

WAB ES Achievement Standards

| English – Reading | | | | |
|------------------------|---|--|---|---|
| Age Range: | ECC+KG | G1-G2 | G3-G4 | G5 |
| Achievement Standards: | <p>Students will:</p> <ul style="list-style-type: none"> • Show an interest in books, stories, charts, and songs • Be eager to read • Enjoy playing and experimenting with reading behaviors • “Read” familiar text using visual, contextual and memory cues • Focus on meaning of text rather than word accuracy (knows that print carries a message) • “Read” daily in a variety of situations and have opportunities to discuss what has been read. • Displays an interest in print • Know repetitive patterns in very familiar stories • Read with understanding at an instructional level | <p>Students will:</p> <ul style="list-style-type: none"> • Read simple texts with confidence and pleasure (a range of text types <i>e.g. narrative, recount, report</i>) • Use a range of strategies to decode text (eg; self correction, sight words, reading on, integrating cueing systems) • Discuss stories heard and read, demonstrating an increasing awareness of character and plot • Understand and respond to ideas and feelings expressed • Begin to use reference books and dictionaries independently • Participate in daily reading for independent and instructional purposes. | <p>Students will:</p> <ul style="list-style-type: none"> • Read a variety of fiction and non-fiction books with confidence, fluency and independence • Select books appropriate to their reading level and for a specific purpose • Be interested in/show appreciation of a variety of literary styles • Understand and respond to ideas, feelings and attitudes expressed in reading materials • Use reference materials including information technology independently • Read daily and for sustained periods. • Read with understanding at a level corresponding to their chronological age (PROBE – 6 months below – 1 year above chronological age) | <p>Students will:</p> <ul style="list-style-type: none"> • Read a wide range of texts with understanding accuracy • Recognize and appreciate various literary styles, forms and structures • Appreciate structural differences between fiction and non-fiction • Be able to reflect upon and analyze details of character and plot • Appreciate authors’ use of language and begin to recognize meaning beyond the literal • Locate and use a range of reference materials to find information and guide research • Read daily for enjoyment and information, for sustained periods. |

WAB ES Achievement Standards

| English – Writing | | | | |
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| Age Range: | ECC+KG | G1-G2 | G3-G4 | G5 |
| Achievement Standards: | <p>Students will:</p> <ul style="list-style-type: none"> • Have an interest in written communication • Experiment with written communication • Move from scribble to writing letters and words • Assign meaning to messages regardless of their stage of written development • Gradually produce recognizable spellings of a few high frequency words • Be encouraged to write daily with or without support. | <p>Students will:</p> <ul style="list-style-type: none"> • Write confidently with developing legibility and fluency • Write simple, sequenced stories with a beginning, middle and end • Plan, edit and review their own writing • Spell many high-frequency words accurately • Use simple spelling patterns and spell phonetically • Write legibly in a consistent style • Write daily for a variety of purposes. | <p>Students will:</p> <ul style="list-style-type: none"> • Write independently, with confidence and fluency • Use a wide vocabulary • Understand different text forms in writing • Write for a range of purposes, both creative and informational • Plan, edit and review their own writing • Spell high-frequency words accurately and use a range of strategies to spell complex words • Write in a consistent, legible style. | <p>Students will:</p> <ul style="list-style-type: none"> • Write fluently and effectively in a range of styles • Match different styles and structures of writing to the task • Show an awareness of audience • Use relevant and appropriate supporting details and effective vocabulary • Vary sentence structure and length • Use an appropriate writing process independently and confidently • Develop their own voice and style. |

WAB ES Achievement Standards

| English – Writing | | | | |
|----------------------------------|--|---|---|--|
| English – Speaking and Listening | | | | |
| Age Range: | ECC+KG | G1-G2 | G3-G4 | G5 |
| Achievement Standards: | <p>Students will:</p> <ul style="list-style-type: none"> • Use oral language for social interaction and to obtain understanding • Communicate needs, feelings and ideas • Participate appropriately in conversations • Tell stories and events in sequence • Give and follow instructions • Have daily opportunities to listen and speak in a variety of authentic contexts. | <p>Students will:</p> <ul style="list-style-type: none"> • Use a variety of oral language appropriately with increasing confidence • Talk about their thoughts, feelings and opinions • Work in groups and discuss ideas • Appreciate that listening is important in both small and large groups • Listen with increasing concentration and consideration • Pick out main events and relevant points • Increase their ability to anticipate and predict. | <p>Students will:</p> <ul style="list-style-type: none"> • Appreciate the power of oral language • Use speech with increasing responsibility • Participate appropriately in discussions • Talk about a wide range of topics • Use increasingly complex language confidently and creatively • Use language with increasing accuracy, details and range of vocabulary • Use oral language to articulate, organize and reflect on learning • Begin to communicate in more than one language. | <p>Students will:</p> <ul style="list-style-type: none"> • Have an increasing awareness of the power of oral language, how it helps them to construct meaning and connect with others • Use speech responsibly to inform, entertain and influence others • Understand that oral language is a medium for learning as well as for individual enjoyment • Interact confidently in a variety of situations • Use a wide range of linguistic structures and features to present ideas and information • Adapt speaking and listening strategies to the context, purpose and audience • Reflect upon communication to monitor and assess their learning. |