Progression of Learning

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Primary ESL
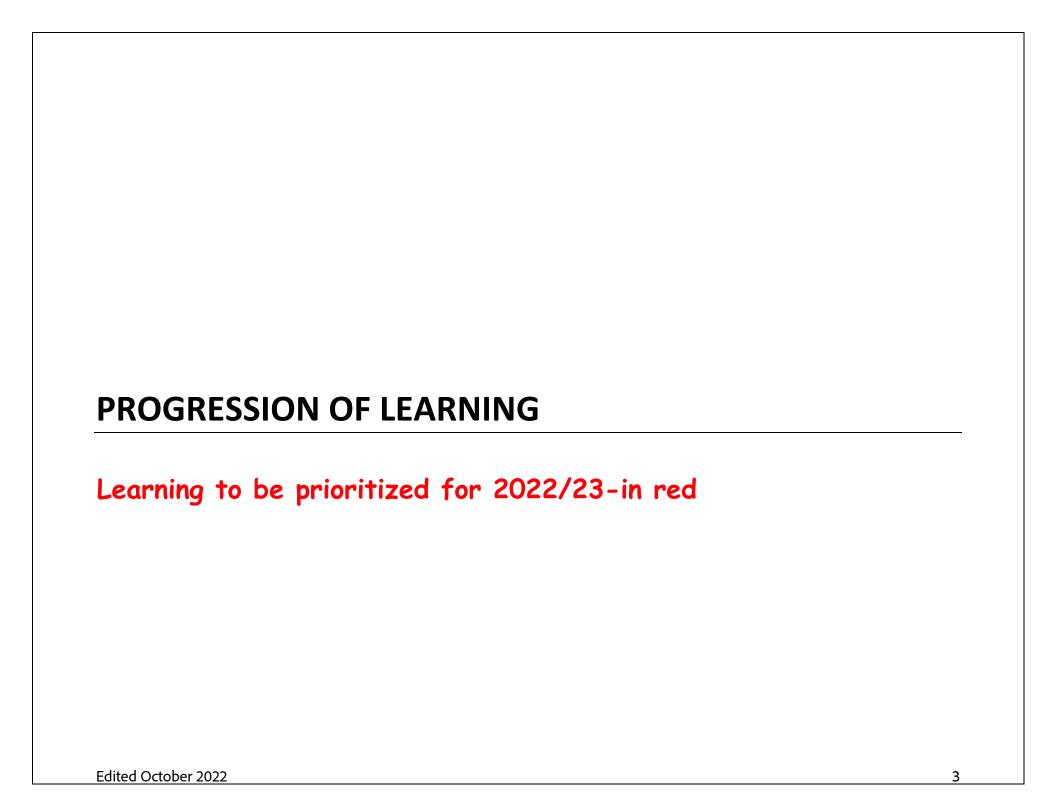
Learning to be Prioritized 2022-23

Adapted from the MELS progression of learning (Primary ESL)

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The Annex will be reviewed and updated as a separate file on the Dropbox in the coming months.

PROGRESSION OF LEARNING

Learning to be prioritized for 2022/23-in red

Progression of Learning and Essential Knowledge

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. *(Please note the Annex is being updated and will be re-released shortly.)*

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:
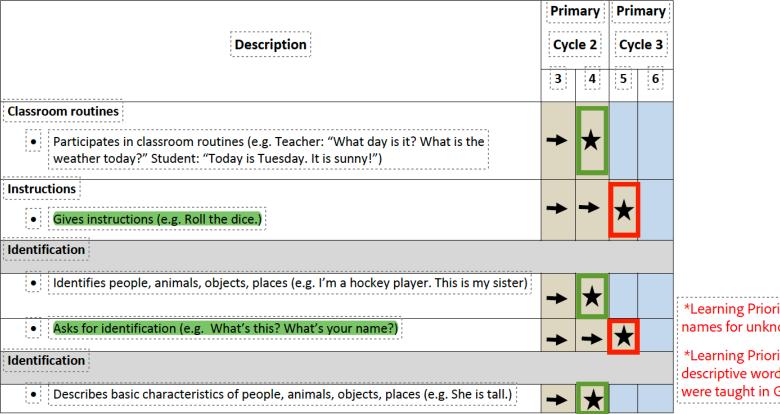
➡	This symbol indicates that the student is **in the process of constructing his/her knowledge with teacher guidance**. This means: -explicit teaching　　　　　　　-use of prompts　　　-Resources are provided by the teacher -Teacher scaffolds the learning　　　-Modeling is done by the teacher
★	This symbol indicates that the **student applies knowledge by the end of the school year**. This means: -student takes initiative　　-self-directed use of resources　　-knowledge is used consistently and accurately most of the time?
▢	This symbol indicates that the student reinvests knowledge. This means: -Reusing　　　-Broadening of the concept　　-Using of concept in new contexts　　-Refining　　-Transfer

