

Grades 4–6: 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 and describe things I know about. I need people to show me pictures or use their hands to help me understand.	I can understand some words about things I see at school. I can understand better if people show me pictures or objects.	I can understand many words my teacher uses in different school subjects.	I can understand many words in my school subjects that mean the same thing (synonyms) or mean the opposite (antonyms).	I can understand almost all the words I hear in class, including words that have more than one meaning.
	For example: <ul style="list-style-type: none"> • Show me the pencil. • Open your book. • That's nice! 	For example: <ul style="list-style-type: none"> • Where is your eraser? • What kind of animal is that? • Let's measure the angles in this triangle. 	For example: <ul style="list-style-type: none"> • After you measure the angles, record the results in your notebook. • Why do you think this story was amusing? 	For example: <ul style="list-style-type: none"> • How can humans reduce the amount of garbage we produce? • Is your bedroom spacious or cramped? • February has fewer days than March. 	For example: <ul style="list-style-type: none"> • Are you able to accurately identify all of the right angles? • When we press down on the keys, the air passing through the flute will travel further and create a different pitch. • She made the baseball team because she can pitch really well.

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 someone talks about something I know. It helps me understand when someone shows me pictures.	I can understand when a teacher gives three instructions in a row about something I know. I can understand better if people use pictures or their hands when talking.	I can understand sentences that have more information and are about things I know. I can understand longer instructions that have many steps.	I can understand long and complicated sentences, especially when the sentences are about topics that are familiar to me.	I can understand long and complicated, even about topics that are new to me.
	For example: <ul style="list-style-type: none"> • How are you? • Read this page. 	For example: <ul style="list-style-type: none"> • Please turn on the computer, log in, and open your folder. 	For example: <ul style="list-style-type: none"> • You can practise calculating the angles and then begin to sort the shapes and record your information in the table. 	For example: <ul style="list-style-type: none"> • Before you draw and label your closed circuit, have one partner put all the materials away and the other partner put the textbook back on the shelf. 	For example: <ul style="list-style-type: none"> • After you are done reading the experiment, pick a partner, discuss what kind of closed circuit you're going to build, gather all of your materials, and construct your own closed circuit.

Listening	Level 1	Level 2	Level 3	Level 4	Level 5
Strategic Questioning: Knowing how to find information	I can understand short, simple questions about things I know.	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 have more than one possible answer about topics I know.	I can understand questions that have more than one possible answer about topics that are new to me.	I can understand questions where I need to connect what I know to new information.
	For example: <ul style="list-style-type: none"> • Where is your book? • Do you want a pencil or a pen? 	For example: <ul style="list-style-type: none"> • What is democracy? • When are the elections? 	For example: <ul style="list-style-type: none"> • Why didn’t Aisha come to school today? • Give an example of someone who is a good role model. • Tell me more about what happened in the election. 	For example: <ul style="list-style-type: none"> • Now that we have learned about the voting process, why do you think it is important that you vote? • If you were Zoltan in this story, how would you deal with the problem? 	For example: <ul style="list-style-type: none"> • If you were a member of the Conservative Party, how would you respond to that bylaw? • Why do you think voters elected this candidate?

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Strategic Clarification: Knowing how to check my own understanding	I can let people know if I understand or do not understand what they say by using simple phrases I have heard before. I can shrug my shoulders to let people know I'm confused.	I can understand new words I hear by asking questions using words I have heard before.	I can pay attention to important words I hear. I make sure I understand what they mean by asking types of questions I have heard and asked before.	I can understand important ideas by asking different types of questions.	I can understand important information by asking specific questions.
	For example: <ul style="list-style-type: none"> • I know. • Okay. • I don't know. • Help me. 	For example: <ul style="list-style-type: none"> • What is ...? • This is a ..., right? 	For example: <ul style="list-style-type: none"> • Are insects part of the floating zone? 	For example: <ul style="list-style-type: none"> • How is the floating zone different from the emergent zone? 	For example: <ul style="list-style-type: none"> • How come some insects lay their eggs in the submergent zone but the larvae need to live in the floating zone?

