

# Progression of Learning

Kativik School Board

Primary ESL

Adapted from the MELS progression of learning (Primary ESL)



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# **PROGRESSION OF LEARNING**

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## Progression of Learning, Essential Knowledge and the Annex

The progression of learning and essential knowledge for English as a second language reaffirms the crucial role that knowledge plays in the development of the ESL competencies. The progression and essential knowledge are teaching tools which outline the knowledge required by students to become competent ESL learners. They complement the ESL program. They assist teachers in their overall planning and also outline when knowledge is to be introduced, practiced and acquired. They will help teachers ensure that their students' learning, in addition to competency development, is consistent with their peer groups across KSB. It will also assist in bringing consistency to the teaching of English within each school and throughout Nunavik.

In the annex of this document, teachers will find lists of suggested vocabulary and grammar that students require in order to be competent users of English. These lists correspond to items found in the essential knowledge.

### Structure of the Progression of Learning

The progression is divided into categories. These include: Functional Language, Language Conventions, Strategies, Text Components, the Response Process, and the Writing Process. The progression of learning is presented in the form of tables that organize the elements of knowledge. The following legend is used in the progression:

	<p>This symbol indicates that the student is <b>in the process of constructing his/her knowledge with teacher guidance</b>. This means:</p> <ul style="list-style-type: none"><li>-explicit teaching</li><li>-Teacher scaffolds the learning</li><li>-use of prompts</li><li>-Modeling is done by the teacher</li><li>-Resources are provided by the teacher</li></ul>
	<p>This symbol indicates that the <b>student applies knowledge by the end of the school year</b>. This means:</p> <ul style="list-style-type: none"><li>-student takes initiative</li><li>-self-directed use of resources</li><li>-knowledge is used consistently and accurately most of the time?</li></ul>
	<p>This symbol indicates that the student reinvests knowledge. This means:</p> <ul style="list-style-type: none"><li>-Reusing</li><li>-Broadening of the concept</li><li>-Using of concept in new contexts</li><li>-Refining</li><li>-Transfer</li></ul>

## Functional Language (Primary)

Functional language allows students to interact in English. It includes useful expressions and vocabulary. These contribute to the development of ESL Competency 1 “Interacts Orally in English”. Vocabulary development also supports the development of Competency 2. As students progress through primary cycles 1 and 2 their repertoire of functional language will become more complex. Their use of expressions and vocabulary will also become increasingly spontaneous and fluent.

Description	Primary Cycle 2		Primary Cycle 3	
	3	4	5	6
<b>Classroom routines</b> <ul style="list-style-type: none"> <li>Participates in classroom routines (e.g. Teacher: “What day is it? What is the weather today?” Student: “Today is Tuesday. It is sunny!”)</li> </ul>	➡	★		
<b>Instructions</b> <ul style="list-style-type: none"> <li>Gives instructions (e.g. Roll the dice.)</li> </ul>	➡	➡	★	
<b>Identification</b>				
<ul style="list-style-type: none"> <li>Identifies people, animals, objects, places (e.g. I’m a hockey player. This is my sister)</li> </ul>	➡	★		
<ul style="list-style-type: none"> <li>Asks for identification (e.g. What’s this? What’s your name?)</li> </ul>	➡	➡	★	
<b>Identification</b>				
<ul style="list-style-type: none"> <li>Describes basic characteristics of people, animals, objects, places (e.g. She is tall.)</li> </ul>	➡	★		

Description	3	4	5	6
<ul style="list-style-type: none"> <li>Inquires about basic characteristics of people, animals, objects, places (e.g. Does he wear glasses?)</li> </ul>	➡	➡	➡	★
<b>Capabilities</b>				
<ul style="list-style-type: none"> <li>States own capabilities</li> </ul>	➡	➡	★	
<ul style="list-style-type: none"> <li>States others' capabilities (e.g. He can't sing.)</li> </ul>	➡	➡	➡	★
<ul style="list-style-type: none"> <li>Inquires about others' capabilities (e.g. Can you stand on your head?)</li> </ul>	➡	➡	➡	★
<b>Requests for Information</b>				
<ul style="list-style-type: none"> <li>Asks W-questions (e.g. What page is it on? When is recess?)</li> </ul>	➡	➡	➡	★
<ul style="list-style-type: none"> <li>Asks yes/no questions (e.g. Do you have a pencil?)</li> </ul>	➡	➡	★	
<b>Agreement, disagreement</b>				
<ul style="list-style-type: none"> <li>Expresses agreement/disagreement (e.g. Teacher: Do you agree? Student: I don't agree)</li> </ul>	➡	➡	★	
<ul style="list-style-type: none"> <li>Inquires about agreement/disagreement (e.g. Do you agree? Is this okay?)</li> </ul>	➡	➡	➡	★
<b>Opinions</b>				
<ul style="list-style-type: none"> <li>Gives opinions (e.g. I think that..., I believe that...)</li> </ul>		➡	➡	➡
<ul style="list-style-type: none"> <li>Inquires about others' opinions (e.g. What do you think? What's your opinion?)</li> </ul>	➡	➡	➡	➡
<b>Permission</b>				
<ul style="list-style-type: none"> <li>Asks for permission (e.g. May I go to the washroom?)</li> </ul>	➡	★		

Description	3	4	5	6
<b>Offers of assistance</b>				
• Offers assistance (e.g. Can I help you?)	➡	➡	➡	➡
• Accepts or declines offers of assistance (e.g. Sure; I'm okay)	➡	★		
<b>Needs</b>				
• Expresses personal needs and wants (e.g. I need a pencil. I want a new skateboard.)	➡	➡	➡	★
• Expresses others' needs and wants (e.g. He needs a ruler. She wants a new bike.)	➡	➡	➡	★
• Inquires about others' needs and wants (e.g. What does he need? What do you want?)	➡	➡	➡	➡
• Gives warnings (e.g. Careful! Watch out! Stop!)	➡	➡	★	
<b>Feelings, interests, tastes, preferences</b>				
• Expresses own feelings, interests, tastes, preferences (e.g. I'm happy. I like baseball. My favourite flavour is chocolate).	➡	➡	➡	★
• Expresses the feelings of others, interests, tastes, preferences (e.g. He's excited. My sister doesn't like pizza.)	➡	➡	➡	★
• Inquires about the feelings of others, interests, tastes, preferences (e.g. Are you okay? Who's your favourite hockey player?)	➡	➡	➡	★
<b>Expressions of courtesy</b>				
• Uses basic expressions of courtesy (e.g. How are you? You're welcome.)	➡	➡	★	

Description	3	4	5	6
• Greet (e.g. Good morning. Good afternoon)	★			
• Takes leave (e.g. Good bye, See you later. Have a nice weekend.)	★			
• Thanks (e.g. Thanks. Thank you very much.)	★			
• Apologizes (e.g. Sorry. I'm sorry)	★			
• Maintains exchanges (e.g. It's your turn. What about you? Is that right?)	➡	➡	➡	➡
<b>Expressions promoting harmonious exchanges and teamwork</b>				
• Contributes in creating harmonious exchanges (e.g. That's a good idea.)	➡	➡	➡	➡
• Contributes to teamwork (e.g. Each our turn. Do you have all your things? Five minutes left.)	➡	➡	➡	★
<b>Actions words frequently used in class</b>				
• Uses actions words (e.g. look, play, bring, draw)	➡	➡	➡	➡
<b>Immediate environment</b>				
• Uses vocabulary related to school (e.g. pencils, classroom, schoolyard, teacher)	➡	★		
• Uses vocabulary related to other familiar environments (e.g. living room, grocery store, park)	➡	➡	★	
<b>Theme-related (e.g. family, sports, pastimes, food, animals, clothing, special events)</b>				
• Uses targeted vocabulary to carry out tasks	➡	➡	➡	➡



Description	3	4	5	6
<b>Personal pronouns and possessive forms</b>				
<ul style="list-style-type: none"> <li>Uses personal pronouns and possessive forms in context to talk about themselves (e.g. I have my book. The pencil is mine.)</li> </ul>	➡	➡	➡	★
<ul style="list-style-type: none"> <li>Uses personal pronouns and possessive forms in context to talk about others. (e.g. Your book is on the desk. It's his pencil.)</li> </ul>	➡	➡	➡	➡
<ul style="list-style-type: none"> <li>Uses prepositions and location words required for tasks (e.g. at, beside, right)</li> </ul>	➡	➡	➡	➡
<b>Vocabulary</b>				
<b>Expressions of time</b> <ul style="list-style-type: none"> <li>Uses expressions of time frequently encountered in class (e.g. five minutes, in September, next summer.)</li> </ul>	➡	➡	★	
<b>Alphabet</b> <ul style="list-style-type: none"> <li>Uses the alphabet to spell words in context</li> </ul>	➡	➡	➡	★
<b>Numbers</b> <ul style="list-style-type: none"> <li>Uses cardinal and ordinal numbers frequently encountered in class</li> </ul>	➡	➡	➡	★
<b>Colours and Shapes</b> <ul style="list-style-type: none"> <li>Uses the names of colours and shapes frequently encountered in class</li> </ul>	➡	★		
<b>Targeted Vocabulary</b> <ul style="list-style-type: none"> <li>Uses targeted vocabulary related to students' interests and needs (e.g. "I have my skates." "I need a pencil and an eraser.")</li> </ul>	➡	➡	➡	➡

Description	3	4	5	6
<ul style="list-style-type: none"> <li>Uses targeted vocabulary related to texts</li> </ul>			➡	➡
<b>Question words</b>				
<ul style="list-style-type: none"> <li>Responds to question words used in context (e.g. who, what, how).</li> </ul>	➡	➡	➡	★
<ul style="list-style-type: none"> <li>Uses question words in context</li> </ul>		➡	➡	★

## Language Conventions (Primary)

Language conventions refer to grammar, phonology, punctuation, and spelling. Grammar contributes to the development of all three competencies. Phonology supports the development of the oral interaction competency (C1). Punctuation helps develop competencies 2 and 3, and spelling pertains exclusively to competency 3.