This document, "Learning to be prioritized in 2022-23" is meant to be a tool for teachers to better streamline "what" skills/knowledge to spend their time working on this year if there is evidence that the Covid closures of last year has caused any delays in what was previously expected for your grade's year-end outcomes. If your students have mastered those expectations, you can go further and spend time on the other skills, but those in red are a baseline that we hope can be achievable this year. Your feedback will help us reassess this as the year goes on. Always start by getting a feel for where your students are and working towards increasing their capacity from that point.

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
Classroom routines				
• Participates in classroom routines (e.g. Teacher: "What day is it? What is the weather today?" Student: "Today is Tuesday. It is sunny!")	➔	★		
Instructions				
• Gives instructions (e.g. Roll the dice.)	➔	➔	★	
Identification				
• Identifies people, animals, objects, places (e.g. I'm a hockey player. This is my sister)	➔	★		
• Asks for identification (e.g. What's this? What's your name?)	➔	➔	★	
Identification				
• Describes basic characteristics of people, animals, objects, places (e.g. She is tall.)	➔	★		

*Learning Priority: Can ask for names for unknown objects.

*Learning Priority: Can use descriptive words orally that were taught in Grade 3, 4, or 5.

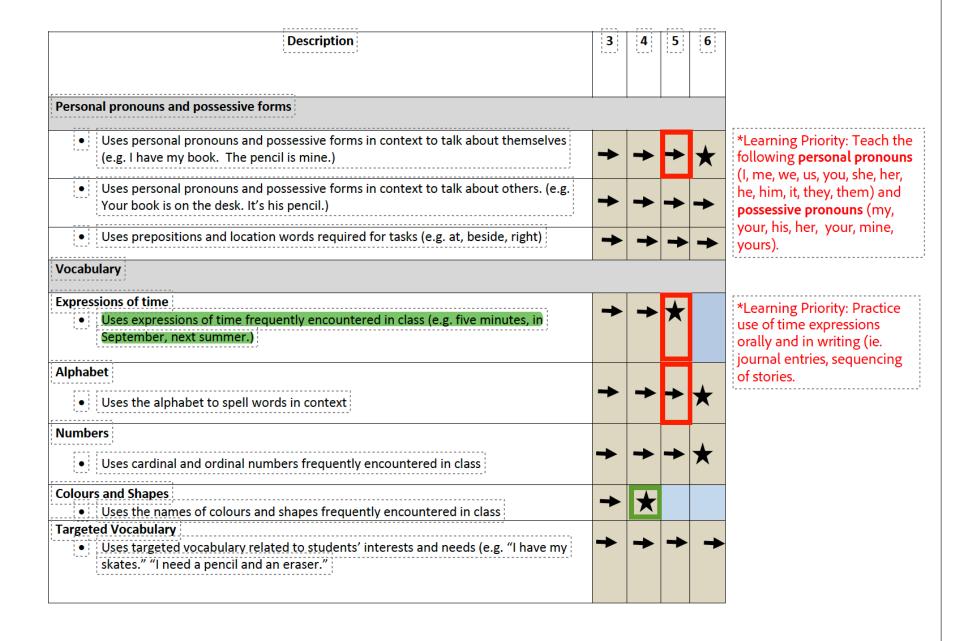| Description	3	4	5	6
• Inquires about basic characteristics of people, animals, objects, places (e.g. Does he wear glasses?)	→	→	→	★
Capabilities				
• States own capabilities	→	→	★	
• States others' capabilities (e.g. He can't sing.)	→	→	→	★
• Inquires about others' capabilities (e.g. Can you stand on your head?)	→	→	→	★
Requests for Information				
• Asks W-questions (e.g. What page is it on? When is recess?)	→	→	→	★
• Asks yes/no questions (e.g. Do you have a pencil?)	→	→	★	
Agreement, disagreement				
• Expresses agreement/disagreement (e.g. Teacher: Do you agree? Student: I don't agree)	→	→	★	
• Inquires about agreement/disagreement (e.g. Do you agree? Is this okay?)	→	→	→	★
Opinions				
• Gives opinions (e.g. I think that…, I believe that…)	■	→	→	→
• Inquires about others' opinions (e.g. What do you think? What's your opinion?)	→	→	→	→
Permission				
• Asks for permission (e.g. May I go to the washroom?)	→	★		

*Learning Priority: Continues practicing asking for unknown information related to physical description.