Listening	Level 1	Level 2	Level 3	Level 4	Level 5
Socio-Linguistic: Knowing that people choose different words and ways of talking in different situations and with different people	<p>I can understand everyday greetings, and I can understand when and how Canadians use their hands to show what they mean instead of speaking.</p> <p>I also know the way people say words tells you how they feel.</p>	<p>I can understand phrases and expressions I have heard and used before.</p>	<p>I can understand all sorts of different expressions and slang my friends use.</p> <p>I also understand that speakers can put more stress on certain words to make a point.</p>	<p>I can understand expressions that use idioms.</p> <p>“Idioms” are words or phrases that have a meaning that is different from their usual meaning. Each language and culture has its own idioms.</p>	<p>I can understand when people talk about things most Canadians know that people from other places may not know, like Canadian sports, history, traditions, TV shows and celebrities.</p> <p>I also understand humour and many common idioms.</p>
	<p>For example:</p> <ul style="list-style-type: none"> Hello. I understand when someone waves a hand to say, “Come here.” I know when someone is happy, mad, or sad by how they say words. 	<p>For example:</p> <ul style="list-style-type: none"> How’s it going? How was your day? When Canadians say, “Hi. How’s it going?” they often just want to you to say “Good” or “I’m fine” or just “Hi.” 	<p>For example:</p> <ul style="list-style-type: none"> What’s bugging him? (What is bothering him?) Later! (I will see you or talk to you again soon.) Intonation can change the meaning of a sentence, such as: “You like <i>that</i>?” or “You <i>like</i> that?” 	<p>For example:</p> <ul style="list-style-type: none"> “She nailed it!” means she did something correctly. “Break a leg!” means good luck. 	<p>For example:</p> <ul style="list-style-type: none"> How does your family celebrate Thanksgiving Day? Are you a Habs fan or a Leafs fan? (The Montreal Canadiens and the Toronto Maple Leafs are hockey teams.)

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Discourse: Knowing how ideas are connected	I can understand when people speak or ask me to do something using phrases joined with the words “and” and “then.”	I can understand main ideas about topics I know that are connected together by words like <ul style="list-style-type: none"> • first • next • but • because • today • yesterday 	I can understand main ideas, even if the topics are new to me, that are connected together by words like <ul style="list-style-type: none"> • now • last • on the weekend • last night 	I can understand many different words used to connect specific details even if the topics are new to me.	I can understand a large number of different words used to connect complex sentences in explanations about topics and subjects I am studying in school.
	For example: <ul style="list-style-type: none"> • Get your backpack. Then put on your boots. • A healthy lunch has fruits and vegetables. 	For example: <ul style="list-style-type: none"> • Today, I ate a banana and an apple but not vegetables. • First, she went to the pool because she likes to swim. • Next, she went to her friend’s house, but her friend was not there. 	For example: <ul style="list-style-type: none"> • Last night, I cut out all the pieces. Before we do anything else, let’s glue the pieces together so the glue dries on the weekend. Then we can paint on Monday. 	For example: <ul style="list-style-type: none"> • The first chapter of the novel had many interesting characters who each had different opinions, even though they came from the same family. 	For example: <ul style="list-style-type: none"> • Cottonwoods can only survive for one week with submerged root systems; however, alders and willows can withstand being waterlogged for a period of up to two months.

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Auditory Discrimination: Hearing all the different sounds in words	I can recognize the beginning sounds of words. I can also recognize when words begin and end.	I can recognize how the meaning of what a person is saying can be different, depending on how the words are said and how the voice is used.	I can recognize words that rhyme. I can also tell the difference between words that sound almost the same but are different.	I can recognize and understand when people use shorter forms of words.	I can recognize words in sentences even when people speak very quickly.
	For example: What is the first sound in “bat”? I can also hear each word in a sentence.	For example: <ul style="list-style-type: none"> • “Really?” (The voice rises at the end to show it is a question.) • “Really.” (The voice falls at the end to show disappointment.) • “I <i>really</i> need to read this book.” (The stress on “really” shows it is important.) 	For example: Rhyming words: <ul style="list-style-type: none"> • “make/snake/cake” Words that sound almost the same: <ul style="list-style-type: none"> • “fifty/fifteen” • “he’s/his” 	For example: Contractions: <ul style="list-style-type: none"> • “can’t” means cannot • “didn’t” means did not Reduced speech: <ul style="list-style-type: none"> • “Didja?” means Did you? • “gonna” means going to 	For example: <ul style="list-style-type: none"> • When someone says, “He took the <i>car</i> to the store,” I don’t think he or she said, “He took the <i>cart</i> to the store.”

