

## WAB ES Achievement Standards

Languages (Dutch, French, Chinese)				
Developmental Stages:	Role Play/Experimental	Early	Transitional	Independent
<b>Achievement Standards:</b>  <b>Speaking and Listening</b>	Students will: <ul style="list-style-type: none"> <li>• Use oral language for social interaction and too obtain understanding</li> <li>• Communicate needs, feelings and ideas</li> <li>• Participate appropriately in conversations</li> <li>• Tell stories and events in sequence</li> <li>• Give and follow instructions</li> <li>• Have daily opportunities to listen and speak in a variety of authentic contexts.</li> </ul>	Students will: <ul style="list-style-type: none"> <li>• Use a variety of oral language appropriately with increasing confidence</li> <li>• Talk about their thoughts, feelings and opinions</li> <li>• Work in groups and discuss ideas</li> <li>• Appreciate that listening is important in both small and large groups</li> <li>• Listen with increasing concentration and consideration</li> </ul>	Students will: <ul style="list-style-type: none"> <li>• Appreciate the power of oral language</li> <li>• Use speech with increasing responsibility</li> <li>• Participate appropriately in discussions</li> <li>• Talk about a wide range of topics</li> <li>• Use increasingly complex language confidently and creatively</li> <li>• Use language with increasing accuracy, details and range of vocabulary</li> <li>• Use oral language to articulate, organize and reflect on learning</li> <li>• Begin to communicate in more than one language.</li> </ul>	Students will: <ul style="list-style-type: none"> <li>• Have an increasing awareness of the power of oral language, how it helps them to construct meaning and connect with others</li> <li>• Use speech responsibly to inform, entertain and influence others</li> <li>• Understand that oral language is a medium for learning as well as for individual enjoyment</li> <li>• Interact confidently in a variety of situations</li> <li>• Use a wide range of linguistic structures and features to present ideas and information</li> <li>• Adapt speaking and listening strategies to the context, purpose and audience</li> <li>• Reflect upon communication to monitor and assess their learning.</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Be eager to read</li> <li>• Enjoy playing and experimenting with reading behaviors</li> <li>• Show an interest in books, stories, charts, and songs</li> <li>• “Read” familiar text using visual, contextual and memory cues</li> <li>• Focus on meaning of text rather than word accuracy</li> <li>• “Read” daily in a variety of situations and have opportunities to discuss what has been read.</li> </ul>	<ul style="list-style-type: none"> <li>• Pick out main events and relevant points</li> <li>• Increase their ability to anticipate and predict.</li> <li>• Read simple texts with confidence and pleasure</li> <li>• Use a range of strategies to decode text</li> <li>• Discuss stories heard and read, demonstrating an increasing awareness of character and plot</li> <li>• Understand and respond to ideas and feelings expressed</li> <li>• Begin to use reference books and</li> </ul>	<ul style="list-style-type: none"> <li>• Read a variety of fiction and non-fiction books with confidence, fluency and independence</li> <li>• Select books appropriate to their reading level and for a specific purpose</li> <li>• Be interested in/show appreciation of a variety of literary styles</li> <li>• Understand and respond to ideas, feelings and attitudes expressed in reading materials</li> <li>• Use reference materials including information technology independently</li> <li>• Read daily and for sustained periods.</li> </ul>	<ul style="list-style-type: none"> <li>• Read a wide range of texts with understanding accuracy</li> <li>• Recognize and appreciate various literary styles, forms and structures</li> <li>• Appreciate structural and stylistic differences between fiction and non-fiction</li> <li>• Be able to reflect upon and analyze details of character and plot</li> <li>• Appreciate authors’ use of language and begin to recognize meaning beyond the literal</li> <li>• Locate and use a range of reference materials to find information and guide research</li> </ul>

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<b>Writing</b>	<ul style="list-style-type: none"> <li>• Be curious about print</li> <li>• Enjoy playing and experimenting with writing</li> <li>• Move from scribble to writing letters and words</li> <li>• Assign meaning to messages regardless of their stage of written development</li> <li>• Gradually produce recognizable spellings of a range of words</li> <li>• Be encouraged to write daily with or without support.</li> <li>• Play, experiment, talk about and relate to different media materials</li> </ul>	<ul style="list-style-type: none"> <li>• Write confidently with developing legibility and fluency</li> <li>• Write for a variety of purposes</li> <li>• Write simple, sequenced stories with a beginning, middle and end</li> <li>• Begin to plan, edit and review their own writing</li> <li>• Begin to spell high-frequency words accurately</li> <li>• Use simple spelling patterns or spell phonetically</li> <li>• Write legibly in a consistent style</li> <li>• Write daily for a variety of purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Write independently, with confidence and fluency</li> <li>• Use a wide and vivid vocabulary</li> <li>• Understand different structures in writing</li> <li>• Write for a range of purposes, both creative and informational</li> <li>• Plan, edit and review their own writing</li> <li>• Spell high-frequency words accurately and use a range of strategies to spell complex words</li> <li>• Write in a consistent, legible style</li> </ul>	<ul style="list-style-type: none"> <li>• Write fluently and effectively in a range of styles</li> <li>• Match different styles and structures of writing to the task</li> <li>• Show an awareness of audience</li> <li>• Use relevant and appropriate supporting details and effective vocabulary</li> <li>• Vary sentence structure and length</li> <li>• Use an appropriate writing process independently and confidently</li> <li>• Develop their own voice and style</li> </ul>
<b>Viewing and Presenting</b>	<ul style="list-style-type: none"> <li>• Use media to make sense of their world</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that communication involves verbal, visual and kinesthetic</li> </ul>	<ul style="list-style-type: none"> <li>• Experience a wide variety of visual media</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate appropriate viewing behavior for a range of visual materials</li> </ul>