*Learning Priority: Continues practicing articulating things they can do when asked directly. ie. "Can you …?" "I can…"

*Learning Priority: Continues practicing to ask questions using W- words or yes/no format in oral or written format. (ie. in games, class discussions or interviews)

Description	3	4	5	6
Offers of assistance				
• Offers assistance (e.g. Can I help you?)	→	→	→	→
• Accepts or declines offers of assistance (e.g. Sure; I'm okay)	→	★		
Needs				
• 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!)	→	→	★	
Feelings, interests, tastes, preferences				
• 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?)	→	→	→	★
Expressions of courtesy				
• Uses basic expressions of courtesy (e.g. How are you? You're welcome.)	→	→	★	

*Learning Priority: Continues practicing articulating needs and wants orally in short sentences.

*Learning Priority: Continues practicing articulating own feelings/preference in short sentences.

Description	3	4	5	6
• Greets (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?)	→	→	→	→
Expressions promoting harmonious exchanges and teamwork				
• 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.)	→	→	→	★
Actions words frequently used in class				
• Uses actions words (e.g. look, play, bring, draw)	→	→	→	→
Immediate environment				
• 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)	→	→	★	
Theme-related (e.g. family, sports, pastimes, food, animals, clothing, special events)				
• Uses targeted vocabulary to carry out tasks	→	→	→	→

*Learning Priority: Teacher should model and promote scripts for harmonious exchanges for students.

*Learning Priority: Can orally identify from a visual prompt most sight words on this theme that are covered by the teacher or those previously covered in grade 3 or 4.

Description	3	4	5	6
Personal pronouns and possessive forms				
• Uses personal pronouns and possessive forms in context to talk about themselves (e.g. I have my book. The pencil is mine.)	➜	➜	➜	★
• Uses personal pronouns and possessive forms in context to talk about others. (e.g. Your book is on the desk. It's his pencil.)	➜	➜	➜	➜
• Uses prepositions and location words required for tasks (e.g. at, beside, right)	➜	➜	➜	➜
Vocabulary				
Expressions of time • Uses expressions of time frequently encountered in class (e.g. five minutes, in September, next summer.)	➜	➜	★	
Alphabet • Uses the alphabet to spell words in context	➜	➜	➜	★
Numbers • Uses cardinal and ordinal numbers frequently encountered in class	➜	➜	➜	★
Colours and Shapes • Uses the names of colours and shapes frequently encountered in class	➜	★		
Targeted Vocabulary • Uses targeted vocabulary related to students' interests and needs (e.g. "I have my skates." "I need a pencil and an eraser.")	➜	➜	➜	➜

*Learning Priority: Teach the following **personal pronouns** (I, me, we, us, you, she, her, he, him, it, they, them) and **possessive pronouns** (my, your, his, her, your, mine, yours).

*Learning Priority: Practice use of time expressions orally and in writing (ie. journal entries, sequencing of stories.

Description	3	4	5	6
• Uses targeted vocabulary related to texts	■	■	→	→
Question words				
• Responds to question words used in context (e.g. who, what, how).	→	→	→	★
• Uses question words in context	■	→	→	★

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
Word order				
• 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.)	■	→	→	→
Plurals				
• Uses knowledge of regular and common irregular plurals to construct meaning	→	→	→	★
• Uses irregular plurals frequently encountered in class (e.g. people, children, feet)	→	→	→	★
Articles				
• Places articles before nouns (e.g. The bag is heavy. It's a computer. She's an athlete.)	→	→	→	→

*Learning Priority:

- Can orally form a sentences independently about themes or topics that are familiar to the student.

- Can produce a written sentence independently about themes or topics that are familiar to the student.

- May start to add complexity to sentences using adjectives, prepositions (esp. those indication place/location) or conjunctions (ie. and, but, because, then...)