Grades 4–6: SPEAKING

Speaking	Level 1	Level 2	Level 3	Level 4	Level 5
Vocabulary: Understanding words and what they mean	I can use a few common words that help me tell people what I need and answer simple questions.	I can use some words to name and describe things I have learned about 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"> Arctic. It's so cold. 	For example: <ul style="list-style-type: none"> A lake is a body of water. 	For example: <ul style="list-style-type: none"> A region is an area with similar physical features. 	For example: <ul style="list-style-type: none"> Climate is the weather over a long period of time. Climate affects people in different ways. 	For example: <ul style="list-style-type: none"> One of the disadvantages of living in the St. Lawrence Lowlands region is that they do not have a lot of fossil fuels.

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Grammar: Using sentences that follow the rules of English	I can speak about things that are happening now using verbs in the present tense.	I can speak about things that happened before using verbs that end with “ed” (past tense).	I can speak about things that happened using verbs in the past tense that don’t end in “ed.” I can use words that describe where something is.	I can use words to show who something belongs to. I can remember words like “goose” that don’t just add an “s” at the end when there is more than one of them.	I can use verbs 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 walk to school. • She likes dogs. • We eat pizza. 	For example: <ul style="list-style-type: none"> • I talked to the teacher. • You walked to the store. • We opened our books to page 12. 	For example: <ul style="list-style-type: none"> • I saw my friend yesterday at the park. • He found his pen under the chair. • The ball is behind the desk. 	For example: <ul style="list-style-type: none"> • I already ate mine. • The children saw the geese on the water. 	For example: <ul style="list-style-type: none"> • I haven’t been to Jasper before. • Those books about mice weren’t where they were supposed to be. I found them near the books about rhinoceroses instead of by the lions.

Speaking	Level 1	Level 2	Level 3	Level 4	Level 5
Syntax: Combining words to make sentences	I can combine words to make short phrases I remember hearing and saying before.	I can combine words to make short sentences.	I can combine words to make detailed sentences.	I can combine words to make sentences that <ul style="list-style-type: none"> are longer and have more detail use words like “because,” “but,” and “while” to connect ideas 	I can combine words to make many different kinds of sentences, and I can change the word order.
	For example: <ul style="list-style-type: none"> Jupiter is a planet. Earth is a planet. Has moon. 	For example: <ul style="list-style-type: none"> Saturn has rings. Is Pluto a planet? Show me the picture of Mars, please. 	For example: <ul style="list-style-type: none"> Saturn has many rings with rocks in it. Why isn’t Pluto a planet any longer? 	For example: <ul style="list-style-type: none"> Astronauts can’t land on Jupiter because it is made of gas. Jupiter is made of gas, but it has solid moons. 	For example: <ul style="list-style-type: none"> It is impossible to land on Jupiter since it is made of gas. There are many storms on Jupiter, which also makes it difficult to explore.