Description	Primary Cycle 2		Primary Cycle 3	
	3	4	5	6
<b>Word order</b>				
• Uses knowledge of word order in simple sentences to construct meaning	➡	➡	★	
• Forms simple sentences (e.g. I like apples. Emily can sing and dance. Bring your book)	➡	★		
• Places adjectives before nouns (e.g. red car, beautiful day)	➡	➡	★	
• Uses adverbs in a sentence (e.g. He runs quickly.)		➡	➡	➡
<b>Plurals</b>				
• Uses knowledge of regular and common irregular plurals to construct meaning	➡	➡	➡	★
• Uses irregular plurals frequently encountered in class (e.g. people, children, feet)	➡	➡	➡	★
<b>Articles</b>				
• Places articles before nouns (e.g. The bag is heavy. It's a computer. She's an athlete.)	➡	➡	➡	➡

Description	3	4	5	6
<b>Verb tenses</b>				
• Uses knowledge of verb tenses to construct meaning (e.g. imperative, past, future)	➡	➡	➡	➡
• Uses verb tenses targeted for tasks	➡	➡	➡	➡
<b>Phonology</b>				
• Uses intonation and pronunciation that can be understood by an English speaker	➡	➡	★	
<b>Punctuation</b>				
• Uses knowledge of capital letters, periods, question marks, and commas between items in an enumeration to construct meaning of texts	➡	➡	➡	★
• Writes a sentence with a capital letter at the beginning and a period or a question mark at the end	➡	★		
• Writes commas between items in an enumeration	➡	➡	➡	★
<b>Spelling</b>				
• Spells words as found in explicit models and resources targeted for carrying out tasks	➡	★		
• Spells words as found in open-ended models and available resources targeted for carrying out tasks			➡	➡

## Strategies (Primary)

Strategies refer to compensatory (i.e. communication) and learning strategies. At the primary level, students broaden their repertoire. They begin to name strategies, select, and apply those appropriate for tasks, and reflect on their effectiveness. Strategies contribute to the development of all of the ESL competencies. They should be explicitly taught and modeled for the students. Teachers should also provide opportunities for students to practice each strategy as a whole group, in groups and individually. The use of strategies is not evaluated in the KSB ESL program, however, they are a major component of each of the competencies and are required by all competent learners.

Description	Primary Cycle 2		Primary Cycle 3	
	3	4	5	6
<b>Stall for time</b>				
• Buys time to think out a response.	➡	➡	➡	★
<b>Asks for help or clarification</b>				
• Requests assistance or further information	➡	★		
<b>Say it in a different way</b>				
• Makes up for the lack of a precise word or expression by substituting known words or expressions	➡	➡	➡	➡

Description	3	4	5	6
<b>Check my own work</b>				
• Questions the pronunciation of new words read or heard	➡	➡	➡	➡
• Selects and uses the appropriate strategies	➡	➡	➡	➡
• Checks and adjusts on-going performance	➡	➡	➡	➡
<b>Reflect</b>				
• Reflects on what has been learned and how it has been learned	➡	➡	➡	➡
<b>Plan</b>				
• Thinks about the task, decides what actions to take and what resources to use	➡	➡	➡	➡
<b>Pay Attention</b>				
• Decides to concentrate on the task	➡	➡	➡	★
• Maintains attention during tasks	➡	➡	➡	➡
<b>Use what you know</b>				
• Draws on own background knowledge as a source of information	➡	➡	➡	➡

Description	3	4	5	6
<b>Predicting</b>				
<ul style="list-style-type: none"> <li>Foretells based on prior knowledge, topic, task at hand, title, pictures, glancing through a text</li> </ul>	➔	➔	➔	➔
<b>Guess Intelligently (Inferencing)</b>				
<ul style="list-style-type: none"> <li>Makes intelligent guesses based on all available cues such as context, known words and expressions, visual clues, contextual cues, intonation, patterns</li> </ul>	➔	➔	➔	➔
<b>Practice</b>				
<ul style="list-style-type: none"> <li>Repeats and rehearses, regroups, integrates, and assimilates frequently</li> </ul>	➔	➔	➔	★
<b>Uses resources</b>				
<ul style="list-style-type: none"> <li>Makes use of human resources (e.g. teacher and peers)</li> </ul>	➔	➔	➔	★
<ul style="list-style-type: none"> <li>Makes use of material resources (e.g. word and expression banks, graphic organizers, posters, checklists, quick references, books, thematic, IT, etc.)</li> </ul>	➔	➔	➔	➔
<b>Takes notes</b>				
<ul style="list-style-type: none"> <li>Writes down relevant information in an organized way (e.g. T-chart, Venn diagram, story web)</li> </ul>	➔	➔	➔	➔
<b>Skim</b>				
<ul style="list-style-type: none"> <li>Glances through a text quickly to get a general impression and overview of the content</li> </ul>	➔	➔	➔	➔

Description	3	4	5	6
<b>Scan for information</b>				
• Looks for specific information in a text	➡	➡	➡	➡
<b>Cooperate</b>				
• Works and learns with others; helps others	➡	➡	➡	➡
<b>Takes risks</b>				
• Dares to use functional language frequently used in class to speak only English, in spite of making errors	➡	➡	➡	★
• Experiments with known language	➡	➡	➡	★
• Attempts to integrate new language	➡	➡	➡	➡
<b>Go for the general meaning</b>				
• (e.g. This story was about..., It says that..., I think it means..., etc...)	➡	➡	➡	★
<b>Relax</b>				
• (e.g. Take a deep breath, clench your fists for 10 seconds, close your eyes, etc...)	➡	➡	➡	➡
<b>Encourage yourself</b>				
• (e.g. "I did it!", "Almost done", etc...)	➡	➡	➡	➡



Description	3	4	5	6
<b>Use gestures</b>				
• Uses body language to express meaning	➡	➡	★	
<b>Accepting not being able to understand</b>				
• Perseveres despite not understanding everything listened to or read, without getting overly anxious	➡	➡	➡	★
<b>Try</b>				
• Attempts and/or participates	➡	➡	➡	★
<b>Organize</b>				
• Organizes work space and prepares to engage in the task	➡	➡	➡	★

## Text Components (Primary)

At the primary level, text components refer to connecting words, contextual cues for familiar topics, overall meaning and key elements. Prior to listening, reading or viewing texts, students use contextual cues to anticipate the content of texts. While they are viewing, listening or reading texts, students use connecting words, key elements, and overall meaning to further construct meaning. Text components contribute to the development of Competency 2.

Description	Primary Cycle 2		Primary Cycle 3	
	3	4	5	6
<b>Connecting words</b>				
• Uses knowledge of connecting words to construct meaning (e.g. and, but, or...)	➡	➡	➡	★
<b>Contextual cues: titles, subtitles, synopsis, key sentences, illustrations, table of contents</b>				
• Uses contextual cues to recognize a variety of text formats (e.g. newspaper article, graphic novel, advertisement) and to predict content.	➡	➡	➡	★
• Use contextual cues to construct meaning	➡	➡	➡	★
<b>Overall meaning</b>				
• Identifies general ideas stated explicitly (i.e. literal meaning)	➡	➡	➡	★
• Finds implied ideas (i.e. Underlying meaning)	➡	➡	➡	➡

Description	3	4	5	6
<b>Key elements</b>				
<ul style="list-style-type: none"> <li>Identifies and briefly describes characters, people, animals, objects, place, and setting</li> </ul>	➡	➡	➡	★
<ul style="list-style-type: none"> <li>Identifies facts</li> </ul>	➡	➡	➡	★
<ul style="list-style-type: none"> <li>Briefly describes story line, plot</li> </ul>	➡	➡	➡	★
<b>Events</b>				
<ul style="list-style-type: none"> <li>Sequences events</li> </ul>	➡	➡	➡	★

## Responding to Texts (Primary)

At the primary level students begin responding to texts. They are introduced to the basic structure through modeling and the use of graphic organizers. Students build on their ability, with teacher support, to compare their own experiences with the reality presented in texts.

Description	Primary Cycle 2		Primary Cycle 3	
	3	4	5	6
<b>Before listening, reading and viewing</b>				
• Uses strategies and guiding questions to respond to texts	➡	➡	➡	➡
• Uses knowledge of text features to prepare to respond to texts	➡	➡	➡	➡
<b>While listening, reading and viewing</b>				
• Identifies important details of texts	➡	➡	➡	➡
• Determines overall message of texts	➡	➡	➡	➡
<b>After listening, reading and viewing</b>				
• Answers guiding questions individually and expands on prompts that deal with the literal meaning of texts	➡	➡	➡	➡
<b>Establishing a personal connection with the text phase</b>				
• Answers guiding questions individually and expands on prompts to make personal connections to texts	➡	➡	➡	➡

Description	3	4	5	6
<ul style="list-style-type: none"> <li>With support, shares personal connections to texts with others</li> </ul>	➡	➡	➡	➡
<b>Reflecting on use of response process</b>				
<ul style="list-style-type: none"> <li>Uses various means to reflect on use of the response process (e.g. self-evaluation grids, class discussion, peer feedback)</li> </ul>	➡	➡	➡	➡

## Writing Process (Primary)

At the primary level, students are introduced to the writing process. They will write a variety of well-structured texts using provided models. They will learn to use strategies and to receive and give feedback to improve their texts. This process will allow them to improve their writing skills. The writing process must be modeled explicitly. Teachers should provide students with structure in the form of modeling, whole group activities, sentence starters, and graphic organizers. At the primary level, the writing process is not done in complete independence.