Description	3	4	5	6
Verb tenses				
• Uses knowledge of verb tenses to construct meaning (e.g. imperative, past, future)	→	→	→	→
• Uses verb tenses targeted for tasks	→	→	→	→
Phonology				
• Uses intonation and pronunciation that can be understood by an English speaker	→	→	★	
Punctuation				
• 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 - Continue to reinforce this in daily and processed writing tasks.	→	★		
• Writes commas between items in an enumeration	→	→	→	★
Spelling				
• 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			→	→

* Learning Priority: Reinforce previously learned tenses and new tenses listed below.

Examples:
- **Past Continuous**: Used for an action that is ongoing in the past. (ie. He was talking…, I was eating…)
- **Present Perfect**: Used for an action that happened at some unknown time in the past. (ie. She has travelled…, I have played…)

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
Stall for time				
• Buys time to think out a response.	➡	➡	➡	★
Asks for help or clarification				
• Requests assistance or further information	➡	★		
Say it in a different way				
• Makes up for the lack of a precise word or expression by substituting known words or expressions	➡	➡	➡	➡

*Learning Priority: Can ask for help using scripted statement taught by the teacher and possibly posted on a strategy wall.

Description	3	4	5	6
Check my own work				
• Questions the pronunciation of new words read or heard	→	→	**→**	→
• Selects and uses the appropriate strategies	→	→	→	→
• Checks and adjusts on-going performance	→	→	→	→
Reflect				
• Reflects on what has been learned and how it has been learned	→	→	→	→
Plan				
• Thinks about the task, decides what actions to take and what resources to use	→	→	→	→
Pay Attention				
• Decides to concentrate on the task *ie. Start to introduce emotional regulation skills to increase their own awareness of their own best working style.*	→	→	**→**	★
• Maintains attention during tasks	→	→	→	→
Use what you know				
• Draws on own background knowledge as a source of information	→	**→**	→	→

*Learning Priority: Teacher should teach and possibly post strategies to improve concentration and focus during independent work. This can also link to teaching appropriate voice levels for different class activities to support self and peers learn.

Description	3	4	5	6
Predicting				
• Foretells based on prior knowledge, topic, task at hand, title, pictures, glancing through a text	➡	➡	➡	➡
Guess Intelligently (Inferencing)				
• Makes intelligent guesses based on all available cues such as context, known words and expressions, visual clues, contextual cues, intonation, patterns	➡	➡	➡	➡
Practice				
• Repeats and rehearses, regroups, integrates, and assimilates frequently	➡	➡	**➡**	★
Uses resources				
• Makes use of human resources (e.g. teacher and peers)	➡	➡	**➡**	★
• Makes use of material resources (e.g. word and expression banks, graphic organizers, posters, checklists, quick references, books, thematic, IT, etc.)	➡	➡	**➡**	➡
Takes notes				
• Writes down relevant information in an organized way (e.g. T-chart, Venn diagram, story web)	➡	➡	➡	➡
Skim				
• Glances through a text quickly to get a general impression and overview of the content	➡	➡	➡	➡

*Learning Priority: Will consult material resources in class before asking teacher or peers for support at least 60% of the time. Teacher should ensure students know which resources are available for a given task in class before they begin.

Description	3	4	5	6
Scan for information				
• Looks for specific information in a text	→	→	→	→
Cooperate				
• Works and learns with others; helps others	→	→	→	→
Takes risks				
• 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	→	→	→	→
Go for the general meaning				
• (e.g. This story was about…, It says that…, I think it means…, etc…)	→	→	→	★
Relax				
• (e.g. Take a deep breath, clench your fists for 10 seconds, close your eyes, etc…) *ie. Access Zones of Regulation tools/lessons to reinforce emotional regulation strategies to students.*	→	→	→	→
Encourage yourself				
• (e.g. "I did it!", "Almost done", etc…)	→	→	→	→

*Learning Priority: Students are given many opportunities to use language in class both in structured and free time activities. Participation should be recognized and reinforced more often than having the correct response. (ie. Thanks for sharing your thoughts, etc.)

*Learning Priority: Continues to test different cool down strategies and reflects on what works best for them when guided by teacher.

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

*Learning Priority: Will try to participate either on a new oral or written task at least 60% of the time.

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
Connecting words				
• Uses knowledge of connecting words to construct meaning (e.g. and, but, or…)	→	→	→	★
Contextual cues: titles, subtitles, synopsis, key sentences, illustrations, table of contents				
• 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	→	→	→	★
Overall meaning				
• Identifies general ideas stated explicitly (i.e. literal meaning)	→	→	→	★
• Finds implied ideas (i.e. Underlying meaning)	→	→	→	→

*Learning Priority: Begins sharing comprehension of a reading/listening text by answering literal questions orally or in short written responses.