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Strategic: Using strategies to communicate with others	I can copy what others say, or I can repeat phrases I have heard and used before.	I can use everyday phrases I have heard before, and I can ask simple questions.	I can ask other people questions to check my own understanding. When I don't know how to say something, I can use simple language that might not have the exact meaning I want.	I can <ul style="list-style-type: none"> • make connections to my own life • ask questions to learn more • use other words to explain things when I don't know the specific words to use 	I can use many strategies like <ul style="list-style-type: none"> • asking specific questions to check my understanding • adding to what others say • making comments • using different words to repeat what others say
	For example: <ul style="list-style-type: none"> • I need pencil. • You help me? 	For example: <ul style="list-style-type: none"> • How was weekend? • What I do? 	For example: <ul style="list-style-type: none"> • What does this mean? • Can you explain it again, please? If I don't know how to say, "The car's motor is being repaired," I might say, "The car doesn't work."	For example: <ul style="list-style-type: none"> • The thing like a box where you put things in and then people find it later. (time capsule) • I read that too. • What character do you like? 	For example: <ul style="list-style-type: none"> • Did you see the helicopter? It was really cool. • 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	<p>I can use greetings and expressions I have heard before when I talk with other people.</p> <p>When I use my hands or body to help show what I mean, I try to copy movements that I see my Canadian friends make.</p>	<p>I can use everyday expressions and slang to talk to my friends and teachers.</p> <p>I understand that I should use less slang when talking to adults.</p>	<p>I can use slang I have heard before, when it's appropriate.</p> <p>I know I can use verbs that have two parts (like "pick up" and "look out") anytime. However, I notice that some adults use them less often.</p>	<p>I know that I might need to use a different kind of language depending on the situation and who I'm talking to.</p>	<p>I know that when a speaker uses many idioms, it can make the speaking situation feel less formal.</p> <p>"Idioms" are words or phrases that have a meaning that is different from their usual meaning.</p>
	<p>For example: I may say,</p> <ul style="list-style-type: none"> • "How are you?" • "I'm fine, and you?" <p>I also shake my head to say "no" or to help show I don't know something.</p>	<p>For example:</p> <ul style="list-style-type: none"> • With my friends, I say, <ul style="list-style-type: none"> – "What's up?" – "Move over." • With my teachers, I say, "Excuse me, please." 	<p>For example:</p> <p>Slang:</p> <ul style="list-style-type: none"> • Hey, what's up? • Wanna hang out? <p>Two-word verb:</p> <ul style="list-style-type: none"> • Mom will pick me up after school and take me home. <p>Alternative:</p> <ul style="list-style-type: none"> • Mom will drive me home after school. 	<p>For example:</p> <ul style="list-style-type: none"> • To my friend, I may say, "Can I catch a ride?" • To an adult, I say, "Mrs. Chen, may I get a ride, please?" 	<p>For example:</p> <ul style="list-style-type: none"> • I may say, "Break a leg!" to informally wish an actor good luck on stage.

Speaking	Level 1	Level 2	Level 3	Level 4	Level 5
Discourse: Knowing how ideas are connected	I can connect words in simple phrases and short sentences using words like “and” and “then.”	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 one sentence to ideas in another sentence using many different types of words. I can use words that say when something happens and in what order.	I can connect ideas in longer and more complex sentences using many different words.	I can connect ideas between sentences to make the ideas go together from one sentence to the next in a way that makes sense.
	For example: I play ball. And we win. Then we eat ice cream.	For example: • and • but • because • yesterday I may say, “ Yesterday there was no school because it was a holiday.”	For example: • so • or • when • next • last night • Monday I may say, “We met at the library first . After that , we returned to our classrooms so we could work on the project.”	For example: • since • while • until I may say, “In the morning it snowed a lot. We stayed inside while the snow came down. We stayed until it stopped, and then we went out.”	For example: • however • therefore • eventually I may say, “At the beginning of the week it rained a lot. Eventually , it stopped on the third day. It was supposed to be cold all week. However , it was warm today.”

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 can 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 can 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" 	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 4–6: READING

Reading	Level 1	Level 2	Level 3	Level 4	Level 5
Vocabulary: Understanding words and what they mean	I can understand a few words about things I know and about doing things I know.	I can understand some words that describe the things I'm learning about in my school subjects.	I can understand more words, including words that are used in many of my school subjects.	I can understand many words that <ul style="list-style-type: none"> • have the same meaning as other words (synonyms) • have the opposite meaning as other words (antonyms) • have more than one meaning • are used in many of my school subjects 	I can understand many more words, including words that are used to make new words.
	For example: <ul style="list-style-type: none"> • shirt • window • boat • small • soft • smart 	For example: <ul style="list-style-type: none"> • pocket • ship • gentle • wise • rain • moon • regions 	For example: <ul style="list-style-type: none"> • frame • calm • sharp • precipitation • condensation • evaporation • identify • explain • decide 	For example: <ul style="list-style-type: none"> • cloudy/overcast • weather/climate • cloudy/clear • forecast • dew • nimbus • express • classify 	For example: Words with “form” in them: <ul style="list-style-type: none"> • reform • reformation • inform • uniformed • information • informant

Reading	Level 1	Level 2	Level 3	Level 4	Level 5
Syntax: Understanding sentences and how they are made	I can understand short sentences that are mostly the same, except for a few different words, about things I know.	I can understand <ul style="list-style-type: none"> • simple sentences • titles • headings • captions (words next to a picture that explain what it's about) 	I can understand short paragraphs with long sentences containing more information.	I can understand paragraphs that describe things, places, people, or things that happen, using different types of sentences.	I can understand paragraphs about the same topic that include the use of complex sentences. A “complex sentence” is like a complete sentence having one or more “clauses” (which are not complete sentences) added to give more information.
	For example: <ul style="list-style-type: none"> • Animals eat plants. • Animals eat animals. 	For example: <ul style="list-style-type: none"> • Simple sentence: Animals eat plants or other animals. • Title: The Energy Cycle • Heading: The Sun • Caption: The cycle begins with the Sun's energy. 	For example: <ul style="list-style-type: none"> • The Sun gives energy to plants. Plants are producers. Herbivores and omnivores eat the plants. Carnivores eat herbivores and omnivores. Decomposers eat dead animals and plants. 	For example: <ul style="list-style-type: none"> • Producers get energy from the Sun, which is given to consumers when they eat the plants. For example, mice eat plant seeds. Some consumers get energy from eating other consumers. 	For example: <ul style="list-style-type: none"> • He pulled the alarm and began helping everyone out as soon as the fire was discovered.

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Strategic Decoding: Sounding out words	I can sound out some everyday words I have learned.	I can sound out <ul style="list-style-type: none"> • words that have two consonants together • long and short vowels • word families <p>“Word families” are words that sound almost the same except for one sound at the beginning, middle, or end of the words.</p>	I can sound out words with two or more vowels or two or more consonants together.	I can sound out root words, prefixes, and suffixes. <p>A “root word” is a word that can change into a different word by adding a group of letters to the beginning (prefix) or the end (suffix).</p>	I can sound out words with many syllables.
	For example: <ul style="list-style-type: none"> • the • as • red • big • and • that 	For example: Word families: <ul style="list-style-type: none"> • mat/sat/that • bite/white Two consonants: <ul style="list-style-type: none"> • br/st/nd Long and short vowels: <ul style="list-style-type: none"> • bit/bite • mat/mate 	For example: <ul style="list-style-type: none"> • “ea” in “read” • “ou” in “ought” • “ee” in “seed” • “ie” in “friend” • “str” in “street” • “spl” in “splash” • “nts” in “events” 	For example: Root words: <ul style="list-style-type: none"> • “know” in “knowledge” Prefixes: <ul style="list-style-type: none"> • “re” in “rebuild” Suffixes: <ul style="list-style-type: none"> • “ment” in “argument” 	For example: <ul style="list-style-type: none"> • photosynthesis • metamorphosis

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Strategic Comprehension: Using strategies to understand what I read	I can use pictures and diagrams to understand the words I read.	I can use pictures, phrases, simple sentences, and things I know from my own life to help me understand what I read.	I can use strategies to help me understand, like <ul style="list-style-type: none"> • reading things over again • guessing the next word • thinking about what's going to happen next 	I can use the words I already know in the text and what I know about in the story to guess the meaning of new words. I can understand a new word by looking at its parts.	I can use all the clues in the text and all the things I already know about the topic to help me understand new information. Re-reading a text sometimes changes my mind on things.
	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.) 	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 will read a sentence or paragraph over and over until I understand it. • Predicting what will happen next gets me ready for new information. 	For example: <ul style="list-style-type: none"> • I learn that "chrysalis" is another word for "cocoon" by following the text about the life cycle of the butterfly. • I understand the meaning of "unreachable" by looking at its parts (un = not / reach = get / able = can). 	For example: <ul style="list-style-type: none"> • I can learn new things from reading, re-reading, and rethinking texts. • I also know I understand what I read if I can explain the main ideas about the text for someone else.

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 can understand that some texts are <ul style="list-style-type: none"> • stories that are made up (fiction) • about real people and things that really happened (non-fiction) 	I can understand the word-for-word meaning of texts. I can understand who the most important people and problems in a story are and what the most important ideas of a text are.	I can recognize <ul style="list-style-type: none"> • different types of texts and text forms • that people write and read different types of texts for different reasons I notice that Canadian authors often write about topics important to Canadians.	I can recognize and understand <ul style="list-style-type: none"> • social expressions used with friends and adults • when writers use words in creative ways that catch the reader's attention (figures of speech) 	I can understand words and expressions that <ul style="list-style-type: none"> • children, teenagers, and adults use when they talk with each other • most Canadians know but people from other places wouldn't know
	For example: <ul style="list-style-type: none"> • Harry Potter is not a real boy, and the stories about him are fiction. • There are many non-fiction books about a brave Canadian named Emily Murphy. 	For example: <ul style="list-style-type: none"> • When I read a story, I know who the main character is. • When I read about the oil sands, I know that it is telling me about an important resource. 	For example: <ul style="list-style-type: none"> • Poems, newspaper articles, emails, and websites have different kinds of information. • I can read about the importance of hockey in Canada in the short story <i>The Hockey Sweater</i>. 	For example: <ul style="list-style-type: none"> • alliteration – big, blue balloons • simile – as bright as the Sun • onomatopoeia – The fly buzzed by the window. 	For ex 3 ptample: <ul style="list-style-type: none"> • What flavour of freezie do you want me to get you from the freezer? • According to legend, a sea monster called Ogopogo lives in Okanagan Lake in B.C.

Reading	Level 1	Level 2	Level 3	Level 4	Level 5
Discourse: Knowing how ideas are connected	I can understand simple sentences connected by words like “and” and “then.”	I can understand sentences that have words that tell me when something happens or in what order it happens.	I can understand the main ideas and details in sentences and clauses that are connected by words that tell when something happens or in what order it happens.	I can understand the main ideas and details in different paragraphs that are connected by words that tell when something happens or in what order it happens.	I can understand words that compare or contrast one thing in one paragraph to another thing in a different paragraph.
	For example: <ul style="list-style-type: none"> There are rabbits and cats at the animal shelter. I got into bed. Then I turned off the lights. 	For example: <ul style="list-style-type: none"> Yesterday was fun. We play in the gym. I’m going on the monkey bars! First you add the flour and then the water. 	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. 	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. 	For example: <ul style="list-style-type: none"> Although they were ready to leave, they had to wait for permission. Similar to many other countries, Canada is officially bilingual. But unlike New Brunswick, Alberta has only one official provincial language.

Reading	Level 1	Level 2	Level 3	Level 4	Level 5
Fluency: Reading out loud accurately, smoothly, and with expression	I can read out loud by sounding 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 use the right expression by paying attention to exclamation marks and question marks.	I can read out loud with expression all of the time. When I read out loud, I know when I've made a reading error, and I can correct it as I read.
	For example: <ul style="list-style-type: none"> The ... tree ... is ... green. 	For example: <ul style="list-style-type: none"> The tree is tall ... is tall and has many... leaves. 	For example: <ul style="list-style-type: none"> The tree has many lives ... many leaves. It grows because it gets food from the soil. 	For example: <ul style="list-style-type: none"> The leaf has many veins. (pause at period) What is the purpose of the veins? (raise voice at the end to show it's a question) 	For example: <ul style="list-style-type: none"> The leaf has many vines ... veins. The edge of the leaf is jagged.

Grades 4–6: 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 doing things I know.	I can write using more words that I have learned in my subjects at school.	I can write using many different words I have learned in school about new topics and ideas.	When I write, I can choose the best word to write what I mean. I can write using different forms of each word, as needed.
	For example: <ul style="list-style-type: none"> I can write words like “bird” and “bat” under a T-chart for animals that fly. 	For example: <ul style="list-style-type: none"> Cows walk slowly. Foxes walk quickly. They are fast. 	For example: <ul style="list-style-type: none"> Sharks and fish live in the water. They cannot live on land because they do not have lungs. They have gills. 	For example: <ul style="list-style-type: none"> Giraffes have adapted by having longer necks so they can reach leaves on tall trees. This helps them to survive in their environment. 	For example: <ul style="list-style-type: none"> My dog carefully watched the fly on the wall. Some insects can fly while others can’t because they don’t have wings. We are going to fly to Toronto next week to visit my grandma. We had to redo our assignment because it wasn’t done properly.

Writing	Level 1	Level 2	Level 3	Level 4	Level 5
Grammar: Using sentences that follow the rules of English	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 different verb tenses words that mean “more than one” (plural forms) 	I can write using <ul style="list-style-type: none"> words in the right order different verb tenses words that mean “more than one” (plural forms) 	I can write using <ul style="list-style-type: none"> more verb tenses different plurals different forms of words I can use these correctly most of the time without help from my teachers.
	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"> Cows eat a lot of grass. They have special teeth and a special stomach to help them digest the grass. Baby cows are called calves and they do not eat grass, instead they drink their mother’s milk. 	For example: <ul style="list-style-type: none"> Polar bears are found in the north of Canada. They are called polar bears because they live towards the North Pole. They have special fur that helps them camouflage and stay warm in their harsh climate.

Writing	Level 1	Level 2	Level 3	Level 4	Level 5
Syntax: Combining words to make sentences	I can write words to <ul style="list-style-type: none"> name things describe pictures I can finish simple sentences.	I can write simple sentences with some information added.	I can write simple paragraphs.	I can write my ideas in an order that makes sense. I can write paragraphs with some details.	I can write four to six paragraphs that are well developed and have lots of detail. The paragraphs I write are in an order that makes sense.
	For example: <ul style="list-style-type: none"> The plains are flat. The mountains are tall. 	For example: <ul style="list-style-type: none"> The Cordillera is rows of the mountains. 	For example: <ul style="list-style-type: none"> Glaciers is made from many layers of ice. It used to be snow. Then it got squished into ice. Glaciers are small or huge. Glaciers can move. 	For example: <ul style="list-style-type: none"> The Canadian Shield is the landform that covers most of Canada. It's shaped like a shield from a warrior. It got its name because of that. It covers more than half of Canada. 	For example: <ul style="list-style-type: none"> The Arctic Lowlands are found near the Canadian Shield. They are made up of many islands that have a rolling landscape. The Arctic Lowlands' terrain is mostly rock, snow, and ice with many marshes throughout.

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 <ul style="list-style-type: none"> • copying words and phrases • copying spelling from lists and charts 	I can write simple sentences using strategies like spelling words how they sound when I say them.	I can use strategies like <ul style="list-style-type: none"> • spelling words by knowing about some word families • using a personal dictionary <p>“Word families” are words that sound almost the same except for one sound at the beginning, middle, or end of the words.</p>	I can use strategies like <ul style="list-style-type: none"> • using a writing template to plan my writing • writing with cognates (words in other languages that are similar to English) • using dictionaries to spell words that sound the same but have different spellings 	I can use strategies like <ul style="list-style-type: none"> • finding the best words by using a dictionary or thesaurus • describing something when I don’t know the word for it • copying how punctuation is used in a book or checking how to use punctuation in a writer’s handbook
	For example: <ul style="list-style-type: none"> • I can write short words from memory: is, to, this, of, can, like. 	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"> • I might know word families like “right/fight/light.” 	For example: <ul style="list-style-type: none"> • their/there/they’re • which/witch • too/two/to <p>I can use templates for letters, essays, experiments, etc.</p>	For example: Instead of using the word “sad,” I might use <ul style="list-style-type: none"> • upset • disappointed • melancholy