Description	Primary Cycle 2		Primary Cycle 3	
	3	4	5	6
<b>Before engaging in the writing process</b>				
• Identifies text components in models of written text			➡	➡
<b>Preparing to write phase</b>				
• Brainstorms topic and ideas with others	➡	➡	➡	➡
• Researches topic		➡	➡	➡
• Considers purpose and audience	➡	➡	➡	➡
• Uses appropriate language (e.g. vocabulary, verb tenses, language register)	➡	➡	➡	➡
• Constructs outline of text		➡	➡	➡

Description	3	4	5	6
<ul style="list-style-type: none"> <li>Planning (with guidance and provided tools)</li> </ul>	➡	➡	➡	➡
<b>Writing the draft</b>				
<ul style="list-style-type: none"> <li>Writes down opinion, ideas, thoughts, and feelings using a plan</li> </ul>			➡	➡
<b>Revising phase</b>				
<ul style="list-style-type: none"> <li>Shares draft with others for feedback on content (e.g. organization, clarity, coherence)</li> </ul>			➡	➡
<ul style="list-style-type: none"> <li>Adds, substitutes, removes, and rearranges ideas, words and sentences to improve draft</li> </ul>			➡	➡
<b>Editing phase</b>				
<ul style="list-style-type: none"> <li>Corrects errors found in draft by teacher, peers and self</li> </ul>	➡	➡	➡	➡
<ul style="list-style-type: none"> <li>Writes a final draft</li> </ul>	➡	➡	➡	➡
<b>Publishing phase</b>				
<ul style="list-style-type: none"> <li>Produces a polished copy and shares it intended audience</li> </ul>	➡	➡	➡	➡
<b>Reflecting on use of writing process</b>				
<ul style="list-style-type: none"> <li>Reflects on use of the writing process and final version of written texts through self-evaluation grids, class discussions, peer feedback, etc.</li> </ul>	➡	➡	➡	➡

# **ESSENTIAL KNOWLEDGE**

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## ESSENTIAL KNOWLEDGE (Primary)

The Kativik School Board's ESL program is centered on the progression of students' competency development. Part of being competent is possessing knowledge. The following is a list, organized by subcategories, that outlines the essential knowledge for all primary students. The knowledge is divided by cycle and by grade level. Arrows indicate when any given point should be explicitly taught, modeled and then practiced by the students. Black boxes denote that the point is generally not taught at the indicated level and blue boxes indicate a mastery of a specific concept. It is important to note that this is a non-exclusionary guideline and represents the minimum to be covered. If a teaching moment arises, teachers should take advantage of it and assist students in constructing the knowledge they require or desire regardless of its presence in the list. The list is intended to provide the minimum to be covered by students at a given level and examples for teachers to build upon.

Functional Language	Cycle 2		Cycle 3	
	3	4	5	6
Instructions and classroom routines (e.g. Open your binder. Let's write the data.)	➔	➔	➔	➔
Delay speaking (e.g. Wait a minute. I'm not ready. I'm not sure. Let's see. Well...)	➔	➔	➔	➔
Asking for help or clarification (e.g. Can you help me? I need some help.)	➔	➔	➔	➔
Circumlocution (e.g. Give me the big object.)	➔	➔	➔	➔
Identification (e.g. What's this? This is..., it's... My name is...)	➔	➔	➔	➔
Capabilities (e.g. I can..., I can't..., I'm good at..., I'm not good at...)		➔	➔	➔
Requests information (e.g. Where...? Who...? What...?)		➔	➔	➔
Agreement, disagreement, opinions (e.g. That's right. Maybe! Do you agree?)	➔	➔	➔	➔
Permission (e.g. May I go...? Can I have...?)	➔	➔	➔	➔

Offers of assistance, needs (e.g. Can I help you? May I...Can I...? I need..., Can you...?)		➔	➔	➔
<b>Functional Language (continued)</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Warnings (e.g. Careful! Look out! Watch out! Stop!)		➔	➔	➔
Feelings, interesting, tastes, preferences (e.g. I'm happy. I'm sad. I'm excited. I like..., I love..., Do you like...?)	➔	➔	➔	➔
Expressions of courtesy, social conventions, and gestures: greetings, introducing, leave-taking, thanking, apologizing (e.g. Hi! Good morning! So long!)	➔	➔	➔	➔
Expressions to make rejoinders (e.g. It's your turn. What about you?)		➔	➔	➔
Expressions prompting harmonious exchanges and teamwork (e.g. That's a good idea! You're a good partner)			➔	➔
<b>Vocabulary</b>				
Vocabulary related to action words frequently used in class (e.g. walk, stand-up, sit-down, cut, write, etc.)	➔	➔	➔	
Vocabulary related to the immediate environment (e.g. classroom, premises, school staff, identification, and description of self and others)	➔	➔	➔	
Theme-related vocabulary (e.g. sports, recreation, pastimes, food, animals, clothing, special events)	➔	➔	➔	➔
Personal pronouns (e.g. I, he, she, him, me, them, myself, etc.)	➔	➔	➔	➔
Alphabet	➔	➔		
Cardinal numbers	➔	➔	➔	➔
Ordinal numbers: first to thirty first	➔	➔		

<b>Vocabulary (Continued)</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Colours and shapes (basic colours and shapes)	➔	➔		
Prepositions and location words (e.g. left, right, in, on, under)	➔	➔	➔	➔
Expressions of time (e.g. years, months, weeks, days of the week, number of minutes, hours, seasons)	➔	➔	➔	
Question words (e.g. who, what, when, why, how many)	➔	➔	➔	
Yes/no questions (e.g. Do you have...? Do you want...? Do you like...?)	➔	➔	➔	
Idiomatic expressions		➔	➔	➔
<b>Strategies: Compensatory</b>				
Use gestures	➔	➔	➔	➔
Stall for time (buying time to think out a response)	➔	➔	➔	➔
Ask for help or clarification	➔	➔	➔	➔
Say it in a different way (Circumlocution)	➔	➔	➔	➔
<b>Learning</b>				
Check my own work (questioning the pronunciation of new words read or heard, using and selecting the appropriate strategies, checking and adjusting one's ongoing performance)			➔	➔
Reflect (reflection on what had been learned)	➔	➔	➔	➔

<b>Strategies (continued)</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Plan (asking oneself: What am I supposed to do? In what order? What resources do I need? What could I listen to or read? What should I say or write? How will I say it or write it?)			➔	➔
Organize			➔	➔
Use what you know (drawing on one's background knowledge as a source of information)	➔	➔	➔	➔
Predict (foretelling based on prior knowledge, topic, task at hand, title, pictures, glancing through a text)	➔	➔	➔	➔
Guess intelligently (inferring) (making intelligent guesses based on all available cues such as context, cognates, known words and expressions, visual clues, contextual cues, intonation, patterns)		➔	➔	➔
Practice (repeating, rehearsing, regrouping, integrating and assimilating key functional language expressions)	➔	➔	➔	➔
Go for the general meaning		➔	➔	➔
Take notes (writing down relevant information)			➔	➔
Skim (reading through a text quickly to get an overview of it)			➔	➔
Scan for information(looking for specific information in a text)		➔	➔	➔
Use resources (making use of human and material resources: word and expression banks, graphic organizers, posters, checklists, quick references, books, thematic and visual dictionaries, information technology)	➔	➔	➔	➔
Take risks (daring to speak English only, experimenting with known language, attempting to integrate new language)	➔	➔	➔	➔
Pay attention (paying attention and concentrating on the right things)	➔	➔	➔	➔

Strategies (Continued)	3	4	5	6
Accepting not being able to understand	➔	➔	➔	➔
Relax	➔	➔	➔	➔
Try	➔	➔	➔	➔
Encourage yourself	➔	➔	➔	➔
Cooperate (working together, learning together, helping each other)	➔	➔	➔	➔
<b>Language Conventions (Grammar, phonology, punctuation, and spelling)</b>				
Word order: Simple sentence, position of adjective and adverbs (e.g. red book)	➔	➔	➔	➔
<b>Language Conventions (Continued)</b>				
Regular plurals (e.g. book-books)	➔	➔	➔	➔
<b>Description</b>				
Articles	➔	➔	➔	➔
Verb tenses (e.g. imperative, present progressive, present, past, future, and imperfect).	➔	➔	➔	➔
Intonation and pronunciation for the functional language <b>frequently used in class</b>	➔	➔	➔	
Punctuation: capital letter at the beginning of a sentence, period at the end of a sentence, question mark, commas between items in an enumeration.	➔	➔	➔	➔

<b>Text Components</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Spellings: found in explicit models and resources targeted for carrying out tasks. Found in open-ended models and resources targeted for carrying out tasks.	➔	➔	➔	➔
Connecting words (e.g. and, but, if, therefore)		➔	➔	➔
Contextual cues: titles, subtitles, synopsis, key sentences, illustrations, table of contents			➔	➔
Overall meaning	➔	➔	➔	➔
Key elements: person, character, animal, object, place, setting, facts, plot, storyline, sequence of events		➔	➔	➔
<b>Reading Process: Before reading</b>				
Activate prior knowledge by answering or reflecting on prompts provided by the teacher	➔	➔	➔	➔
Makes predictions on text components (e.g. title, picture, sound effects, etc.)	➔	➔	➔	➔
Read guiding questions and prompts (with support in grade 4)		➔	➔	➔
<b>Reading Response: While reading</b>				
Seek to confirm or reject initial predictions with support	➔	➔	➔	➔
Answer guiding question and expand on prompts with support		➔	➔	➔
Identify elements that they think are important			➔	➔

