Primary Language & Literacy (Kindergarten to Grade 3)

Strands & Expectations in the Ontario Curriculum

Note to user: This concept map is designed to help pre-service and in-service teachers develop a research strategy to locate library materials relevant to their daily lessons. It should not be used in place of the Ontario curriculum. Please visit the Ontario Ministry of Education website – www.edu.gov.on.ca – to access the Ontario curriculum online.

Grade 1 (ages 6-7)

Oral Communication

1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
   1.1 identify purposes for listening in a few different situations, formal and informal
   1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations
   1.3 identify a few listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts, initially with support and direction
   1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea
   1.5 use stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions
   1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them
   1.7 identify words or phrases that indicate whether an oral text is fact or fiction, initially with support and direction
   1.8 begin to identify, with support and direction, who is speaking in an oral text and the point of view expressed by the speaker
   1.9 begin to identify some of the presentation strategies used in oral texts and explain how they influence the audience

2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
2.1 identify a few purposes for speaking
2.2 demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small- and large group discussions
2.3 communicate ideas and information orally in a clear, coherent manner
2.4 choose appropriate words to communicate their meaning accurately and engage the interest of their audience
2.5 begin to identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately to help communicate their meaning
2.6 identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning
2.7 use one or more appropriate visual aids (e.g., pictures, photographs, props, puppets, masks) to support or enhance oral presentations

3. Reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations
3.1 begin to identify, with support and direction, a few strategies they found helpful before, during, and after listening and speaking
3.2 begin to identify how their skills as viewers, representers, readers, and writers help them improve their oral communication skills

Reading

1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning
1.1 read a few different types of literary texts, graphic texts, and informational texts
1.2 identify a few different purposes for reading and choose reading materials appropriate for those purposes
1.3 identify a few reading comprehension strategies and use them before, during, and after reading to understand texts, initially with support and direction
1.4 demonstrate understanding of a text by retelling the story or restating information from the text, including the main idea
1.5 use stated and implied information and ideas in texts, initially with support and
direction, to make simple inferences and reasonable predictions about them

1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them

1.7 identify the main idea and a few elements of texts, initially with support and direction

1.8 express personal thoughts and feelings about what has been read

1.9 begin to identify, with support and direction, the speaker and the point of view presented in a text and suggest a possible alternative perspective

2. Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning

2.1 identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a simple fictional story

2.2 recognize simple organizational patterns in texts of different types and explain, initially with support and direction, how the patterns help readers understand the texts

2.4 identify some simple elements of style, including voice and word choice, and explain, initially with support and direction, how they help readers understand texts

3. Use knowledge of words and cueing systems to read fluently

3.1 automatically read and understand some high-frequency words and words of personal interest or significance, in a variety of reading contexts

3.2 predict the meaning of and solve unfamiliar words using different types of cues, including

3.3 read appropriate, familiar texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader

4. Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading

4.1 begin to identify, with support and direction, a few strategies they found helpful before, during, and after reading

4.2 explain, initially with support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read
Writing

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience
   1.1 identify the topic, purpose, audience, and form for writing, initially with support and direction
   1.2 generate ideas about a potential topic, using a variety of strategies and resources
   1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources
   1.4 sort ideas and information for their writing in a variety of ways, with support and direction
   1.5 identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers and simple organizational patterns
   1.6 determine, after consultation with the teacher and peers, whether the ideas and information they have gathered are suitable for the purpose

2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience
   2.1 write short texts using a few simple forms
   2.2 begin to establish a personal voice in their writing by using pictures and words that convey their attitude or feeling towards the subject or audience
   2.3 use familiar words and phrases to convey a clear meaning
   2.4 write simple but complete sentences that make sense
   2.5 begin to identify, with support and direction, their point of view and one possible different point of view about the topic
   2.7 make simple revisions to improve the content, clarity, and interest of their written work, using a few simple strategies
   2.8 produce revised draft pieces of writing to meet criteria identified by the teacher, based on the expectations

3. Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively
   3.1 spell some high-frequency words correctly
3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, and word meanings
3.3 confirm spellings and word meanings or word choice using one or two resources
3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: a capital letter at the beginning of a sentence; a period, question mark, or exclamation mark at the end
3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: nouns for names of people, places, and things; the personal subject pronouns I, you, he, she, it, we, they; verbs to tell what they do and feel; some adjectives; and simple prepositions of place (e.g., in, on, at, to)
3.6 proofread and correct their writing using a simple checklist or a few guiding questions posted by the teacher for reference
3.7 use some appropriate elements of effective presentation in the finished product, such as print, different fonts, graphics, and layout
3.8 produce pieces of published work to meet criteria identified by the teacher, based on the expectations

4. Reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process
4.1 identify some strategies they found helpful before, during, and after writing
4.2 describe, with prompting by the teacher, how some of their skills in listening, speaking, reading, viewing, and representing help in their development as writers
4.3 select pieces of writing they think show their best work and explain the reasons for their selection

Media Literacy

1. Demonstrate an understanding of a variety of media texts
1.1 identify the purpose and intended audience of some simple media texts
1.2 identify overt and implied messages, initially with support and direction, in simple media texts
1.3 express personal thoughts and feelings about some simple media works
1.4 describe how different audiences might respond to specific media texts
1.5 begin to identify, with support and direction, whose point of view is presented in a simple media text and suggest a possible alternative perspective
1.6 identify, with support and direction, who makes some of the simple media texts with which they are familiar, and why those texts are produced

2. Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning
2.1 identify some of the elements and characteristics of a few simple media forms (e.g., cartoon: colour, music, animation; picture book: cover, printed words, pictures)
2.2 identify, initially with support and direction, the conventions and techniques used in some familiar media forms

3. Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques
3.1 identify the topic, purpose, and audience for media texts they plan to create
3.2 identify an appropriate form to suit the purpose and audience for a media text they plan to create
3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create
3.4 produce some short media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques

4. Reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts
4.1 identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts
4.2 begin to explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts
Grade 2 (ages 7-8)

Oral Communication

1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
   1.1 identify purposes for listening in a variety of situations, formal and informal, and set personal goals for listening, initially with support and direction
   1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations
   1.3 identify several listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts
   1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details
   1.5 use stated and implied information and ideas in oral texts to make simple inferences and reasonable predictions, and support the inferences with evidence from the text
   1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them
   1.7 identify words or phrases that indicate whether an oral text is fact or opinion, initially with support and direction
   1.8 identify, initially with support and direction, who is speaking in an oral text, and demonstrate an understanding that the speaker has his or her own point of view
   1.9 identify some of the presentation strategies used in oral texts and explain how they influence the audience

2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
   2.1 identify a variety of purposes for speaking
   2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions
   2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns
   2.4 choose a variety of appropriate words and phrases to communicate their
meaning accurately and engage the interest of their audience
2.5 identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately, and with sensitivity towards cultural differences, to help communicate their meaning
2.6 identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning
2.7 use a few different visual aids, (e.g., photographs, artefacts, a story map) to support or enhance oral presentations

3. Reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations
3.1 identify, initially with support and direction, a few strategies they found helpful before, during, and after listening and speaking
3.2 identify, initially with support and direction, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills

Reading
1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning
1.1 read some different literary texts (e.g., poetry, folk tales, fairy tales from diverse cultures, stories, books from home in their first language), graphic texts (e.g., simple maps, charts, diagrams, graphs), and informational texts
1.2 identify several different purposes for reading and choose reading materials appropriate for those purposes
1.3 identify several reading comprehension strategies and use them before, during, and after reading to understand texts
1.4 demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details
1.5 use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them
1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them
1.7 identify the main idea and some additional elements of texts (e.g., narrative: characters, setting, problem, solution, events/episodes, resolution; procedure: goal, materials, method)
1.8 express personal thoughts and feelings about what has been read
1.9 identify, initially with support and direction, the speaker and the point of view presented in a text and suggest one or two possible alternative perspectives

2. Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning
2.1 identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a fairy tale (e.g., plot, characters, setting), graphic texts such as a primary dictionary
2.2 recognize simple organizational patterns in texts of different types, and explain, initially with support and direction, how the patterns help readers understand the texts
2.3 identify some text features and explain how they help readers understand texts
2.4 identify some simple elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts

3. Use knowledge of words and cueing systems to read fluently
3.1 automatically read and understand many high-frequency words, some words with common spelling patterns, and words of personal interest or significance, in a variety of reading contexts
3.2 predict the meaning of and quickly solve unfamiliar words using different types of cues, including:
   • semantic (meaning) cues (e.g., familiar words, phrases, sentences, and visuals that activate existing knowledge of oral and written language);
   • syntactic (language structure) cues (e.g., word order, language patterns, punctuation);
   • graphophonic (phonological and graphic) cues (e.g., letter clusters within words; onset and rime; common spelling patterns; words within words; visual features of words such as shape or size)
3.3 read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader and to an audience
4. Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading
4.1 identify, initially with support and direction, a few strategies that they found helpful before, during, and after reading
4.2 explain, initially with support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read

