3	Level 4	Level 5
Fluency: Reading out loud accurately, smoothly, and with expression	I can sound out each word one letter at a time.	I can sound out one word at a time.	I can sound out groups of words and I sometimes re-read some parts.	I can make my reading sound like talking when I read out loud. I stop reading and correct myself sometimes.	I can make my reading sound like talking when I read out loud most of the time. I pay attention to commas and periods so I pause and stop at the right places. I pay attention to exclamation marks and question marks so that I use the right expression.
	For example: <ul style="list-style-type: none"> c ... a ... t p ... a ... n 	For example: <ul style="list-style-type: none"> The ... dog ... is ... black. 	For example: <ul style="list-style-type: none"> The dog is black ... is black and has big ... ears. 	For example: <ul style="list-style-type: none"> The dog has a long tell ... a long tail. It plays outside in the ... yard. 	For example: <ul style="list-style-type: none"> The dog's name is Lucky. Lucky is friendly, fun, and smart. Sometimes, Lucky tries to eat my food! Lucky is a great dog.

Grades 1–3: WRITING

Writing	Level 1	Level 2	Level 3	Level 4	Level 5
Vocabulary: Understanding words and what they mean	I can write a few words about things I know about.	I can write some words about things and about doing things I know.	I can write more words I have learned in my subjects at school.	When I write, I can choose the best word to write what I mean.	I can write using many different words I have learned in school about new topics and ideas.
	For example: <ul style="list-style-type: none"> I can write words like “boat” and “ball” under a T-chart for objects that float. 	For example: <ul style="list-style-type: none"> The boat will float. The rock will sink. It is heavy. 	For example: <ul style="list-style-type: none"> The boat and the cork float. The rock sinks because it is heavy. 	For example: <ul style="list-style-type: none"> We made our own boat. We had to make it float on the water. It had to carry a load. Ours carried pennies. 	For example: <ul style="list-style-type: none"> Our boat was hard to make float. At first, the load was too big, so we had to take off some of the pennies.

Writing	Level 1	Level 2	Level 3	Level 4	Level 5
Grammar: Using sentences that follow the rules of English	I can write names of things and words for doing things that are happening now. I can finish sentence frames that my teacher starts for me, such as: <ul style="list-style-type: none"> • I like ____. • I like <u>apples</u>. • I like <u>cats</u>. 	I can write many different words to describe things. I can write about things that have already happened.	I can write using <ul style="list-style-type: none"> • words that describe things • words that mean “more than one” (plural forms) • verb tenses that tell when something is happening 	I can write using <ul style="list-style-type: none"> • words in the right order • words that mean “more than one” (plural forms) • different verb tenses 	I can write using <ul style="list-style-type: none"> • words in the right order • words that mean “more than one” (plural form) • different verb tenses
	For example: <ul style="list-style-type: none"> • It is a <u>frog</u>. • The <u>frogs</u> are <u>green</u>. • Giraffes are <u>tall</u> and have long <u>necks</u>. 	For example: <ul style="list-style-type: none"> • The fish is small. • The cat jumped on the table. • The kids are playing with the horses. 	For example: <ul style="list-style-type: none"> • The dog is running outside. • The dog is having fun. He is playful and friendly. 	For example: <ul style="list-style-type: none"> • Why does a giraffe have a long neck? • How does a cow give us milk? 	For example: <ul style="list-style-type: none"> • Caterpillars eat a lot of food. They eat leaves. When they get really fat, it’s time to change. It knows they are a butterfly inside.

Writing	Level 1	Level 2	Level 3	Level 4	Level 5
Syntax: Combining words to make sentences	I can write words to name things and to describe pictures. I can write a phrase with help from my teachers.	I can write simple sentences by myself.	I can write sentences with more information added.	I can write longer sentences with different ideas.	I can write different kinds of sentences with more information and detail.
	For example: <ul style="list-style-type: none"> It is cold. It is a fire. It is a house. 	For example: <ul style="list-style-type: none"> The north is cold. Seals swim in the cold water. 	For example: <ul style="list-style-type: none"> In the winter, it is cold. People put on lots of coats. They wear boots on their feet and hats on their heads. 	For example: <ul style="list-style-type: none"> Igloos were made because they had lots of snow. There is not a lot of trees in the far north so the people used the snow to make homes. 	For example: <ul style="list-style-type: none"> In the winter it is cold in Canada, but in the north it is very cold. People live in many kinds of houses. For example, igloos are built from snow and ice. Other people make houses from wood, brick, or cement.