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 use the right words and phrases to <ul style="list-style-type: none"> share my ideas say what I think tell how I feel I can write words <ul style="list-style-type: none"> in a journal to describe or name things in pictures to finish sentences 	I can choose the right words and phrases to complete sentence frames, graphic organizers, charts, and forms. When I change some words in a sentence to make a new sentence, I need help to know what other changes I need to make.	I can use writing templates and new words to answer questions, write personal responses, and complete assignments. I may need help from my teachers to decide what details to include in my writing and what details to leave out.	I can write different kinds of text for different purposes and audiences. Characters in my stories talk and think in certain ways because of where I imagine they live and what they experienced.	I can use the proper style of writing for different purposes and audiences. When I write non-fiction texts, I try to present the important points as soon as possible and then include only the most important supporting details. English speakers expect you to get to the point quickly.
	For example: <ul style="list-style-type: none"> I can write about my home country using pictures to help share my ideas. 	For example: <ul style="list-style-type: none"> I can write about my home country when my teacher helps me start some of the sentences. 	For example: <ul style="list-style-type: none"> I can write a story about my home country when my teacher helps me plan before I begin writing. 	For example: <ul style="list-style-type: none"> I can write a story about my home country when my teacher helps me plan before I start writing. Some characters in my story might use slang or very formal language. 	For example: <ul style="list-style-type: none"> I can write a story about what it would be like for a Canadian student to move to my home country. I can share some of the thoughts and feelings they might have.

Writing	Level 1	Level 2	Level 3	Level 4	Level 5
Discourse: Knowing how ideas are connected	I can connect words in a simple sentence using “and.”	I can connect my ideas in simple sentences using words that tell about time and the order that things happen in.	I can connect my ideas in longer sentences that belong together by using words that tell time and the order that things happen in.	I can connect my ideas in sentences and paragraphs by using different connecting words.	I can connect my ideas using <ul style="list-style-type: none"> a variety of connecting words words that show something is being compared to something else
	For example: <ul style="list-style-type: none"> The dog was brown and white. 	For example: <ul style="list-style-type: none"> Yesterday we took the dog for a walk. Then he went to the river. 	For example: <ul style="list-style-type: none"> Today the dog jumped in the river because he swam last time. Then he got carried away by the river. After 10 minutes, he swam to the side. We were nervous watching him. 	For example: <ul style="list-style-type: none"> One time our dog ran out of the yard. At first, we were scared that he ran away or got hurt. After a while, he came back home and we were so happy to see him. Even though we were happy that he was okay, my mom was upset that the gate was left open. 	For example: <ul style="list-style-type: none"> Your dog is similar to ours, but she is also different in a few ways. Even though they are the same size and colour, your dog is a different breed and is a girl, not a boy like ours. Also, our dog was adopted and you got yours when she was still a puppy.

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 <ul style="list-style-type: none"> spaces between words the correct spelling of everyday words 	I can edit my writing for <ul style="list-style-type: none"> the correct spelling of words I know capital letters at the beginning of sentences periods at the end of sentences 	I can edit my writing for <ul style="list-style-type: none"> the use of commas in lists periods, exclamation marks, and question marks words with regular spelling simple verb tenses (e.g., climb, climbed, am climbing) 	I can edit my writing for <ul style="list-style-type: none"> correct punctuation, including apostrophes and quotation marks common words with irregular spelling different verb tenses 	I can edit my writing for <ul style="list-style-type: none"> most kinds of punctuation marks the sequence of ideas in paragraphs verb tenses <p>I can change the order of sentences in paragraphs, stories, or essays so my ideas make sense.</p>
	For example: <ul style="list-style-type: none"> The tree is tall. 	For example: <ul style="list-style-type: none"> The leaf is an oval. It has a stem. 	For example: <ul style="list-style-type: none"> The pine is an evergreen tree with long, sharp, green needles. Have you seen one before? 	For example: <ul style="list-style-type: none"> We went to the nature centre and Ahmed asked “how are pines different from maples?” The naturalist said that it’s a cone-bearing tree and the maple is not. 	For example: <ul style="list-style-type: none"> The evergreen’s leaves, called needles, are long and sharp, and they do not fall off in the fall like the leaves of other trees.