

Note to Reader:

The curriculum's progression of learning from grade three to six is carefully designed to scaffold students' development across various literacy and communication outcomes. While some indicators remain consistent across these grades, reflecting fundamental skills essential at each level, the complexity and depth of tasks associated with these indicators increase. This scaffolding is evident in the types of texts students engage with, the complexity of the writing tasks, and the depth of oral language and comprehension expected. As students advance, they encounter more challenging texts and are guided to apply their skills in increasingly sophisticated ways. This approach ensures a solid foundation in the early grades, building towards more complex literacy and communication skills tailored to students' evolving proficiencies and understanding.

Strand A:

A1: Learners will apply listening, speaking and non-verbal communication skills and strategies to understand and communicate meaning for various audiences, purposes, and cultural contexts.

	Grade Three	Grade Four	Grade Five	Grade Six
Listening and Communicating for Comprehension	Use listening strategies to understand oral communication and interact with various contexts including cultural contexts.	Select and use listening strategies by asking questions to clarify understanding and respond to others in different contexts, including cultural contexts.	Select and use listening strategies by asking questions to clarify understanding and respond to others in different contexts including cultural contexts.	Select and use listening strategies by asking questions to clarify understanding and respond to others in different contexts including cultural contexts.
Oral and Non-Verbal Communication Strategies	Use oral and non-verbal communication strategies to interpret and contribute to the meaning of messages and information.	Identify and use oral and non-verbal communication strategies to understand or communicate ideas and meaning	Identify and use oral and non-verbal communication strategies to understand or share ideas and meaning.	Identify and use and non-verbal communication strategies and describe how these strategies support understanding.
Vocabulary, Word Choice, Syntax, and Grammar in Oral Communication	Use explicitly taught vocabulary, syntax, and grammar to expand on communicating ideas and information.	Use explicitly taught vocabulary, syntax, and grammar to expand on communicating ideas and information.	Use explicitly taught vocabulary, syntax, and grammar to expand on communicating ideas and information.	Use explicitly taught vocabulary, syntax, and grammar to expand on communicating ideas and information.

A2: Learners will apply understanding of foundational language knowledge and skills when reading and writing.

	Grade Three	Grade Four	Grade Five	Grade Six
Phonemic Awareness				
Alphabetic Knowledge				
Phonics: Grapheme-Phoneme Correspondence				
Word-Level Reading and Spelling: Using Phonics Knowledge	Use consolidated phonics knowledge, including phonemic blending and segmentation, to fluently read and spell multisyllabic words various text contexts.	Use phonics and orthographic knowledge to fluently read, spell, and pronounce multisyllabic words.	Use phonics and orthographic knowledge to fluently read, spell, and pronounce multisyllabic words.	Use phonics and orthographic knowledge to fluently read, spell, and pronounce multisyllabic words.
Word-Level Reading and Spelling: Using Orthographic Knowledge	Use consolidated orthographic knowledge, including position-based tendencies, to spell or recognize words while reading.			
Word Level Reading and Spelling: Using Morphological Knowledge	Use developing knowledge of the meanings of words and common morphemes to understand, read and spell words.	Use developing morphological knowledge to understand, read and spell words with increasing independence.	Use developing morphological knowledge and to understand, read and spell words with increasing independence.	Use morphological knowledge and to understand, read and spell words with increasing independence.
Vocabulary	Identify the meaning of vocabulary through implicit learning, explicit instruction, and word awareness.	Identify the meaning of vocabulary through implicit learning, explicit instruction, and word awareness.	Recognize and use vocabulary developed through implicit learning, explicit instruction, and word awareness.	Recognize and use vocabulary developed through implicit learning, explicit instruction, and word awareness.
Reading Fluency: Accuracy, Rate and Prosody	Read texts fluently with accuracy, pacing, and expression to support comprehension.	Read texts fluently with accuracy, pacing, and expression to support comprehension	Read texts fluently with accuracy, pacing, and expression to support comprehension.	Read texts fluently with accuracy, pacing, and expression to support comprehension.

A3: Learners will apply knowledge of sentence structure, grammar, capitalization, and punctuation when reading and writing.

	Grade Three	Grade Four	Grade Five	Grade Six
Syntax and Sentence Structure	Compose simple, compound, and complex sentences in writing using syntax, sentence structure.	Identify and create different sentence types, including simple and compound sentences	Identify and create different sentence types, including compound-complex sentences	Use different sentence types to communicate clearly, including complex sentences to show relationships between ideas
Grammar	Identify how parts of speech and sentence structures to support reading comprehension and writing.	Identify how different parts of speech work in sentences and use them correctly to support reading comprehension and writing.	Recognize how different parts of speech work in sentences to communicate clearly, support reading comprehension and writing.	Recognize how parts of speech work and use them to communicate clearly and support reading comprehension and writing.
Capitalization and Punctuation	Apply knowledge of capitalization and appropriate punctuation when reading and writing.	Use capitalization and a variety of punctuation correctly, to communicate clearly.	Use capitalization and a variety of punctuation correctly to communicate clearly.	Use capitalization and a variety of punctuation correctly to communicate clearly.