Use semantic mapping to organize information		➔	➔	➔
Look up key words in the dictionary	➔	➔	➔	➔
<b>Reading Response: After reading</b>	3	4	5	6
Answer guiding questions and expand on prompts with guidance (grade 3-oral questions)	➔	➔	➔	➔
Write down reactions, questions, and information			➔	➔
Support understanding with direct links to text		➔	➔	➔
Share what they find important or interesting	➔	➔	➔	➔
Ask questions they still have about the text		➔	➔	➔
Leave traces of their understanding	➔	➔	➔	➔
<b>Reading Response: Establishing a personal connection with the text</b>				
Use prompts and guiding questions		➔	➔	➔
Make links to the text by relating it to their experiences and interests		➔	➔	➔
Use learning strategies with direction (e.g. activate prior knowledge, scan)		➔	➔	➔
Uses resources (e.g. dictionary, poster, strategy cards, word wall)	➔	➔	➔	➔
Share personal connection with the teacher and/or others		➔	➔	➔
Refer to the text to explain a personal connection (with prompting and guidance)		➔	➔	➔

<b>Reading Response: Generalizing beyond the text</b>				
Use prompts and guiding questions (with guidance)	➔	➔	➔	➔
<b>Reading Response: Generalizing beyond text (Continued)</b>	3	4	5	6
Addresses the issues at a broader level (e.g. a story in which a student is harassed by a school bully may bring students to discuss the problem of bullying in Nunavik schools)			➔	➔
Refer to the text to support their generalizations (with guidance)			➔	➔
<b>Writing Process: Prepares to write</b>				
Brainstorm topics and ideas with others	➔	➔	➔	➔
Activate prior knowledge of a chosen topic (with guidance)			➔	➔
Select appropriate language (e.g. Who am I writing to? How should I talk to them?)			➔	➔
Use planning tools (e.g. graphic organizers)	➔	➔	➔	➔
Construct and outline of the text			➔	➔
Research the topic (with guidance)			➔	➔
Use various resources (e.g. word wall, dictionary, a friend, etc.)	➔	➔	➔	➔
<b>Writing process: Write a draft</b>				
Leaves space to make adjustments			➔	➔



Refer to their plan or outline while writing	➔	➔	➔	➔
Reflect on what they wrote in their draft	➔	➔	➔	➔
Confer with others (teacher or classmate)		➔	➔	➔
<b>Writing Process: Revising</b>	3	4	5	6
Share their writing with peers and/or teacher (e.g. does my text make sense? How can I improve it? Is there a better way to express...)			➔	➔
Accept and integrate feedback from the teacher	➔	➔	➔	➔
Add, substitute, remove, and rearrange words and ideas with guidance from the teacher	➔	➔	➔	➔
<b>Writing Process: Editing</b>				
Use resources such as written models, dictionaries, and word walls	➔	➔	➔	➔
Consult with teacher	➔	➔	➔	➔
Uses a personalized checklist to proofread for common errors (with guidance)			➔	➔
<b>Writing Process: Publishing</b>	➔	➔	➔	➔
Make a polished copy	➔	➔	➔	➔
Share with intended audience			➔	➔

# ANNEX

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## Annex

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This annex contains lists of vocabulary, genres, verb tenses, etc. that students should master during their academic careers. Many of the listed items have been divided by cycle or grade level. It is suggested that the items be mastered by the end of cycle or grade level listed in the annex. This, however, does not mean that teachers should limit themselves to exposing students to these items at the listed level. Teacher should use their professional judgment and introduce items when appropriate and in context. The instruction of verbs and vocabulary should always be done in context and with a purpose. Vocabulary development should not be treated as rote learning but should be used as a tool required by students to build or express something significant. As such, if a grade 4 teacher, for example, is doing an LES or activity that requires the use of contractions, he or she should not hesitate to explicitly teach, model and provide students with opportunities to practice using contractions before asking them to complete a task using them, even if they only appear in grades 5 and 6 in the suggested years for development. Also, even if a vocabulary item or sub-theme was mastered at a lower level, teachers should not hesitate to provide students with more opportunities to practice the concept or use of the lexical item. This being said, teachers should keep the maturity level of the students and complexity of task appropriate for the level of the students.

For lists where grade levels are not provided, teachers should use their progression judgment and level and needs of the students to decide when it is appropriate to teach the items. Again, it is important to note that these lists are not exhaustive and that teachers are encouraged to go beyond what is listed.

## Writing Genres

**Note:** The following genres of writing should be taught using the writing process during primary. Please note that this list is not exclusive. These genres should be taught, however, the interests and language levels of students may allow for other genres to be introduced.

Grade	Genre
Grade 3	<ul style="list-style-type: none"><li>• Journal entries</li><li>• Alphabet books</li><li>• Lists</li></ul>
Grade 4	<ul style="list-style-type: none"><li>• Acrostic poems</li><li>• Greeting cards</li><li>• Invitations</li></ul>
Grade 5	<ul style="list-style-type: none"><li>• Friendly letter</li><li>• Comic strip</li><li>• Retelling a story (sequencing in writing)</li><li>• Basic creative writing (short and simple narrative)</li></ul>
Grade 6	<ul style="list-style-type: none"><li>• Information report</li><li>• Brochure</li><li>• Descriptive paragraph</li></ul>

## Reading Genres

**Note:** *The following genres should be explicitly taught, modeled and practiced by students in the grades listed below. Teachers are, of course, encouraged to expose students to a variety of other texts, even if they appear beyond the students' competency level on the ESL scales of competency. Teachers should adjust their teaching style, tools and level of support given to the students depending on the genre and complexity of the text that they provide the students with.*

Grade	Genre
Grade 3	<ul style="list-style-type: none"><li>• Flash cards</li><li>• Labels</li><li>• Repetitive readings</li><li>• Simple picture books</li></ul>
Grade 4	<ul style="list-style-type: none"><li>• Friendly letter</li><li>• Invitation</li><li>• Picture books</li><li>• Basic poetry</li></ul>
Grade 5	<ul style="list-style-type: none"><li>• Post cards</li><li>• Fairy tales</li><li>• 'Reader's Theater'</li><li>• Cartoon strips</li><li>• Recipes</li><li>• Simple information texts</li></ul>
Grade 6	<ul style="list-style-type: none"><li>• Information report</li><li>• Fable</li><li>• Early chapter books.</li></ul>

## Phonics

To be mastered by the end of primary cycle 2 (grade 4)	To be mastered by the end of primary cycle 3 (grade 6)
<ul style="list-style-type: none"> <li>s, a, t, p, l, n, c, k, e, h, r, m, d, g, o, u, l, f, b, j, z, w, v, y, x</li> <li>ai, oa, ie, ee, ea, oe, or, oy, ng, oo, ch, sh, th, qu, ou, oi, ue, er, ar</li> </ul>	<ul style="list-style-type: none"> <li>ir, ur, ow, igh, aw, au, ew, eigh, ei, eu, ow, ew, ch (machine)</li> <li><u>Word initial blends</u>: bl_, br_, cl_, cr_, dr_, fl_, fr_, gl_, gn_, gr_, kn_, pl_, pr_, sc_, sk_, sl_, sm_, sn_, sp_, st_, sw_, tr_, tw_, wh_, wr_, sch_, scr_, shr_, sph_, spl_, spr_, squ_, str_, thr_</li> <li><u>Word final blends</u>: _ch, _st, _sk, _sp, _nd, _ng, _nt, _nk, _mp, _rd, _ld, _lp, _rk, _lt, _lf, _pt, _ft, _ct, _tch, _ble, _fle, _tle, _dle, _gle, _kle, _ple, _zle, _ly, _vy, _by, _dy, _ty, _fy, _ny, _py, _sy, _ky</li> </ul>

## Sight Words

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Grade 3	Grade 4	Grade 5	Grade 6
<ul style="list-style-type: none"> <li>• The</li> <li>• Of</li> <li>• And</li> <li>• A</li> <li>• To</li> <li>• In</li> <li>• Is</li> <li>• You</li> <li>• That</li> <li>• It</li> <li>• He</li> <li>• Was</li> <li>• For</li> <li>• On</li> <li>• Are</li> <li>• As</li> <li>• With</li> <li>• His</li> <li>• They</li> <li>• I</li> <li>• At</li> <li>• Be</li> <li>• This</li> <li>• Have</li> </ul>	<ul style="list-style-type: none"> <li>• Each</li> <li>• Which</li> <li>• Their</li> <li>• Other</li> <li>• Many</li> <li>• Would</li> <li>• More</li> <li>• Could</li> <li>• People</li> <li>• Than</li> <li>• Water</li> <li>• Called</li> <li>• Long</li> <li>• Down</li> <li>• May</li> <li>• Part</li> <li>• Over</li> <li>• New</li> <li>• Sound</li> <li>• Only</li> <li>• Work</li> <li>• Know</li> <li>• Place</li> <li>• Years</li> </ul>	<ul style="list-style-type: none"> <li>• Through</li> <li>• Another</li> <li>• Because</li> <li>• Different</li> <li>• Kind</li> <li>• Picture</li> <li>• Change</li> <li>• Point</li> <li>• Answer</li> <li>• Learn</li> <li>• World</li> <li>• High near</li> <li>• Between</li> <li>• Below</li> <li>• Plant</li> <li>• Earth</li> <li>• Don't</li> <li>• Few</li> <li>• While</li> <li>• Close</li> <li>• Something</li> <li>• Begin</li> <li>• Paper</li> <li>• Together</li> </ul>	<ul style="list-style-type: none"> <li>• Own</li> <li>• Carry</li> <li>• Thought</li> <li>• Important</li> <li>• Piece</li> <li>• During</li> <li>• Toward</li> <li>• Notice</li> <li>• Shown</li> <li>• Decided</li> <li>• Government</li> <li>• Sense</li> </ul>