Writing

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience
1.1 identify the topic, purpose, audience, and form for writing
1.2 generate ideas about a potential topic, using a variety of strategies and resources
1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources
1.4 sort ideas and information for their writing in a variety of ways, with support and direction
1.5 identify and order main ideas and supporting details, using graphic organizers
1.6 determine whether the ideas and information they have gathered are suitable for the purpose, and gather new material if necessary

2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience
2.1 write short texts using several simple forms
2.2 establish a personal voice in their writing, with a focus on using familiar words that convey their attitude or feeling towards the subject or audience
2.3 use familiar words and phrases to communicate relevant details
2.4 use a variety of sentence types
2.5 identify, initially with support and direction, their point of view and one or more possible different points of view about the topic
2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on content and word choice
2.7 make simple revisions to improve the content, clarity, and interest of their written work, using several types of strategies
2.8 produce revised, draft pieces of writing to meet criteria identified by the teacher, based on the expectations

3. Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively
3.1 spell many high-frequency words correctly
3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling
3.3 confirm spellings and word meanings or word choice using a few different types of resources
3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: question marks, periods, or exclamation marks at the end of a sentence; commas to mark pauses; and some uses of quotation marks
3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for local, provincial, and national place names and for holidays; the personal object pronouns me, you, him, her, us, them; adjectives to describe a noun; verbs in the simple present and past tenses; joining words (e.g., and, but); simple prepositions of place and time (e.g., under, with, before, after)
3.6 proofread and correct their writing using a simple checklist or a few guiding questions developed with the teacher and posted for reference
3.7 use some appropriate elements of effective presentation in the finished product, including print, different fonts, graphics, and layout
3.8 produce pieces of published work to meet criteria identified by the teacher, based on the expectations

4. Reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process
4.1 identify some strategies they found helpful before, during, and after writing
4.2 describe, with prompting by the teacher, how some of their skills in listening, speaking, reading, viewing, and representing help in their development as writers
4.3 select pieces of writing that they think show their best work and explain the reasons for their selection

**Media Literacy**

1. **Demonstrate an understanding of a variety of media texts**
   1.1 identify the purpose and intended audience of some simple media texts
   1.2 identify overt and implied messages in simple media texts
   - overt message of an advertisement for shoes: Great athletes wear these shoes; implied message: If you want to be like these athletes, buy these shoes;
   - overt message on a billboard advertising brand-name clothing: These attractive people wear this brand of clothing; implied messages: Wearing this brand of clothing will make you attractive too; clothing makes the person;
   - overt message in a superhero cartoon: The hero is a tall, strong man; implied message: Tall, strong men are like heroes)
1.3 express personal thoughts and feelings about simple media works and explain their responses
1.4 describe how different audiences might respond to specific media texts
1.5 identify, initially with support and direction, whose point of view (e.g., that of the hero, the villain, the narrator) is presented in a simple media text and suggest how the text might change if a different point of view were used
1.6 identify, initially with support and direction, who makes some of the simple media texts with which they are familiar, and why those texts are produced

2. **Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning**
   2.1 identify some of the elements and characteristics of selected media forms
   2.2 identify the conventions and techniques used in some familiar media forms

3. **Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques**
   3.1 identify the topic, purpose, and audience for media texts they plan to create
   3.2 identify an appropriate form to suit the purpose and audience for a media text they plan to create
   3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create
   3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques
4. Reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts
   4.1 identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts
   4.2 explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts
Grade 3 (ages 8-9)

Oral Communication

1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
   1.1 identify purposes for listening in a variety of situations, formal and informal, and set personal goals related to listening tasks
   1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups
   1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts
   1.4 demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details
   1.5 distinguish between stated and implied ideas in oral texts
   1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them
   1.7 identify and explain the importance of significant ideas and information in oral texts
   1.8 identify the point of view in different types of oral texts and cite words, phrases, ideas, and information from the texts that confirm their identification
   1.9 identify some of the presentation strategies used in oral texts and explain how they influence the audience

2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
   2.1 identify a variety of purposes for speaking
   2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small-and large-group discussions
   2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence
   2.4 choose a variety of appropriate words and phrases, including descriptive words and some technical vocabulary, and a few elements of style, to communicate their meaning accurately and engage the interest of their audience
2.5 identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately, and with sensitivity towards cultural differences, to help communicate their meaning
2.6 identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning
2.7 use a variety of appropriate visual aids to support or enhance oral presentations

3. Reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations
3.1 identify, in conversation with the teacher and peers, what strategies they found most helpful before, during, and after listening and speaking
3.2 identify, in conversation with the teacher and peers, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills

Reading
1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning
1.1 read a variety of literary texts (e.g., fables, traditional Aboriginal stories, poetry, chapter books, adventure stories, letters, diaries), graphic texts (e.g., comic books, posters, charts, tables, maps, graphs), and informational texts
1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes
1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts
1.4 demonstrate understanding of a variety of texts by identifying important ideas and some supporting details
1.5 make inferences about texts using stated and implied ideas from the texts as evidence
1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar
1.7 identify specific elements of texts and explain how they contribute to the meaning of the texts, and to the world around them
1.8 express personal opinions about ideas presented in texts
1.9 identify the point of view presented in a text and suggest some possible alternative perspectives

2. Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning
2.1 identify and describe the characteristics of a variety of text forms, with a focus on literary texts such as a fable or adventure story, graphic texts such as a comic book, and informational texts such as a nature magazine
2.2 recognize a few organizational patterns in texts of different types, and explain how the patterns help readers understand the texts
2.3 identify a variety of text features and explain how they help readers understand texts
2.4 identify some elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts

3. Use knowledge of words and cueing systems to read fluently
3.1 automatically read and understand most high-frequency words, many regularly used words, and words of personal interest or significance, in a variety of reading contexts
3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cues, including:
   • semantic (meaning) cues (e.g., prefixes, suffixes, base words, phrases, sentences, and visuals that activate existing knowledge of oral and written language);
   • syntactic (language structure) cues (e.g., word order, language patterns, punctuation);
   • graphophonic (phonological and graphic) cues (e.g., onset and rime; syllables; similarities between words with common spelling patterns and unknown words; words within words)
3.3 read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and an audience

4. Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading
4.1 identify, initially with some support and direction, what strategies they found
most helpful before, during, and after reading and how they can use these and other strategies to improve as readers
4.2 explain, initially with some support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read

Writing

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience
   1.1 identify the topic, purpose, audience, and form for writing
   1.2 generate ideas about a potential topic, using a variety of strategies and resources
   1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources
   1.4 sort ideas and information for their writing in a variety of ways
   1.5 identify and order main ideas and supporting details into units that could be used to develop a short, simple paragraph, using graphic organizers and organizational patterns
   1.6 determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and gather new material if necessary

2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience
   2.1 write short texts using a variety of forms
   2.2 establish a personal voice in their writing, with a focus on using concrete words and images to convey their attitude or feeling towards the subject or audience
   2.3 use words and phrases that will help convey their meaning as specifically as possible
   2.4 vary sentence structures and maintain continuity by using joining words to combine simple sentences and using words that indicate time and sequence to link sentences
   2.5 identify their point of view and other possible points of view on the topic, and determine if their information supports their own view
   2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features
2.7 make revisions to improve the content, clarity, and interest of their written work, using several types of strategies
2.8 produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions

3. Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively
3.1 spell familiar words correctly
3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling
3.3 confirm spellings and word meanings or word choice using several different types of resources
3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: quotation marks to indicate direct speech; commas to mark grammatical boundaries within sentences; capital letters and final punctuation to mark the beginning and end of sentences
3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles; the possessive pronouns my, mine, your, yours, his, her, hers, its; action verbs in the present and simple past tenses; adjectives and adverbs; question words
3.6 proofread and correct their writing using guidelines developed with peers and the teacher
3.7 use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout
3.8 produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies

4. Reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process
4.1 identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers
4.2 describe, with prompting by the teacher, how some of their skills in listening, speaking, reading, viewing, and representing help in their development as writers
4.3 select pieces of writing that they think show their best work and explain the reasons for their selection

Media Literacy

1. Demonstrate an understanding of a variety of media texts
   1.1 identify the purpose and intended audience of some media texts
   1.2 use overt and implied messages to draw inferences and make meaning in simple media texts
   1.3 express personal opinions about ideas presented in media texts
   1.4 describe how different audiences might respond to specific media texts
   1.5 identify whose point of view is presented or reflected in a media text and suggest how the text might change if a different point of view were used
   1.6 identify who produces selected media texts and why those texts are produced

2. Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning
   2.1 identify elements and characteristics of some media forms
   2.2 identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning

3. Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques
   3.1 identify the topic, purpose, and audience for media texts they plan to create
   3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create
   3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create
   3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques

4. Reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts
   4.1 identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts
   4.2 explain, initially with
support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts