**Outcome Tracking Grade 1-9**

**Pragmatic:** Pragmatics is the study of how people choose what and how to communicate from a range of possibilities available in the language and how the receiver will be affected by these choices.

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| **Comprehend and Respond** | **Compose and Create** |
| Grade 1 –Identify a purpose for viewing, listening, and reading | Grade 1 -- Use common social greetings and expressions (e.g., “Thank you”); use language appropriate to situation. |
| Grade 2 -- Identify and state reasons for viewing, listening, and reading. | Grade 2 -- Consider what and why something needs to be communicated. |
| Grade 3 -- Recognize that a text was created for an intended purpose. | Grade 3 -- Recognize that a text was created for an intended purpose. |
| Grade 4 - Understand/Identify:   * reasons for viewing, listening, and reading * purpose of a text (inform, persuade, narrate) | Grade 4 - Identify:   * intended audience |
| Grade 5 - Identify/Recognize:   * intended audience and purpose for a text * various uses of language in social, cultural, and regional situations | Grade 5 - Use:   * level of language (register) appropriate to purpose and intended audience * adjust tone to situation |
| Grade 6 - Understand/Identify:   * who created the text * who it was created for * purpose of the text * when it was crested * point of view of text * creator’s view of the world * creator’s beliefs and biases * point of view NOT presented | Grade 6 - Understand:   * what you are speaking about, writing or representing * who your audience is * your purpose * appropriate register and tone |
| Grade 7  Who created this text? For whom? What is the purpose of this text? When was it created? Why was it created? Whose point of view is presented? What is the tone of this text? What is the creator’s view of the world? What are creator’s beliefs or biases? Whose point of view is not presented? | Grade 7  About what am I speaking, writing, or representing? Who is my audience (to what person or group of people am I trying to communicate)? What is my purpose (what do I want to achieve)? What register and tone would be appropriate (what level of language should I use and what “voice” should I assume)? |
| Grade 8  Who created this text? For whom? What is the purpose of this text? When was it created? Why was it created? Whose point of view is presented? What is the tone of this text? What is the creator’s view of the world? What are the creator’s beliefs or biases? Whose point of view is not presented? | Grade 8  About what am I speaking, writing, or representing? Who is my audience (to what person or group of people am I trying to communicate)? What is my purpose (what do I want to achieve)? What register and tone would be appropriate (what level of language should I use and what “voice” should I assume)?n |
| Grade 9  Who created this text? For whom? What is the purpose of this text? When was it created? Why was it created? Whose point of view is presented? What is the tone of this text? What is the creator’s view of the world? What are the creator’s beliefs or biases? Whose point of view is not presented? | Grade 9  About what am I speaking, writing, or representing? Who is my audience (to what person or group of people am I trying to communicate)? What is my purpose (what do I want to achieve)? What register and tone would be appropriate (what level of language should I use and what “voice” should I assume)? |

**Textual:** Ideas and information are organized in oral, written, and other formats. Textual cues and conventions include the form or structure and elements of a text.

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| **Comprehend and Respond** | **Compose and Create** |
| Grade 1 –Recognize different text forms (including poem, story, fairy tale, informational text) and some of their structures and features (e.g., title, page number, sequence, description, problem/resolution); recognize the difference between fiction and nonfiction. | Grade 1 -- Create simple stories of several sentences; organize main idea with two or more related details. |
| Grade 2 -- Recognize and use different text forms (e.g., story, poem, recipe, explanation, play), features (e.g., paragraphs, verses, dialogue), and elements (e.g., title, author, character, problem). | Grade 2 -- Consider, with guidance, what would be the best form (e.g., story, dramatization, letter) to use; present ideas in a logical sequence; develop ideas by adding details. |
| Grade 3 -- Identify and explain different forms of texts (e.g., story, play, poem, video, legends, fables, informational texts); use knowledge of the elements and organization of different texts (e.g., goal/problem/solution, description, sequence, comparison, cause and effect); identify conventions of texts (e.g., chapter titles, table of contents, glossary). | Grade 3 -- Identify, with guidance, text form (e.g., poem in stanzas), basic elements of text (e.g., size of font), and basic techniques (e.g., close-up) that will help convey the message; organize ideas before speaking, writing, or using other forms of representing; use familiar patterns to present ideas (e.g., description, sequence, comparison, cause and effect, problem-solution). |
| Grade 4 - Identify/Use:   * text structures (stanzas, chapters) * elements of text (setting, characters, plot, main idea) * understand organization of text forms to understand content (comparison, cause and effect, problem-solution) | Grade 4 - Identify/Understand/Explain:   * text form and medium * cohesive paragraph structure * connecting words (first, next, finally) * effective openings and closings |
| Grade 5 - Identify:   * various forms and characteristics of texts * organization and patterns in texts (comparison and contrast) * different text types used in other subject areas | Grade 5 - Use:   * paragraphs proficiently * knowledge to communicate ideas clearly and logically |
| Grade 6 - Understand/Identify:   * genre used and organization of ideas * signal words used * important ideas/events in non-fiction * in fiction, where and when it takes place, main characters, problem, resolution, special features of text | Grade 6 - Use:   * correct form for message * effective and logical organization * effective beginning and ending of sentences/paragraphs * consistent point of view * effective transitions and connections |
| Grade 7  What form/genre was used? How are the ideas organized (e.g., chronological)? What signal words are used? If non-fiction, what are the important ideas or events? If fiction, where and when does this take place? Who are the main characters? What is the problem? How is it resolved? What are the special features of this text? | Grade 7  What form should this take? Is this the right form to communicate my message? Is my text effectively and logically organized? Does each section/paragraph begin and end effectively? Does my text use a consistent point of view? Does my text use effective transitions and connections? |
| Grade 8  What form/genre was used? How are the ideas organized (e.g., chronological)? What signal words are used? If non-fiction, what are the important ideas or events? If fiction, where and when does this take place? Who are the main characters? What is the problem? How is it resolved? What are the special features of this text? | Grade 8  What form should this take? Is this the right form to communicate my message? Is my text effectively and logically organized? Does each section/paragraph begin and end effectively? Does my text use a consistent point of view? Does my text use effective transitions and connections? |
| Grade 9  What form/genre was used? How are the ideas organized (e.g., chronological)? What signal words are used? If non-fiction, what are the important ideas or events? If fiction, where and when does this take place? Who are the main characters? What is the problem? How is it resolved? What are the special features of this text? | Grade 9  What form should this take? Is this the right form to communicate my message? Is my text effectively and logically organized? Does each section/paragraph begin and end effectively? Does my text use a consistent point of view? Does my text use effective transitions and connections? |

**Syntactic:** Syntax is the predictable structure of a sentence and the ways words are combined to form phrases, clauses, and sentences. Syntax includes classes of words (e.g., verbs) and their functions (e.g., subjects).

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| **Comprehend and Respond** | **Compose and Create** |
| Grade 1--Understand sentence structure and predictable word order (e.g., I can . . . , I can . . . ); recognize a complete sentence and its end punctuation; use punctuation (including period and comma) to help understanding. | Grade 1 -Use and write simple complete sentences often with six or more words (in speech, 6.8; in writing, 6.0 by June); understand and use conventions of a sentence (including word order, capital letters at the beginning of a sentence, period at the end of a statement). |
| Grade 2 -Recognize and comprehend simple, compound, and complex sentences and their related punctuation including quotation marks; use knowledge of sentence structure to determine meaning of a sentence (e.g., the subject and verb are inverted in a question); use punctuation to help understand what they read (e.g., question mark, exclamation, apostrophe). | Grade 2 -Use and write complete sentences (in speech, 7.3; in writing, 7 words) with adequate detail; recognize the verb and the subject; use simple connecting words (e.g., and, so, but, then); use a variety of sentence types (e.g., statements, questions, exclamations); use adjectives and adverbs for description; use negative correctly; use capitals at the start of sentences and with names, months, and places; use question mark and comma correctly. |
| Grade 3 -Use knowledge of word order to determine meaning of sentences; use the relationships of words (e.g., subject-verb; noun-pronoun) in sentences to help construct meaning; use punctuation to help understand meaning (including question mark, exclamation mark, comma). | Grade 3 - Use, write, and punctuate (including using the comma) complete sentences (7.6 words in speech; 7.5 words in writing); use correct subject-verb agreement; use verbs, adjectives, and adverbs correctly; use connecting words and phrases (e.g., in the morning, so, but, finally); capitalize names, books, and places; use commas in dates, locations, addresses, and series |
| Grade 4 - Understand:   * sentence structure * how punctuation sounds and affects meaning | Grade 4 - Use:   * complete sentences of varied lengths (8 words) * simple and compound sentences and a variety of sentences correctly (questions, exclamations) * verb tense correctly (past, present and future) * quotation marks for direct speech |
| Grade 5 - Understand:   * how punctuation and sentence length affect how we read and listen | Grade 5 - Use:   * simple, compound, and complex sentences * vary sentence length and structure for effect (8.7 words) * subject-verb and noun-pronoun agreement correctly |
| Grade 6 - Identify:   * key idea in sentence * verb and how other words relate to it * word order and the meaning it conveys * pronouns * punctuation and its meaning in the sentence | Grade 6 - Use:   * clear, complete sentences with varied beginnings * variety of sentence types (exclamation, question) and structures (S-V, SVO, S-LV-C) * sentences of varying lengths * coordination, subordination, apposition * detect run-ons and fragments * subject-verb agreement |
| Grade 7  What is the key idea in this sentence (i.e., who or what/does or is/what/for or to whom)? What is the verb and how do the other words relate to it? How does the word order convey a particular meaning or emphasis? To what does each pronoun refer? How does the punctuation clarify the meaning of this sentence? | Grade 7  Are all sentences clear, complete, and with varied beginnings? Have I used a variety of sentence types (e.g., exclamations) and sentence structures (e.g., S-V, SVO, and S-LV-C)? Have I created sentences of varying length? Have I used co-ordination, subordination, and apposition to enhance my communication? Are there any sentence fragments or runons? Does each verb agree with its subject? |
| Grade 8  What is the key idea in this sentence (i.e., who or what/does or is/what/for or to whom)? What is the verb and how do the other words relate to it? How does the word order convey a particular meaning or emphasis? To what does each pronoun refer? How does the punctuation clarify the meaning of this sentence? | Grade 8  Are all sentences clear, complete, and with varied beginnings? Have I used a variety of sentence types (e.g., exclamations) and sentence structures (e.g., S-V, SVO, and S-LV-C)? Have I created sentences of varying length? Have I used co-ordination, subordination, and apposition to enhance my communication? Are there any sentence fragments or runons? Does each verb agree with its subject? |
| Grade 9  What is the key idea in this sentence (i.e., who or what/does or is/what/ for or to whom)? What is the verb and how do the other words relate to it? How does the word order convey a particular meaning or emphasis? To what does each pronoun refer? How does the punctuation clarify the meaning of this sentence? | Grade 9  Are all sentences clear, complete, and with varied beginnings? Have I used a variety of sentence types (e.g., exclamations) and sentence structures (e.g., S-V, SVO, and S-LV-C)? Have I created sentences of varying length? Have I used co-ordination, subordination, and apposition to enhance my communication? Are there any sentence fragments or runons? Does each verb agree with its subject? |

**Semantic/Lexical/Morphological:** The lexicon of a language includes all the words or vocabulary of that language that are used or understood by a particular person or groups. Words can also be studied for their meaningful parts or morphemes.

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| **Comprehend and Respond** | **Compose and Create** |
| Grade 1--Recognize 100 of the most commonly used words in print; use context, visual cues (e.g., pictures and illustrations), and sound patterns (e.g., rhyming words); recognize common antonyms and synonyms. | Grade 1 -Choose and use words to add interest or to clarify; use conventional spellings of high-frequency words; recognize the difference between invented and conventional Canadian spelling; form correctly the plural of single-syllable words (e.g., dog/dogs); use capitals for the pronoun I, names, days of the week, and months; spell name and high-frequency words such as are, and, I, from, was, that, the, they, with, you, .... |
| Grade 2 -Recognize basic sight vocabulary (e.g., 250 basic words); use context clues; use knowledge of simple prefixes (e.g., un-) and suffixes (e.g., -ed, -ing, -es, -s, -er, -est) and recognize the same words in different forms (e.g., plays, played, playing); use individual words to predict meaning of compound words; recognize word play. | Grade 2 -Use words explored in class; choose and use descriptive words to enhance communication (including verbs, nouns, and adjectives with prompting); notice unusual or special use of words (e.g., alliteration, onomatopoeia); substitute one word for another in a meaningful way (e.g., building for house); use predominately conventional spelling; spell common high-frequency words in daily writing; begin to use resources (e.g., personal dictionary, word wall) to confirm spelling; spell correctly their village, town, or city name, days of the week, and words such as stop, shop, drop, saw, see, …. |
| Grade 3 -Use a variety of strategies to determine the meaning of unfamiliar words (e.g., use context, break into syllables, recognize common word families, use the sound of the word, use a dictionary); use common prefixes (e.g., -un, -re), suffixes (e.g., -ed, -ing, -er, -est, -ful), understand frequently used specialized terms in subject areas; recognize word play | Grade 3 - Choose and use descriptive words; use compound words and contractions correctly; use irregular plurals correctly (e.g., children); use the apostrophe in common contractions; spell correctly easy multi-syllable words and common high-frequency words; use Canadian spelling of words; use a variety of sources (e.g., word lists, computer, dictionary) to check the spelling of unfamiliar words; spell correctly Saskatchewan, months of the year, and words such as anywhere, always, already, any, anything, …. |
| Grade 4 - Use/Identify:   * patterns of words for meaning and pronunciation * root words * root words to determine meaning * synonyms and antonyms * dictionary skills | Grade 4 - Use:   * interesting and appropriate words * synonyms and antonyms * apostrophe to indicate possession * dictionary and thesaurus to increase vocabulary * dictionary to correct misspelled words * spell correctly Canada, states, plate, brake, coach, cousin, hello, still, and similar words |
| Grade 5 - Use/Identify:   * word attack strategies and knowledge of prefixes and suffixes to determine proper pronunciation and meaning of words | Grade 5 - Use:   * precise and descriptive words * new words in writing * specialized terms in different subject areas * resources to confirm spelling * a thesaurus * spell correctly the provinces and capitals, and words like catch, matches, strength, scratch, length |
| Grade 6 - Use:   * context clues for meaning * familiar parts for meaning (prefix, suffix, base word) * other resources and/or people to determine meaning * identify if word is used for creative/figurative use | Grade 6 - Use:   * vivid word choices * frequently confused words correctly * qualifiers properly * denotative and connotative meanings of words * correct pronoun references * NO double negatives |
| Grade 7  What does this word mean? Have I seen this word before? Can I use context clues to figure out what it probably means? Can I use a familiar part (e.g., prefix, suffix, base word) to figure out what it means? Can I look this word up or ask someone what it means? Is this a creative or figurative use of this word? | Grade 7  Are my word choices vivid? Have frequently confused words been used correctly? Have I used qualifiers effectively and appropriately? Have I noted the denotative and connotative meaning of words and used them effectively? Are my pronoun references correct? Have I avoided double negatives? |
| Grade 8  What does this word mean? Have I seen this word before? Can I use context clues to figure out what it probably means? Can I use a familiar part (e.g., prefix, suffix, base word) to figure out what it means? Can I look this word up or ask someone what it means? Is this a creative or figurative use of this word? | Grade 8  Are my word choices vivid? Have frequently confused words been used correctly? Have I used qualifiers effectively and appropriately? Have I noted the denotative and connotative meaning of words and used them effectively? Are my pronoun references correct? Have I avoided double negatives? |
| Grade 9  What does this word mean? Have I seen this word before? Can I use context clues to figure out what it probably means? Can I use a familiar part (e.g., prefix, suffix, base word) to figure out what it means? Can I look this word up or ask someone what it means? Is this a creative or figurative use of this word? | Grade 9  Are my word choices vivid? Have frequently confused words been used correctly? Have I used qualifiers effectively and appropriately? Have I noted the denotative and connotative meaning of words and used them effectively? Are my pronoun references correct? Have I avoided double negatives? |

**Phonological/Graphophonic:** Graphophonics is the study of the relationship between the symbols and sounds of a language and includes letter or sound relationships and patterns.

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| **Comprehend and Respond** | **Compose and Create** |
| Grade 1--Count phonemes and segment or blend phonemes at the beginning of words containing one, two, and three phonemes to make new words; recognize and use the alphabet; recognize letter/sound relationships and patterns in words; identify all consonant sounds in spoken words; use phonics to help decode individual words including using basic phonetic analysis and consonant sounds in some blends and digraphs (e.g., bl, br, th, wh) in regular one-syllable words; recognize rhyming words; recognize features of words including word patterns and differences. | Grade 1 -Use phonics (including letter/sound relationships and patterns in words) to spell unfamiliar words; sound out (elongating) and represent all substantial sounds in spelling a word; use a mixture of conventional and temporary spelling for three- and fourletter short vowel words. |
| Grade 2 -Use phonics to decode individual words; segment all sounds of a word (including sound clusters such as “sk,” “ch,” “sh”) into individual sounds; delete beginning or ending sounds and tell the remaining word; decode individual words and sounds heard in multisyllabic words; recognize features of words including possessives, double vowels, multi-syllabic words; recognize long vowel sounds, contractions, “y” as a vowel sound, consonant clusters, consonant digraphs, double vowels. | Grade 2 -Use phonics to spell more difficult words (e.g., words ending in “ing”; words with more than one syllable); use long and short vowel patterns; use “es” to form plural of certain words; understand that the same sound may be represented by different spellings (e.g., find, phone). |
| Grade 3 -Recognize features of words including R-vowel patterns, silent consonants, digraphs, compound words, contractions, prefixes, irregular plurals (e.g., f to v and y to i); easy multisyllablic words. | Grade 3 - Divide words into syllables; use long and short vowel patterns; use phonics and memorized spelling rules (e.g., stop/stopped) to increase accuracy in spelling; use abbreviations to spell frequently used words (e.g., Mr.). |
| Grade 4 - Use/Recognize:   * phonics to say words correctly * vowel patterns in multi-syllabic words, double consonants, contractions, consonant diagraphs, word endings, prefixes (e.g., anti-, non-, con-, tri- de-), suffixes (e.g., -ness, -ment, -able, -sh, -ant), and plural possessives | Grade 4 - Use:   * phonics and knowledge of word structure and meaning to spell words correctly * correctly spelled common high frequency words using Canadian spelling |
| Grade 5 - Use/Recognize:   * phonics to decode and say words correctly * vowel patterns in multi-syllabic words, double consonants, word endings, prefixes (e.g., dis-, in-, un-, ir-, il-, non-, anti-, pro-, pre-), suffixes (e.g., -ish, -en,-ance), and plural possessives | Grade 5 - Use:   * pronunciation and enunciation to figure out spelling of words * a variety of spelling strategies including sound |
| Grade 6 - Understand:   * how words are pronounced | Grade 6 - Understand:   * how words are spelled |
| Grade 7  How is this word pronounced? | Grade 7  How is this word spelled? |
| Grade 8  How is this word pronounced? | Grade 8  How is this word spelled? |
| Grade 9  How is this word pronounced? | Grade 9  How is this word spelled? |

**Other Cues and Conventions:** Other cues and conventions are also found in communication acts and include such elements as graphics, layout, colour, sound, movement, font choices, and handwriting.

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| **Comprehend and Respond** | **Compose and Create** |
| Grade 1--Recognize key features such as captions, illustrations, colours, sizes, and movements in different types of texts. | Grade 1 -Use simple gestures, volume, and tone of voice to communicate ideas and needs; hold pencils, crayons, and markers with a comfortable and correct grip; use correct letter and number formation (capitals and small letters); leave spaces between words; use pictures, charts, graphs, and physical movement to show what is learned. |
| Grade 2 -Interpret and respond appropriately to non-verbal cues including facial expression and gestures; use and interpret conventions of texts (e.g., pictures, graphics, diagrams, bold type); recognize and use discernible features such as labels, headings, sounds, colours. | Grade 2 -Use gestures, volume, and tone of voice to communicate ideas and needs; speak and read aloud in clear voice with appropriate volume, pace, and expression; print legibly and space letters, numbers, words, and sentences appropriately using an efficient pencil grip |
| Grade 3 -Recognize and use key features in text including colour, bold typeface, music, and sound effects. | Grade 3 - Use appropriate tone of voice, volume, gestures, and stance when speaking or reading aloud; use pauses effectively for emphasis; form letters and numbers correctly and with ease in cursive writing. |
| Grade 4 - Recognize:   * characteristics of different media (e.g., print, television, digital) * key elements in visual texts (e.g., sections in magazine) | Grade 4 - Use:   * appropriate tone of voice and gestures in social activities * appropriate volume, pace, and expression to read aloud in a clear voice * legible writing using correct letter formation and joining in cursive writing |
| Grade 5 - Recognize/Use:   * characteristics of different media * key elements in visual and multimedia texts (magazines) | Grade 5 - Use:   * appropriate gestures, eye contact, facial expressions * graphs, diagrams, captions * correct letter formation and joining in cursive writing |
| Grade 6 - Recognize/Use:   * additional information that is conveyed through these other elements * the impact these elements have | Grade 6 - Use:   * graphics, colour, sound, movement, props, to enhance communication * appropriate visuals and other media to make it more effective and interesting * legible handwriting/appropriate fonts |
| Grade 7--What additional information is conveyed through these other elements? What impact or effect do these elements have? | Grade 7--How could I clarify or enhance my communication using other elements such as graphics, colour, sound, movement, or props? How can I make this more interesting? More effective? Are my accompanying visuals and other media appropriate? Did I use legible handwriting or appropriate fonts? |
| Grade 8-What additional information is conveyed through these other elements? What impact or effect do these elements have? | Grade 8 - How could I clarify or enhance my communication using other elements such as graphics, colour, sound, movement, or props? How can I make this more interesting? More effective? Are my accompanying visuals and other media appropriate? Did I use legible handwriting or appropriate fonts? |
| Grade 9  What additional information is conveyed through these other elements? What impact or effect do these elements have? | Grade 9  How could I clarify or enhance my communication using other elements such as graphics, colour, sound, movement, or props? How can I make this more interesting? More effective? Are my accompanying visuals and other media appropriate? Did I use legible handwriting or appropriate fonts? |