

Expected Writing Skills for September

End of Preschool/Beginning of Kindergarten

1. Visit by O.T. (review and reinforce pencil grip)
2. Able to hold a writing implement and begin to develop appropriate pencil grip.
3. Sit in writing position.
4. Know that written work is to be done on paper.
5. Realize that drawing/writing conveys meaning.

End of Kindergarten/Beginning of Grade One

1. Proper pencil grip (visit by O.T.) – review and reinforce
2. Formal lessons on proper letter formation – Print from the top down. Most circles counter-clockwise.
3. Kindergarten parents are sent home a sheet on how to work on proper letter formations at the beginning of the year.
4. Correctly prints own names using upper and lower cases.
5. Know letter names and sounds.
6. Identify letter names and sounds at random.

End of Grade One/Beginning of Grade Two

1. Print letters legibly, on the lines and in the spaces
2. Able to print upper and lower case letters using correct formation.
3. Print basic sight words (copy or spell) correctly in their writing (e. g. the, and he)
4. Understand that sentences convey a complete thought.
5. Demonstrate some phonetic awareness in their writing.
6. Able to write 2 – 3 complete sentences using conventional and inventive spelling within a reasonable time frame.
7. Demonstrate sentences begin with a capital and end with a period or question mark.
8. Can use appropriate finger spaces between words.
9. Beginning to understand and use topic sentence.

End of Grade Two/Beginning of Grade Three

1. Able to set up notebook page with date, name, title, reference #, use of margin, double-space, and finger space between words.
2. Have a proper pencil group, print with proper letter and number formation, use an eraser appropriately, hold a ruler for underlining, good writing posture.

3. Have knowledge of left to right movement on the page and sequential movement down page.
4. Use writing strategies – capital letters, punctuation at the end of a sentence, and know what a sentence is.
5. Be able to compose a complete sentence.
6. Be able to set up columns, use point form, print a title on a page.
7. Experiment with more complex sentences- descriptive language.
8. Able to write a full page in a journal.
9. Begin to write stories with beginning, middle, and end.
10. Understand and use topic sentence.
11. Begin the formal teaching of cursive writing.

End of Grade Three/Beginning of Grade Four

1. Be able to compose a complete sentence.
2. Use appropriate page set-up: numbering, titles, name, dates, using sequential pages, etc.
3. Able to write a story with a beginning, middle, and end.
4. Use a graphic organizer to organize writing of 4-5 sentences (e.g. web, story map, Venn diagram)
5. Use basic editing/proofreading skills- underlining incorrect spelling, capital letters, missed words, and basic punctuation.
6. Can write a topic sentence and a 5 sentence paragraph on the topic.
7. Able to cursive write most assignments.

End of Grade Four/Beginning Five

1. Composes a complete sentence, either simple or compound.
2. Paragraphs writing to show the beginning of new ideas.
3. Uses correct noun-pronoun agreement.
4. Uses past, present and future tenses.
5. Capitalization to designate organizations and to indicate the beginning of quotations.
6. Uses commas after introductory words in sentences and when citing addresses.
7. Capitalization and punctuation (e.g. commas, apostrophes, begin to use quotation marks and commas in dialogue.
8. Spells multi-syllable words by using phonetic knowledge and skills and visual memory.
9. Uses conventional Canadian spelling for familiar and frequently used words
10. Spell unfamiliar words by applying strategies (e.g. phonetic knowledge, use of common spelling patterns, dictionaries, word walls, thesaurus).

11. Creates legible writing that demonstrates awareness of alignment, shape and slant.
12. Spaces words and sentences consistently on a line and a page.
13. Use appropriate page set-up: numbering, titles, dates, using sequential pages, etc.
14. Is able to write a story with a beginning, middle and end.
15. Uses a graphic organizer to organize writing of 8 – 10 sentences
16. Uses basic editing skills – underlining incorrect spelling, capital letters and basic punctuation.
17. Can write a topic sentence.

End of Grade 5/Beginning Grade 6

1. Use complete and compound sentences and begin to use complex sentences.
2. Capitalization and punctuation (e.g. commas, apostrophes, uses quotation marks and commas in dialogue.)
3. Spells multi-syllable words by using phonetic knowledge and skills and visual memory.
4. Uses correct noun-pronoun agreement.
5. Paragraphs writing to show the beginning of new ideas.
6. Effective paragraphing (uses topic sentence, supporting details, concluding sentence)
7. Uses past, present and future tenses
8. Uses capitals in titles, headings and subheadings
9. Indicates passages of dialogue with quotation marks and paragraphs
10. Uses apostrophes appropriately
11. Uses conventional Canadian spelling for familiar and frequently used words
12. Creates legible writing that demonstrates awareness of alignment, shape and slant.
13. Spaces words and sentences consistently on a line and a page.
14. Uses appropriate page set-up: numbering, titles, dates, using sequential pages, etc.
15. Is able to write a story with a beginning, middle and end.
16. Uses a graphic organizer to organize writing of 8 – 10 sentences
17. Uses basic editing skills – underlining incorrect spelling, capital letters and basic punctuation.