Writing	Level 1	Level 2	Level 3	Level 4	Level 5
Strategic: Using strategies to spell and use punctuation correctly	I can use strategies like copying from things I read.	I can use strategies like spelling words I know, but I sometimes make mistakes.	I can use strategies like spelling words how they sound when I say them.	I can use strategies like spelling words by knowing about some word families. “Word families” are words that sound almost the same except for one sound at the beginning, middle, or end of the words.	I can use strategies like spelling different words using what I know about the sounds of letters or combinations of letters.
	For example: <ul style="list-style-type: none"> I can copy the sentence “It is Monday.” 	For example: I can write short words: <ul style="list-style-type: none"> The dog is big. In class we walk, not run. 	For example: I may write, <ul style="list-style-type: none"> “enuf” (when I mean to spell “enough”) “rite” (when I mean to spell “write” or “right”) 	For example: <ul style="list-style-type: none"> light/right/tight bank/drank/thank 	For example: <ul style="list-style-type: none"> The word “treat” has the same beginning sounds as “tree” and the same last sounds as “feet” or “meet.” But I remember that “treat” is one of those words that is spelled like the word “meat.”

Writing	Level 1	Level 2	Level 3	Level 4	Level 5
Socio-Linguistic: Knowing that how people live and use language affects how they write	I can copy sentences about life in Canada, but I don't always understand the ideas that I'm copying.	I can copy sentences about things I have worked on with students from different backgrounds. I can add or change words in a sentence to make new sentences.	I can use a graphic organizer or a template to help me organize new ideas I have learned about life in Canada. These tools help me understand how to write certain texts in English that I would have to write in a different way if I used my home language.	I can use a graphic organizer or a template to plan my writing about life in Canada. I think about the best way to write so that readers living in Canada understand me.	I can write stories, reports, or journals by myself about life in Canada. I can pretend to be someone else from another time, place, or culture and use the kind of words and expressions that person would use.
	For example: <ul style="list-style-type: none"> I can copy words and sentences about a sugar shack event at our school. I watch what my friends are writing, and I copy them. 	For example: <ul style="list-style-type: none"> I can copy an invitation and a story we wrote together in class about our sugar shack event. 	For example: <ul style="list-style-type: none"> I can write my ideas for an invitation for our community to our sugar shack event in a planner. I can write the invitation with some help. 	For example: <ul style="list-style-type: none"> I can write an invitation to the sugar shack event for my parents in English, who have never heard of a sugar shack before. 	For example: <ul style="list-style-type: none"> I can write an invitation for the sugar shack event and pretend that I am a coureur de bois who works at the sugar shack.

Writing	Level 1	Level 2	Level 3	Level 4	Level 5
Discourse: Knowing how ideas are connected	I can connect two or more words. I can change a word in a sample sentence to make a new sentence, but I need help.	I can connect a few words together in a simple sentence using “and” or “then.”	I can connect my ideas in a simple sentence using <ul style="list-style-type: none"> words like “but” and “because” words that tell about time 	I can connect my ideas together in sentences by using <ul style="list-style-type: none"> words like “so,” “or,” and “yet” words that tell about time and the order things happen in 	I can write stories and other longer texts by connecting sentences that belong together by using connecting words at the beginning of sentences.
	For example: <ul style="list-style-type: none"> I see a cow. I see a horse. 	For example: <ul style="list-style-type: none"> I see a black and white cow. Then the cow eats grass. 	For example: <ul style="list-style-type: none"> Yesterday I saw a horse but not a cow. The horse was eating grass today because he was hungry. 	For example: <ul style="list-style-type: none"> Last night it was raining so the cows stayed in the barn. Then the horses got scared by the thunder, yet they stayed outside. 	For example: <ul style="list-style-type: none"> Once upon a time a cow and a horse lived in a barn. One day, the horse decided to leave the barn and see what she could find in the fields. The horse wanted to go as far as she could, but since there was a fence, she couldn’t go any further.

Writing	Level 1	Level 2	Level 3	Level 4	Level 5
Editing: Reviewing, correcting, and improving my own writing	I can edit my writing for the spelling of everyday words I have learned and know. I need lots of help from my teacher to edit my writing. I use word lists and sentence frames to help me with my writing.	I can edit my writing for <ul style="list-style-type: none"> the spelling of words I know capital letters at the beginning of sentences periods at the end of sentences I still need some help from my teachers.	I can edit my writing for <ul style="list-style-type: none"> correct punctuation at the end of sentences the use of commas in lists the spelling of words with regular spelling 	I can edit my writing for <ul style="list-style-type: none"> simple verb tenses (e.g., climb, climbed, will climb) the spelling of words with regular spelling 	I can edit my writing for <ul style="list-style-type: none"> different verb tenses words with irregular spelling
	For example: <ul style="list-style-type: none"> I can complete sentence frames like the <u>tree</u> is <u>green</u>. 	For example: <ul style="list-style-type: none"> The tree was tall and green. 	For example: <ul style="list-style-type: none"> Where was the squirrel? It was throwing nuts down! It was small, grey, furry, and fat. 	For example: <ul style="list-style-type: none"> The squirrel throws the nuts. The squirrel climbed the tree. The squirrel will eat the nuts. 	For example: <ul style="list-style-type: none"> The squirrel has been storing nuts for the winter. It is hard to find nuts in the winter and he doesn't want to lose all his weight.