<ul style="list-style-type: none"> <li>• From</li> <li>• Or</li> <li>• One</li> <li>• Had</li> <li>• By</li> <li>• Words</li> <li>• But</li> <li>• Not</li> <li>• What</li> <li>• All</li> <li>• Were</li> <li>• We</li> <li>• When</li> <li>• Your</li> <li>• Can</li> <li>• Said</li> <li>• There</li> <li>• Use</li> <li>• An</li> <li>• She</li> <li>• Do</li> <li>• How</li> <li>• If</li> <li>• Will</li> <li>• Up</li> <li>• Out</li> <li>• Then</li> <li>• Them</li> <li>• These</li> <li>• So</li> </ul>	<ul style="list-style-type: none"> <li>• Most</li> <li>• After</li> <li>• Sentence</li> <li>• Think</li> <li>• Great</li> <li>• Much</li> <li>• Before</li> <li>• Line</li> <li>• Right</li> <li>• Same</li> <li>• Follow</li> <li>• Also</li> <li>• Around</li> <li>• Set</li> <li>• End</li> <li>• Large</li> <li>• Must</li> <li>• Even</li> <li>• Such</li> <li>• Turn</li> <li>• Land</li> <li>• Move</li> <li>• Again</li> <li>• Spell</li> <li>• Air</li> <li>• Away</li> <li>• Page</li> <li>• Letter</li> <li>• Found</li> <li>• Still</li> </ul>	<ul style="list-style-type: none"> <li>• Group</li> <li>• Often</li> <li>• Until</li> <li>• Children</li> <li>• Sea</li> <li>• Began</li> <li>• River</li> <li>• Once</li> <li>• Without</li> <li>• Idea</li> <li>• Enough</li> <li>• Watch</li> <li>• Real</li> <li>• Almost</li> <li>• Above</li> <li>• Sometimes</li> <li>• Young</li> <li>• Being</li> <li>• Leave</li> <li>• Family</li> <li>• It's</li> <li>• Knew</li> <li>• Since</li> <li>• Usually</li> <li>• Didn't</li> <li>• Order</li> <li>• Sure</li> <li>• Across</li> <li>• Short</li> <li>• Happened</li> </ul>	
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<ul style="list-style-type: none"> <li>• Some</li> <li>• Her</li> <li>• Make</li> <li>• Like</li> <li>• Him</li> <li>• Into</li> <li>• Time</li> <li>• Has</li> <li>• Look</li> <li>• Write</li> <li>• Go</li> <li>• See</li> <li>• No</li> <li>• Way</li> <li>• My</li> <li>• First</li> <li>• Who</li> <li>• Sit</li> <li>• Now</li> <li>• Find</li> <li>• Day</li> <li>• Did</li> <li>• Get</li> <li>• Come</li> <li>• Made</li> <li>• Take</li> <li>• Little</li> <li>• Live</li> <li>• Me</li> <li>• Back</li> </ul>	<ul style="list-style-type: none"> <li>• Should</li> <li>• Keep</li> <li>• Start</li> <li>• Light</li> <li>• Under</li> <li>• Story</li> <li>• Left</li> <li>• Might</li> <li>• Next</li> <li>• Heard</li> <li>• Open</li> <li>• Life</li> <li>• Always</li> <li>• Both</li> <li>• Side</li> <li>• Night</li> <li>• Grow</li> <li>• Hear</li> <li>• Late</li> <li>• Far</li> <li>• Soon</li> <li>• List</li> <li>• Song</li> <li>• Colour</li> <li>• Stand</li> <li>• Sun</li> <li>• Room</li> <li>• Ever</li> <li>• Told</li> <li>• Friends</li> </ul>	<ul style="list-style-type: none"> <li>• Whole</li> <li>• Remember</li> <li>• Early</li> <li>• Listen</li> <li>• Rock</li> <li>• Space</li> <li>• Himself</li> <li>• Morning</li> <li>• Passed</li> <li>• Against</li> <li>• Pattern</li> <li>• Table</li> <li>• Slowly</li> <li>• Money</li> <li>• Voice</li> <li>• Cried</li> <li>• Town</li> <li>• I'll</li> <li>• Wood</li> <li>• Upon</li> <li>• English</li> <li>• Road</li> <li>• Half</li> <li>• Finally</li> <li>• Wait</li> <li>• Quickly</li> <li>• Person</li> <li>• Strong</li> <li>• Front</li> <li>• Street</li> </ul>	
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<ul style="list-style-type: none"> <li>• Give</li> <li>• Very</li> <li>• Our</li> <li>• Just</li> <li>• Name</li> <li>• Good</li> <li>• Man</li> <li>• Say</li> <li>• Where</li> <li>• Help</li> <li>• Too</li> <li>• Old</li> <li>• Any</li> <li>• Tell</li> <li>• Boy</li> <li>• Came</li> <li>• Want</li> <li>• Show</li> <li>• Three</li> <li>• Small</li> <li>• Put</li> <li>• Does</li> <li>• Well</li> <li>• Big</li> <li>• Here</li> <li>• Why</li> <li>• Ask</li> <li>• Went</li> <li>• Men</li> <li>• Read</li> </ul>	<ul style="list-style-type: none"> <li>• Easy</li> <li>• Heard</li> <li>• Door</li> <li>• Become</li> <li>• Top</li> <li>• Today</li> <li>• Better</li> <li>• Low</li> <li>• Hold</li> <li>• Step</li> <li>• North</li> <li>• Map</li> <li>• Draw</li> <li>• Seen</li> <li>• Cold</li> <li>• Plan</li> <li>• South</li> <li>• Ground</li> <li>• Fly</li> <li>• Became</li> <li>• Stars</li> <li>• Feel</li> <li>• Class</li> <li>• Note</li> <li>• Rest</li> <li>• Stay</li> <li>• Less</li> <li>• Round</li> <li>• Game</li> <li>• Force</li> </ul>	<ul style="list-style-type: none"> <li>• Building</li> <li>• Ocean</li> <li>• Nothing</li> <li>• Carefully</li> <li>• Inside</li> <li>• Known</li> <li>• Island</li> <li>• Ago</li> <li>• Stood</li> <li>• Behind</li> <li>• Brought</li> <li>• Understand</li> <li>• Explain</li> <li>• Filled</li> <li>• Object</li> <li>• Among</li> <li>• Power</li> <li>• Cannot</li> <li>• Special</li> <li>• Heavy</li> <li>• Include</li> <li>• Built</li> <li>• Can't</li> <li>• Suddenly</li> <li>• Direction</li> <li>• Center</li> <li>• Ready</li> <li>• Anything</li> <li>• Region</li> <li>• Return</li> </ul>	
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<ul style="list-style-type: none"> <li>• Need</li> <li>• Home</li> <li>• Us</li> <li>• Try</li> <li>• Off</li> <li>• Play</li> <li>• House</li> <li>• Every</li> <li>• Add</li> <li>• Food</li> <li>• Last</li> <li>• Tree</li> <li>• Saw</li> <li>• Those</li> <li>• Got</li> <li>• Run</li> <li>• Walk</li> <li>• Took</li> <li>• Book</li> <li>• Stop</li> <li>• Let</li> <li>• Girl</li> <li>• Cut</li> <li>• Talk</li> <li>• Best</li> <li>• Fast</li> <li>• Sing</li> <li>• Done</li> <li>• Gave</li> <li>• Box</li> </ul>	<ul style="list-style-type: none"> <li>• Bring</li> <li>• Deep</li> <li>• Heat</li> <li>• Full</li> <li>• Check</li> <li>• Rule</li> <li>• Size</li> <li>• Dark</li> <li>• Find</li> <li>• Pair</li> <li>• Bill</li> <li>• Felt</li> <li>• Test</li> <li>• Moon</li> <li>• Dance</li> <li>• Love</li> <li>• Wish</li> <li>• Drop</li> <li>• Wide</li> <li>• Race</li> <li>• Store</li> <li>• Past</li> <li>• Gone</li> <li>• Grass</li> <li>• West</li> <li>• Lay</li> <li>• Meet</li> <li>• Soft</li> <li>• Teacher</li> <li>• Held</li> </ul>	<ul style="list-style-type: none"> <li>• Believe</li> <li>• Picked</li> <li>• Simple</li> <li>• Paint</li> <li>• Mind</li> <li>• Cause</li> <li>• Exercise</li> <li>• Difference</li> <li>• Forest</li> <li>• Probably</li> <li>• Main</li> <li>• Written</li> <li>• Reason</li> <li>• Kept</li> <li>• Beautiful</li> <li>• Sign</li> <li>• Record</li> <li>• Finished</li> <li>• Discovered</li> <li>• Wild</li> <li>• Beside</li> <li>• Root</li> <li>• Flowers</li> <li>• Speak</li> <li>• Either</li> <li>• Care</li> <li>• Outside</li> <li>• Everything</li> <li>• Already</li> <li>• Instead</li> </ul>	
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<ul style="list-style-type: none"> <li>• Ran</li> <li>• Yes</li> <li>• Ball</li> <li>• Sat</li> <li>• Baby</li> <li>• Tall</li> <li>• Age</li> <li>• Bad</li> <li>• Bit</li> <li>• Fell</li> <li>• Art</li> <li>• Hit</li> </ul>	<ul style="list-style-type: none"> <li>• Drive</li> <li>• Sleep</li> <li>• Village</li> <li>• Jump</li> <li>• Ride</li> <li>• Push</li> <li>• Buy</li> <li>• Copy</li> <li>• Free</li> <li>• Lake</li> <li>• A lot</li> <li>• Speed</li> <li>• Smile</li> <li>• Trip</li> <li>• Hole</li> <li>• Beat</li> <li>• Sent</li> <li>• Save</li> <li>• Woman</li> <li>• Please</li> <li>• Child</li> <li>• Maybe</li> <li>• Guess</li> </ul>	<ul style="list-style-type: none"> <li>• Soil</li> <li>• Hope</li> <li>• Laughed</li> <li>• Quite</li> <li>• Type</li> <li>• Themselves</li> <li>• Bright</li> <li>• Everyone</li> <li>• Dictionary</li> <li>• Amount</li> <li>• Broken</li> <li>• Tiny</li> <li>• Possible</li> <li>• Quiet</li> <li>• Stone</li> <li>• Act</li> <li>• Build</li> <li>• Middle</li> <li>• Count</li> <li>• Someone</li> <li>• Sail</li> <li>• Rolled</li> <li>• Wonder</li> <li>• Bottom</li> <li>• Let's</li> <li>• Fight</li> <li>• Surprise</li> <li>• Couldn't</li> <li>• You're</li> <li>• Caught</li> </ul>	
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		<ul style="list-style-type: none"><li>• Won't</li><li>• Wasn't</li><li>• We'll</li><li>• Isn't</li><li>• Wouldn't</li><li>• Doesn't</li></ul>	
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## Suggested Theme-based Vocabulary