Expected Reading Skills for September

End of Preschool/Beginning Kindergarten

1. Children learn that books are “magical” and can take us to special places.
2. Book care.
3. How to hold books, turn pages, etc.
4. Appreciate being read good literature.
5. Vocabulary development through rhymes, chants, songs, discussions, stories.

End of Kindergarten/Beginning of Grade One

1. Introduce “What Good Readers Do”
2. Discussions – Picture walk, vocabulary
3. Discussions – Story prediction
4. Discuss – Beginning, middle, end of a story
5. Introduce Adrienne Gear’s reading strategies “Connect” and “Visualize” (March)
6. Use alphabet books (at random)
7. Pattern stories with lots of picture cues
8. Assessment using PM Benchmarks Levels 1 and 2
9. Early STAR Assessment
10. Begin introduction/drill of basic Gr. 1 sight words
11. Introduce phonic skills- consonants, short vowels

End of Grade One/Beginning of Grade Two

1. Continue with strategies “What Good Readers Do?”
2. Able to read grade level sight words (e.g. Dolch)
3. Be able to read independently for 15-20 minutes (twice a day)
4. Working on fluency, expression and observing punctuation
5. Able to use Adrienne Gears reading strategies “Connect”, “Visualize”, and “Question”
6. Assessment: PM Benchmark Levels 3 – 16
7. STAR Assessment
8. Able to answer comprehension questions in complete sentences (“Who?”, “What?”, When?”, Where? – Using text to justify answer)

End of Grade Two/Beginning of Grade Three

1. Continue with strategies “What Good Readers Do?”
2. Able to read a variety of “just right” fiction and non-fiction.
3. Able to read fluently, with expression and observe punctuation/
4. Know and use 5 reading strategies (What Good Readers Do?)
5. Read independently for 15-20 minutes (twice a day)
6. Able to use Adrienne Gears reading strategies “Connect”, “Visualize”, “Question” and “Infer”
7. Assessment” PM Benchmark Levels 17-22
8. STAR Assessment
9. Able to read grade level sight words (e.g. from Dolch List)
10. Able to answer comprehension questions in complete sentences (Who? What? When? “Where?”

End of Grade Three/Beginning Grade Four

1. Continue with strategies “What Good Readers Do”.
2. Able to read a variety of fiction and non-fiction
3. Comprehension (Fiction):
 - a) Summarize major points from fiction and retell events in the correct general sequence.
 - b) Demonstrate comprehension by sketching, completing a cloze activity, or acting out the text
 - c. Can use Adrienne Gears comprehension strategies: “Connect”, “Question”, “Visualize”, “Infer”, and “Transform”.
4. Chose a just-right text on their own
5. Able to read fluently, accurately, with expression, proper intonation, phrasing, and observe punctuation
6. Know and use more than 5 reading strategies (What Good Readers Do)
7. Read independently for 20 -30 minutes twice a day.
8. Make inferences (e.g. about characters or situations)
9. Describe similarities and differences among texts and among genres
10. Assessment: PM Benchmarks Levels 23 - 25

End of Grade Four/Beginning Grade Five

1. Continue with strategies “What Good Readers Do”.
2. Able to read a variety of “just right” fiction and non-fiction
3. Chose a just-right text on their own
4. Comprehension (Fiction):

- a) Can retell main events in correct sequence, describe setting, accurately describe characters in some detail, and identify the main theme
 - b) Can use Adrienne Gears comprehension strategies: “Connect”, “Question”, “Visualize”, “Infer”, and “Transform”.
5. Able to read fluently, accurately, with expression, proper intonation, phrasing, and observe punctuation
 6. Know and use more than 5 reading strategies (What Good Readers Do)
 7. Read independently for 30 minutes twice a day.
 8. Make reasonable inferences about characters or situations.
 9. Describe similarities and differences among texts and among genres
 10. Assessment: PM Benchmarks Levels 26-28

End of Grade Five/Beginning Grade Six

1. Continue with strategies “What Good Readers Do” to figure out unknown words.
2. Comprehension:
 - a) Can use Adrienne Gears comprehension strategies: “Connect”, “Question”, “Visualize”, “Infer”, and “Transform”.
 - b) Can make logical predictions, check them and confirm them
 - c) Can draw conclusions, summarize and synthesize
 - d) Can determine the importance of ideas/events
 - e) Can distinguish between fact and fiction
 - f) Can express an opinion with supporting evidence
 - g) Compare various viewpoints
3. Uses text features
4. Can set personal reading goals
5. Able to read a variety of “just right” fiction and non-fiction
6. Chose a just-right text on their own.
7. Able to read fluently, accurately, with expression, proper intonation, phrasing, and observe punctuation
8. Assessment: PM Benchmarks Levels 29-30.