Strand B:

B1: Learners will apply knowledge of text forms, and organizational structures to comprehend texts.

	Grade Three	Grade Four	Grade Five	Grade Six
Text Forms	Identify characteristics of text forms and organizational structures.	Use knowledge of different text forms and organizational structures to support comprehension.	Use knowledge of different text forms and organizational structures to support comprehension.	Use knowledge of different text forms and organizational structures to support comprehension.
Text Patterns and Features	Identify organizational structures and text features apply this knowledge to support reading comprehension.	Identify organizational structures and text features and apply this knowledge to support reading comprehension	Identify organizational structures and text features and apply this knowledge to support reading comprehension	Examine organizational structures and text features and apply this knowledge to support reading comprehension.
Visual Elements of Text	Recognize the relationship between visual elements, visual design and text, describe how they communicate meaning.	Examine the relationship between visual elements, visual design and text, describe how they communicate meaning.	Examine the relationship between visual elements, visual design and text, describe how they communicate meaning.	Examine the relationship between visual elements visual design and text describe how they communicate meaning.
Elements of Style	Identify elements of style in texts and explain how they help communicate meaning.	Identify various elements of style in texts and explain how each element helps create meaning.	Describe various elements of style and explain how each element helps create meaning.	Describe elements of style and explain how each element helps create meaning of various text forms and genres.

B2: Learners will use reading, listening, and viewing strategies to comprehend a variety of texts that represent diverse perspectives, cultures and experiences.

	Grade Three	Grade Four	Grade Five	Grade Six
Background Knowledge.	Develop and apply both implicitly learned and explicitly taught background knowledge to support comprehension before and during reading.	Use both implicitly learned and explicitly taught background knowledge to support comprehension before and during reading	Use both implicitly learned and explicitly taught background knowledge to support comprehension before and during reading	Use both implicitly learned and explicitly taught background knowledge to support comprehension before and during reading
Identifying the Purpose for Reading, Listening and Viewing	Identify and describe the purpose for reading a text and develop reading goals to support this purpose.	Identify and describe the purpose for reading a text and develop reading goals to support this purpose.	Identify and describe the purpose for reading a text and develop reading goals to support this purpose.	Identify and describe the purpose for reading a text and develop reading goals to support this purpose.
Monitoring of Understanding: Making Predictions				
Strategies to Support Comprehension	Use strategies to support reading goals. Identify when comprehension has broken down and select strategies to clarify meaning.	Use strategies to support reading goals. Identify when comprehension has broken down and apply strategies to clarify meaning.	Use strategies to support reading goals. Identify when comprehension has broken down and apply strategies to clarify meaning.	Use strategies to support reading goals. Identify when comprehension has broken down and apply strategies to clarify meaning.
Making Inferences	Make inferences using implicit and explicitly taught background knowledge, and evidence from the text to support comprehension.	Make inferences using implicit and explicitly taught background knowledge, and evidence from the text to support comprehension.	Make inferences using, implicit and explicitly taught background knowledge, and evidence from the text to support comprehension.	Make inferences using, implicit and explicitly taught background knowledge, and evidence from the text to support comprehension.

B3: Learners will analyze a variety of texts that represent individuals with diverse identities, perspectives, cultures and experiences.

	Grade Three	Grade Four	Grade Five	Grade Six
Literary and Rhetorical Devices	Identify and describe literary devices and rhetorical techniques and explain how they communicate meaning.	Recognize literary devices and rhetorical techniques in texts and describe how they contribute to the meaning.	Recognize literary devices and rhetorical techniques in texts and describe how they contribute to the meaning.	Recognize literary devices and rhetorical techniques in texts and describe how they contribute to the meaning. .
Point of View	Examine how texts present the narrator's point of view. in a text	Identify the point of view in texts.	Identify the point of view in texts.	Identify the point of view in texts.
Analysis and Response	Analyze how the author's use of literary elements in various texts influences a reader's understanding of the text.	Analyze how the author's use of literary elements in various texts influences a reader's understanding and interpretation of the text.	Analyze how the author's use of literary elements in various texts influences a reader's understanding and interpretation of the text.	Analyze how the author's use of literary elements in various texts influences a reader's understanding and interpretation of the text.

Strand C:

C1: Learners will apply pre-writing skills and strategies to create various texts for a range of authentic audiences and purposes.

	Grade 3	Grade 4	Grade 5	Grade 6
Setting Personal Writing Goals	Identify strengths and areas for growth for and develop relevant writing goals.	Identify strengths and areas for growth and develop relevant writing goals	Identify strengths and areas for growth and develop relevant writing goals.	Identify strengths and areas for growth and develop relevant writing goals.
Purpose and Audience	Identify the topic, audience, and purpose for writing.	Identify the topic, audience, and purpose for writing.	Describe the topic, audience, and purpose for writing	Describe the topic, audience, and purpose for writing
Developing Ideas or Content	Use explicitly taught strategies to generate and document ideas or topics for writing.	Use explicitly taught strategies to generate and document ideas or topics for writing.	Use explicitly taught strategies to generate and document ideas or topics for writing.	Use explicitly taught strategies to generate and document ideas or topics for writing.
Organizing Content	Use explicitly taught strategies to organize writing.	Use explicitly taught form -specific text structures to organize content.	Use explicitly taught form-specific text structures to organize content.	Use explicitly taught form -specific text structures to organize content.

C2: Learners will apply knowledge and understanding of text forms to write a variety of texts.

	Grade Three	Grade Four	Grade 5	Grade 6
Printing, Handwriting and Word Processing	Write fluently by hand to develop more legible and automatic hand writing skills.	Write fluently by hand and develop word processing skills to support writing.	Write fluently by hand and develop word processing skills to support writing.	Write fluently by hand and develop word processing skills to support writing.
Producing Drafts	Draft texts using knowledge of audience, purpose, topic, and conventions	Draft texts using knowledge of audience, purpose, topic, and conventions	Draft texts using knowledge of audience, purpose, topic, and conventions	Draft texts using knowledge of audience, purpose, topic, and conventions
Revision	Reflect on personal writing goals and use revision strategies to improve content, clarity, and style.	Reflect on personal writing goals and use revision strategies to improve content, clarity, and style.	Reflect on personal writing goals and use revision strategies to improve content, clarity, and style.	Reflect on personal writing goals and use revision strategies to improve content, clarity, and style.
Editing and Proofreading	Make edits to draft texts to improve accuracy and proofread to make corrections.	Make edits to drafts to improve accuracy, check for errors, and explore the use of a word processor.	Make edits to drafts to improve accuracy, check for errors, and explore the use of a word processor.	Make edits to drafts to improve accuracy, check for errors, and explore the use of a word processor.

C3: Learners will use suitable and effective media, techniques, and tools to publish and present final texts in a range of text forms

	Grade Three	Grade Four	Grade Five	Grade Six
Publishing and Presenting Texts	Produce and Present text to audiences.	Produce and Present text to audiences.	Produce and Present text to audiences.	Produce and Present text to audiences.
Reflecting and Self Evaluation	Reflect on strengths and areas for growth throughout the writing process	Reflect on strengths and areas for growth throughout the writing process.	Reflect on strengths and areas for growth throughout the writing process.	Reflect on strengths and areas for growth throughout the writing process.

Strand D:

D1: Learners will apply literacy skills to comprehend and communicate ideas in the content areas.

	Grade 3	Grade 4	Grade 5	Grade 6
Learning and using Vocabulary and Background Knowledge	Use subject-specific vocabulary and background knowledge to support reading, writing, and communication in content area.	Use subject-specific vocabulary and background knowledge to support reading, writing, and communication in content area.	Use subject-specific vocabulary and background knowledge to support reading, writing, and communication in content area.	Use subject-specific vocabulary and background knowledge to support reading, writing, and communication in content area.
Determining Importance and Research	Gather and use key information from texts and multiple sources to build, organize and communicate understanding.	Gather and use key information from texts and multiple sources to build, organize and communicate understanding.	Gather and use key information from texts and multiple sources to build, organize and communicate understanding.	Gather and use key information from texts and multiple sources to build, organize and communicate understanding.
Synthesizing information	Use information from multiple sources to communicate a cohesive understanding of a content-area concept.	Use information from multiple sources to communicate a cohesive understanding of a content-area concept.	Use information from multiple sources to communicate a cohesive understanding of a content-area concept.	Use information from multiple sources to a cohesive communicate understanding of a content-area concept.
Communicating for thinking and learning	Use writing and other communication forms to organize, refine, and express ideas for learning in different content areas.	Use writing and other communication forms to organize, refine, and express ideas for learning in different content areas.	Use writing and other communication forms to organize, refine, and express ideas for learning in different content areas.	Use writing and other communication forms to organize, refine, and express ideas for learning in different content areas.