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IMPORTANT NOTE: Teachers should not limit the exposure of their students to the suggested theme-based vocabulary. As noted earlier, teachers should use their professional judgment, students' needs and interests, teaching moments and culminating tasks as a guide to which vocabulary to target with students. These lists are suggestions and are far from being exhaustive.

### To be mastered by the end of primary cycle 2 (grade 4)

#### Colours

- Red
- Black
- Orange
- Yellow
- Pink
- Brown
- Blue
- White
- Grey
- Green
- Purple

#### Days of the Week, Months and Seasons

##### Days:

- Sunday
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

- Saturday

**Months:**

- January
- February
- March
- April
- May
- June
- July
- August
- September
- October
- November
- December

**Seasons:**

- Spring
- Summer
- Fall or Autumn
- Winter

**Time**

- Today
- Tomorrow
- Yesterday
- O'clock
- Minutes
- Hour
- Seconds

- Time

### **Parts of the Body**

- Arm
- Foot (feet)
- Hands
- Legs
- Shoulder
- Thumb
- Lips
- Back
- Chest
- Head
- Mouth
- Skin
- Toe
- Ears
- Fingers
- Knee
- Neck
- Stomach
- Tongue
- Eyes
- Hair
- Belly button
- Nose



- Tooth (teeth)
- Elbow

**Community**

- Fire Hall or Station
- Store
- Marina
- Police Station
- School
- Garbage dump
- Airport
- Home
- Town hall (Municipal office)
- Water plant

**Weather**

- Blizzard
- Icy (ice)
- Windy (wind)
- Sky
- Thunder
- Cloudy (cloud)
- Lightning
- Freeze
- Snowy (Snow)
- Cold
- Foggy (fog)
- Temperature

- Rainy (Rain)
- Storm
- Weather
- Hot
- Warm
- Rainbow
- Sunny (sun)
- Air

**Clothing**

- Belt
- Jacket
- Pajamas
- Bathing suit
- Slippers
- Suit
- Shorts
- Gloves
- Snow pants
- Cap
- Jeans
- Raincoat
- Shoes
- Underwear
- Socks
- Boots
- Mittens

- Dress
- Pants
- Shirt
- Rubber boots
- Tank top
- Suit
- Coat
- Hat
- Sweatshirt (hoodie)
- T-shirt
- Tie
- Skirt
- Sandals
- Sneakers (running shoes)
- Parka
- Scarf

**Northern Animals**

- Polar bear
- Hare
- Wolf
- Snow goose
- Jellyfish
- Caribou
- Char
- Trout
- Canada goose

- Mussels
- Muskox
- Salmon
- Lemming
- Mosquito
- Ptarmigan
- Fox
- Raven
- Blackfly

**Animals**

- Goat
- Sheep
- Horse
- Pig
- Duck
- Cow
- Rabbit
- Chicken
- Rooster
- Turkey
- Donkey
- Zebra
- Elephant
- Giraffe
- Hippopotamus

- Snake
- Deer
- Panda
- Moose
- Panda
- Lion
- Tiger
- Kangaroo
- Monkey
- Frog
- Turtle

**Jobs and Occupations**

- Astronaut
- Doctor
- Janitor
- Pilot
- Teacher
- Chef
- Firefighter
- Hunter
- Plumber
- Veterinarian
- Cashier
- Garbage man
- Police officer

- Principal
- Waiter or waitress
- Dentist
- Hairdresser
- Nurse
- Soldier
- Writer

**Classroom Vocabulary**

- Backpack
- Calendar
- Crayons
- Notebook
- Sharpener
- Tape
- Eraser
- Blackboard
- Chalk
- Glue
- Paper
- Ruler
- Teacher
- Whiteboard
- Book
- Coloured pencils
- Hole punch
- Pen

- Scissors
- Desk
- Bookcase
- Computer
- Markers
- Pencil
- Stapler
- Dictionary

### **Halloween Vocabulary**

- Bat
- Candy
- Haunted house
- Treat
- Make-up
- Scary
- Spider web
- Witch
- Black cat
- Cape
- Jack-o-lantern
- Trick-or-treat
- Monster
- Scream
- Vampire
- Zombie
- Blood

- Dark
- Owl
- Ghost
- Moon
- Skeleton
- Werewolf
- Broomstick
- Face paint
- Pumpkin
- Magic
- Mummy
- Spider
- Wig

**Christmas Vocabulary**

- Angel
- Candy cane
- Fireplace
- Presents
- Snowman
- Christmas Eve
- North pole
- Wrapping paper
- Bells
- Christmas
- Gift



- Reindeer
- Stocking
- Christmas tress
- Sled
- Wreath
- Bow
- Christmas card
- Lights
- Ribbon
- Tree
- Decorations
- Snowball
- X-mas
- Candle
- Elf
- Merry Christmas
- Santa Clause
- Unwrap
- Holiday
- Snowflake

**Valentine's Day**

- Chocolate
- Kiss
- Saint Valentine
- Be mine
- Flowers

- Love
- Greeting card
- Candy
- Heart
- Pink
- Rose
- Card
- Hug
- Red

**Family**

- Aunt
- Brother
- Daughter
- Uncle
- Son
- Grandmother
- Cousin
- Father
- Grandfather
- Sister
- Mother

**General School vocabulary**

- Classroom
- Teacher
- Secretary
- School

- Student
- Office
- Bathroom
- Gym
- Kitchen
- Principal
- Library
- Computer lab

### Shapes

- Circle
- Triangle
- Square
- Rectangle
- Parallelogram
- Rhombus
- Trapezoid
- Pentagon
- Hexagon
- Prism
- Pyramid
- Sphere
- Cone
- Cylinder

### Household

General  
Basement

- Attic
- Door
- Window
- Floor
- Ceiling
- Roof porch
- Shed or shack
- Living room
- Bathroom
- Kitchen
- Bedroom
- Computer room or den
- Chimney or furnace room
- Curtains or blinds
- Chair
- Sofa or couch
- Coffee table
- Lamp
- Bookshelf or bookcase
- Television
- Stereo or radio
- Shower
- Bathtub
- Toilet
- Sink
- Faucet

- Mirror
- Washer
- Dryer
- Cupboard
- Refrigerator or fridge
- Microwave
- Stove
- Oven
- Table
- Chair
- Counter
- Coffee maker
- Toaster
- Kettle
- Dishes
- Fork
- Knife
- Spoon
- Bed
- Lamp
- Pillow
- Sheets
- Blanket
- Closet
- Alarm clock

## **Foods**

### **Fruit**

- Banana
- Cherry
- Strawberry
- Lemon
- Grapes
- Watermelon
- Blueberry
- Pear
- Apple
- Grapefruit
- Peach
- Orange
- Kiwi
- Plum
- Pineapple
- Raspberry

### **Vegetables**

- Broccoli
- Cauliflower
- Cabbage
- Spinach
- Celery
- Peas
- Asparagus
- Mushrooms
- Corn

- Onion
- Lettuce
- Beans
- Carrots
- Beets
- Cucumber
- Potato
- Garlic
- Tomato
- Peppers

#### Milk Products

- Milk
- Yogurt
- Ice cream
- Cheese
- Sour cream
- Cottage cheese
- Cream
- Soya milk
- Butter
- Cream cheese

#### Grains

- Cereal
- Oatmeal
- Bread
- Bagels
- Muffins
- Bannock
- Granola bar

- Rice
- Pasta

#### Meats

- Turkey
  - Chicken
  - Pork
  - Beef
  - Shrimp
  - Mussels
  - Lobster
  - Pork chops
  - Goose
  - Steak
  - Fish
  - Ground beef
  - Caribou
  - Bacon
  - Ptarmigan
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## Suggested Theme-based Vocabulary

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IMPORTANT NOTE: Teachers should not limit the exposure of their students to the suggested theme-based vocabulary. As noted earlier, teachers should use their professional judgment, students' needs and interests, teaching moments and culminating tasks as a guide to which vocabulary to target with students. These lists are suggestions and are far from being exhaustive.

To be mastered by the end of primary cycle 3 (grade 6)
<b>Jobs and Occupations</b> <ul style="list-style-type: none"><li>• Accountant</li><li>• Journalist</li><li>• Mayor</li><li>• Translator</li><li>• Carpenter</li><li>• Judge</li><li>• Park ranger</li><li>• Travel agent</li><li>• Chef</li><li>• Lawyer</li><li>• Pharmacist</li><li>• Entrepreneur</li><li>• Librarian</li><li>• Politician</li></ul>
<b>Halloween Vocabulary</b> <ul style="list-style-type: none"><li>• Afraid</li><li>• Fangs</li><li>• Terrify</li><li>• Cloak</li><li>• Grave</li><li>• Skull</li></ul>

### Jobs and Occupations

- Accountant
- Journalist
- Mayor
- Translator
- Carpenter
- Judge
- Park ranger
- Travel agent
- Chef
- Lawyer
- Pharmacist
- Entrepreneur
- Librarian
- Politician

### Halloween Vocabulary

- Afraid
- Fangs
- Terrify
- Cloak
- Grave
- Skull

- Alien
- Haunt
- Tombstone
- Costume
- Moonlight
- Wicked
- Carve
- Spooky
- Cauldron
- Creepy
- Mysterious
- Devil
- Strange
- Cemetery
- Frightening
- Scarecrow

**Christmas Vocabulary**

- Artificial tree
- Fruitcake
- Mistletoe
- Naughty
- Wintertime
- Carolers
- Gingerbread man
- Poinsettia
- Ornaments
- Workshop
- Carols
- Jingle bells
- Toboggan

- Season's greetings
- Father Christmas
- Manger
- Tradition
- Sleigh

**Valentine's Day Vocabulary**

- Bouquet
- Crush
- Secret admirer
- Cupid
- Sweets
- Romantic
- True love

**Weather**

- Flood
- Tornado
- Hail
- Humidity
- Heat
- Forecast
- Thermometer
- Hurricane

**Transportation**

- Airplane
- Boat
- Bus
- Train
- Bicycle
- Canoe
- Van

- Jet
- Motorcycle
- ATV
- Truck
- Helicopter
- Subway (metro)
- Taxi
- Snowmobile (ski-do)
- Ship

**Family**

- Husband
- Granddaughter
- Wife
- Grandson
- Niece
- Nephew

**Sports**

- Baseball
- Football
- Jogging
- Softball
- Tennis
- Basketball
- Golf
- Skiing
- Swimming
- Volleyball
- Bowling
- Gymnastics
- Snowboarding

- Hunting
- Cycling
- Hockey
- Soccer
- Fishing

## Suggested Homophones

Grade 5	Grade 6	1.0	1.1	1.2	2.1	2.2	2.3
Be/ bee	Bean/been	Their/there	Creak/Creek	Fine/Fined	Cereal/serial	Pole/poll	Fir/Fur
Buy/by	Road/rode	Cent/sent	Oar/or	Boar/bored	Peer/pier	Pore/Pour	Alter/altar
Eye/I	Sail/sale	Feat/feet	Band/banned	Bold/bowled	Berries/buries	Ball/Bawl	Bail/bale
Hear/here	Steal/steel	Hole/whole	Chews/choose	Crews/cruise	Foul/fowl	Base/bass	Genes/jeans
Our/hour	Tail/tale	Made/maid	Days/daze	Nun/none	Dew/Due	Coarse/course	Groan/grown
Knows/nose	Wear/where	Theirs/there's	Fair/fare	Oh/owe	Bite/byte	Him/hymn	Mall/maul
No/know	Brake/break	Way/weigh	Heard/herd	Pail/pale		Knead/need	Boy/buoy
Mail/male	Cell/sell	Who's/whose	Higher/hire	Pray/prey			Censor/Sensor
Meet/meat	Dear/deer	Allowed/aloud	Knead/need	Chili/chilly			
Plain/plane	Hair/hare	Bare/bear	Pair/pear	Grate/great			
Sea/see	He'll/heal	Billed/build	Pause/paws	Heard/herd			
Son/sun	One/won	Dies/dyes	Peace/piece	Straight/strait			
To/two	Poor/pour	Flour/Flower	Waist/waste				
Wood/would	Stare/Stair	Hay/hey					
Ate/eight	Their/they're	Heal/heel					
Blew/blue	Threw/Through	Knot/not					
New/knew	Your/you're						
Sew/so	Desert/dessert						
Bear/bare	Knight/night						
Flour/flower	Week/weak						
	Ball/bawl						

## Irregular Verbs

Grade 5	Grade 6	1.0	1.1	1.2	2.1	2.2	2.3
Come	Bite	Become	Beat	Awake	Arise	Bid	Bear
Cut	Bleed	Begin	Deal	Burst	Cling	Bind	Kneel
Do	Blow	Bend	Dive	Lay	Mistake	Flee	Overtake
Draw	Bring	Bet	Hang	Lean	Rid	Fling	Overthrow
Drink	Build	Break	Lead	Leap	Seek	Mow	Plead
Eat	Buy	Burn	Lend	Light	Sink	Overcome	Shed
Find	Cost	Catch	Meet	Mean	Spoil	Overdo	Strike
Get	Drive	Choose	Rise	Misspell	Spread	Weep	Thrive
Give	Feed	Dig	Saw	Prove	Spring	Withhold	Wind
Go	Feel	Fall	Shrink	Set			Withdraw
Have	Forget	Fight	Speed	Shine			
Hear	Freeze	Fit	Spill	Spin			
Let	Hit	Fly	Steal	Split			
Make	Hold	Forgive	Stick	Stand			
Put	Keep	Grow	Swear	Tear			
Read	Know	Hide	Sweep	Upset			
Run	Leave	Hurt	Throw				
Say	Lose	Learn	Withdraw				
See	Pay	Lie					
Sit	Ride	Quit					
Take	Send	Ring					
Tell	Show	Sell					
Sell	Shut	Sew					
Quit	Sing	Spend					

Keep	Spell	Swing					
Meet	Swim	Wear					
Pay	Teach	Shake					
Sleep	Think	Understand					
Understand	Win						
Be	Write						
Speak	Spend						
	Shoot						
	Fall						
	Tear						
	Slide						
	Lend						
	Mean						



## Suggested Verb Tenses

Tense	Signal words	Use	Form	Examples affirmative	Examples negative	Examples interrogative
Simple Present	every day sometimes always often usually seldom never first ... then	something happens repeatedly how often something happens one action follows another things in general with the following verbs (to love, to hate, to think, etc.) future meaning: timetables, programmes	<b>Infinitive</b> he/she/it + -s	I <b>work</b> . He <b>works</b> . I <b>go</b> . He <b>goes</b> .	I <b>don't work</b> . He <b>doesn't work</b> . I <b>don't go</b> . He <b>doesn't go</b> .	<b>Do I work?</b> <b>Does he work?</b> <b>Do I go?</b> <b>Does he go?</b>
Present Progressive	now at the moment Look! Listen!	something is happening at the same time of speaking or around it future meaning: when you have already <b>decided and arranged</b> to do it (a fixed plan, date)	<b>to be (am/are/is) + Infinitive + ing</b>	I'm <b>working</b> . He's <b>working</b> . I'm <b>going</b> . He's <b>going</b> .	I'm <b>not working</b> . He <b>isn't working</b> . I'm <b>not going</b> . He <b>isn't going</b> .	<b>Am I working?</b> <b>Is he working?</b> <b>Am I going?</b> <b>Is he going?</b>
Simple Past	last ... ... ago in 1990 yesterday	action took place in the past, mostly connected with an expression of time (no connection to the present)	regular: <b>Infinitive + -ed</b>  irregular: <b>2. Spalte</b>	I <b>worked</b> . He <b>worked</b> . I <b>went</b> . He <b>went</b> .	I <b>didn't work</b> . He <b>didn't work</b> . I <b>didn't go</b> . He <b>didn't go</b> .	<b>Did I work?</b> <b>Did he work?</b> <b>Did I go?</b> <b>Did he go?</b>

## Suggested Verb Tenses (Continued)

Past Progressive	while	<p>an action happened in the middle of another action</p> <p>someone was doing sth. at a certain time (in the past) - you don't know whether it was finished or not</p>	was/were + Infinitive + -ing	<p>I was working.</p> <p>He was working.</p> <p>I was going.</p> <p>He was going.</p>	<p>I wasn't working.</p> <p>He wasn't working.</p> <p>I wasn't going.</p> <p>He wasn't going.</p>	<p>Was I working?</p> <p>Was he working?</p> <p>Was I going?</p> <p>Was he going?</p>
Simple Present Perfect	<p>just</p> <p>yet</p> <p>never</p> <p>ever</p> <p>already</p> <p>so far,</p> <p>up to now,</p> <p>since</p> <p>for</p> <p>recently</p>	<p>you say that sth. has happened or is finished in the past and it has a connection to the present</p> <p>action started in the past and continues up to the present</p>	<p>have/has + past participle*</p> <p>*(infinitive + -ed) or (3rd column of table of irregular verbs)</p>	<p>I have worked.</p> <p>He has worked.</p> <p>I have gone.</p> <p>He has gone.</p>	<p>I haven't worked.</p> <p>He hasn't worked.</p> <p>I haven't gone.</p> <p>He hasn't gone.</p>	<p>Have I worked?</p> <p>Has he worked?</p> <p>Have I gone?</p> <p>Has he gone?</p>
Present Perfect Progressive	<p>all day</p> <p>the whole day</p> <p>how long</p> <p>since</p> <p>for</p>	<p>action began in the past and has just stopped</p> <p>how long the action has been happening</p> <p><b>emphasis: length of time of an action</b></p>	have/has + been + Infinitive + -ing	<p>I have been working.</p> <p>He has been working.</p> <p>I have been going.</p> <p>He has been going.</p>	<p>I haven't been working.</p> <p>He hasn't been working.</p> <p>I haven't been going.</p> <p>He hasn't been going.</p>	<p>Have I been working?</p> <p>Has he been working?</p> <p>Have I been going?</p> <p>Has he been going?</p>

## Suggested Verb Tenses (Continued)

Simple Past Perfect	already just never	mostly when two actions in a story are related to each other: the action which had already happened is put into past perfect, the other action into simple past  the past of the Present Perfect	had + past participle*  *(infinitive + -ed) or (3rd column of table of irregular verbs)	I had worked.  He had worked.  I had gone.  He had gone.	I hadn't worked.  He hadn't worked.  I hadn't gone.  He hadn't gone.	Had I worked?  Had he worked?  Had I gone?  Had he gone?
Past Perfect Progressive	how long since for	how long something had been happening before something else happened	had + been + Infinitive + ing	I had been working.  He had been working.  I had been going.  He had been going.	I hadn't been working.  He hadn't been working.  I hadn't been going.  He hadn't been going.	Had I been working?  Had he been working?  Had I been going?  Had he been going?
will - future		predictions about the future (you think that sth will happen)  you decide to do sth. spontaneously at the time of speaking, you haven't made a main clause in type I of the if clauses	will + Infinitive	I'll work.  He'll work.  I'll go.  He'll go.	I won't work.  He won't work.  I won't go.  He won't go.	Will I work?  Will he work?  Will I go?  Will he go?
going to - future		when you have already decided to do sth. in the future  what you think what will happen	be (am/are/is) + going to + Infinitive	I'm going to work.  He's going to work.  I'm going to go.  He's going to go.	I'm not going to work.  He's not going to work.  I'm not going to go.  He's not going to go.	Am I going to work?  Is he going to work?  Am I going to go?  Is he going to go?

## Suggested Verb Tenses (Continued)

Future Progressive		An action will be in progress at a certain time in the future. This action has begun before the certain time.  Something happens because it normally happens.	<b>will + be + Infinitive + ing</b>	I'll be working. He'll be working. I'll be going. He'll be going.	I won't be working. He won't be working. I won't be going. He won't be going.	Will I be working? Will he be working? Will I be going? Will he be going?
Future Perfect Simple		sth. will already have happened before a certain time in the future	<b>will + have + past participle*</b>  *( <b>infinitive + -ed</b> ) or (3rd column of table of irregular verbs)	I'll have worked. He'll have worked. I'll have gone. He'll have gone.	I won't have worked. He won't have worked. I won't have gone. He won't have gone.	Will I have worked? Will he have worked? Will I have gone? Will he have gone?
Future Perfect Progressive		sth. will already have happened before a certain time in the future  <b>emphasis: length of time of an action</b>	<b>will + have + been + Infinitive + ing</b>	I'll have been working. He'll have been working. I'll have been going. He'll have been going.	I won't have been working. He won't have been working. I won't have been going. He won't have been going.	Will I have been working? Will he have been working? Will I have been going? Will he have been going?
Conditional Simple		sth. that might happen  main clause in type II of the if clauses	<b>would + Infinitive</b>	I would work. He would work. I would go. He would go.	I wouldn't work. He wouldn't work. I wouldn't go. He wouldn't go.	Would I work? Would he work? Would I work? Would he work?

## Suggest Verb Tenses (Continued)

Conditional Progressive		sth. that might happen  <b>emphasis: length of time of an action</b>	<b>would + be + Infinitive + ing</b>	I would be working.  He would be working.  I would be going.  He would be going.	I wouldn't be working.  He wouldn't be working.  I wouldn't be going.  He wouldn't be going.	Would I be working?  Would he be working?  Would I be going?  Would he be going?
Conditional Perfect		sth. that might have happened in the past  (It's too late now.)  main clause in type III of the if clauses	<b>would + have + past participle*</b>  <b>*(infinitive + -ed) or (3rd column of table of irregular verbs)</b>	I would have worked.  He would have worked.  I would have gone.  He would have gone.	I wouldn't have worked.  He wouldn't have worked.  I wouldn't have gone.  He wouldn't have gone.	Would I have worked?  Would he have worked?  Would I have gone?  Would he have gone?
Conditional Perfect Progressive		sth. that might have happened in the past  (It's too late now.)  <b>emphasis: length of time of an action</b>	<b>would + have + been + Infinitive + ing</b>	I would have been working.  He would have been going.  I would have been going.  He would have been going.	I wouldn't have been working.  He wouldn't have been going.  I wouldn't have been going.  He wouldn't have been going.	Would I have been working?  Would he have been working?  Would I have been going?  Would he have been going?

## Suggested Academic Vocabulary

Grade 4	Grade 5	Grade 6	1.0	1.1	1.2	2.1	2.2	2.3
Label	Brainstorm	Prepare	Observe	Although	Actually	Particular	Extend	Infer
List	Instructions	Solution	Necessary	State	Whether	Assess	Differentiate	Employ
Match	Describe	Discuss	Process	Characteristic	Per	Paraphrase	Distinguish	Criticize
Name	Compare	Illustrate	Experience	Previous	Transfer	Apply	Synthesize	Cite
Choose	Select	Explain	Various	Indicate	Conditions	Relate	Essential	Deduce
Show	Rewrite	Define	Similar	Classify	Summarize	Analyze	Evaluate	Exclude
Use	Practice	Note	Identify	Demonstrate	Modify	Justify	Occur	Inquire
		Organize	Express	Breakdown	Examine	Interpret	Passage	Paraphrase
		Sequence	Locate	Categorize	Conclude	Alter	Persuade	Variation
		Create	Predict	Contrast	Brief	Confirm	Refer	
		Order	Produce	Compose	Caption	Debate	Recall	
		Positive	Sketch	Develop	Characterize	Plagiarism	Restate	
		Negative	Arrange	Formulate	Criteria	Establish	Utilize	
			Combine	Rearrange	Feature	Require	Valid	
			Category	Argue	Formulate	Appropriate	Intention	
			Include	Support	Evidence	Maintain	Consist	
			Introduce	According	Issue	Promote	Exclude	
			Possible	Demonstrate	Process	Specific	Version	
			Participate	Investigate		Perceive	Prone	
			Concentrate	Suggest		Detect	Stimulate	
				Legal		Function		
				Item		Interpret		

## Suggested Prefixes and Suffixes

Prefix	Meaning	Example
Dis-	Not or the opposite of	Disrespect
Un-	Not	Unhappy
Re-	Again	Retry
In-	Not	Injustice
Im-	Not	Impossible
Il-	Not	Illegible
Ir-	Not	Irresponsible
Anti-	Against	Antifreeze
De-	Opposite	Defrost
En-, em-	Cause to	Embrace
Fore-	Before	Forecast
In-, im-	In	Infield
Inter-	Between	Interact
Mid-	Middle	Midway

Non-	Not	Nonsense
Over-	Over	Overlook
Pre-	Before	Preschool
Semi-	Half	Semicircle
Sub-	Under	Submarine
Super-	Above	Superstar
Bi-	Twice of two	Biweekly
Mis-	Mistken or wrong	Misspell

Suffix	Meaning	Example
-ed	Past tense	Jumped
-ing	Present participle	Jumping
-ly	Characteristic	Quickly
-s, -es	More than one (plural)	Computers
-able	Can be done	Capable
-ible	Can be done	Reliable



-al, ial	Characteristic	Personal
-en	Made of	Wooden
-er	Comparison	Smaller
-est	Comparison	Smallest
-ful	Full of	Careful
-ic	Characteristic	Linguistic
-ion, -tion, -ation, ition	An act of process	Occasion, attraction
-ity, -ty	State of	Infinity
-ive, -ative, -itive	Noun made into an adjective	Creative
-less	Without	Fearless
-ness	Condition of	Kindness
-ous, -eous, -ious	Has the quality of	Joyous
-ment	An action or resulting state	Enjoyment
-ship	Condition or skill	Workmanship

## Pronouns

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Personal Pronouns	I, me, we, us, you, she, her, he, him, it, they, them
Relative Pronouns	That, which, who, whom, whose, whichever, whoever, whomever
Demonstrative Pronouns	This, these, that, those
Indefinite Pronouns	Anybody, anyone, anything, each, either, everybody, everyone, everything, neither, nobody, no one, nothing, one, somebody, someone, something
Reflexive Pronouns	Myself, ourselves, yourself, yourselves, himself, herself, itself, themselves
Possessive Pronouns	My, your, his, her, its, our, your, their, mine, yours, his, ours, yours, theirs

## Prepositions

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### Basic Prepositions

- As
- At
- But
- On
- Onto
- Over
- Past
- Up
- By
- Down
- For
- From
- In
- Into
- Like
- Next
- Under
- Near
- Of
- Off
- Since
- Than
- To
- With

### Advanced Prepositions

- Aboard

- About
- Above
- Across
- After
- Against
- Along
- Around
- Before
- Behind
- Below
- Beneath
- Beside
- Between
- Beyond
- During
- Following
- Inside
- Opposite
- Through
- Toward
- Underneath
- Unlike
- Until
- Upon
- Without