Description	3	4	5	6
Key elements				
• Identifies and briefly describes characters, people, animals, objects, place, and setting	→	→	→	★
• Identifies facts	→	→	→	★
• Briefly describes story line, plot	→	→	→	★
Events				
• Sequences events	→	→	→	★

*Learning Priority: Can share details based on sight words (nouns and adjectives) that have been covered and reinforced in Grade 3 and 4.

*Learning Priority: Can sequence a story using visual prompts or manipulatives to represent the story events with at least 60% accuracy.

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**
Before listening, reading and viewing				
• Uses strategies and guiding questions to respond to texts	➡	➡	➡	➡
• Uses knowledge of text features to prepare to respond to texts	➡	➡	➡	➡
While listening, reading and viewing				
• Identifies important details of texts	➡	➡	🔲➡	➡
• Determines overall message of texts	➡	➡	➡	➡
After listening, reading and viewing				
• Answers guiding questions individually and expands on prompts that deal with the literal meaning of texts	➡	➡	🔲➡	➡
Establishing a personal connection with the text phase				
• Answers guiding questions individually and expands on prompts to make personal connections to texts	➡	➡	➡	➡

*Learning Priority: Can respond orally or with 1-2 word written responses to literal questions based on a visual or reading text with at least 60% accuracy.

Description	3	4	5	6
• With support, shares personal connections to texts with others	→	→	→	→
Reflecting on use of response process				
• Uses various means to reflect on use of the response process (e.g. self-evaluation grids, class discussion, peer feedback)	→	→	→	→

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
Before engaging in the writing process				
• Identifies text components in models of written text	■	■	➡	➡
Preparing to write phase				
• 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	■	➡	➡	➡

*Learning Priority: Can complete a graphic organizer that is modelled/completed as a group with teacher guiding the process orally.

Description	3	4	5	6
• Planning (with guidance and provided tools)	→	→	→	→
Writing the draft				
• Writes down opinion, ideas, thoughts, and feelings using a plan	■	■	→	→
Revising phase				
• Shares draft with others for feedback on content (e.g. organization, clarity, coherence)	■	■	→	→
• Adds, substitutes, removes, and rearranges ideas, words and sentences to improve draft	■	■	→	→
Editing phase				
• Corrects errors found in draft by teacher, peers and self	→	→	→	→
• Writes a final draft	→	→	→	→
Publishing phase				
• Produces a polished copy and shares it intended audience	→	→	→	→
Reflecting on use of writing process				
• Reflects on use of the writing process and final version of written texts through self-evaluation grids, class discussions, peer feedback, etc.	→	→	→	→

*Learning Priority: Can produce a "good copy" of an individuallly produced written text and incorporate teacher or peer feedback on spelling, grammar or other errors. (Goal for grade 5 texts is between 4-6 simple sentences.)

ESSENTIAL KNOWLEDGE

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…?)	→	→	→	→

	3	4	5	6
Offers of assistance, needs (e.g. Can I help you? May I…Can I…? I need…, Can you…?)	■	→	→	→
Functional Language (continued)	3	4	5	6
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)	■	■	→	→
Vocabulary				
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, school common spaces, 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 *ie. Could learn letter names following alphabet order, but for sounds, the following order is often recommended: start with short vowels, then consonants with similar sounds: B-P, C-K-G, D-T, F-V, L-N, S-Z, M-N-NG, then remaining consonants. (See Annex for another phonics reference.)*	→	→	→	
Cardinal numbers *ie. Reinforce with Bingo and other number games*	→	→	→	→
Ordinal numbers: first to thirty first *ie. Reinforce using daily routine/greeting activities with date*	→	→		

Vocabulary (Continued)	3	4	5	6
Colours and shapes (basic colours and shapes) *ie. Reinforce with memory games, art activities, visuals in class, etc.*	→	→		
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	■	→	→	→
Strategies: Compensatory				
Use gestures *ie. Validation of facial expressions for 'yes', 'no' from culture, AIM program is useful also useful in reinforcing vocabulary building for grade 3-4*	→	→	→	→
Stall for time (buying time to think out a response)	→	→	→	→
Ask for help or clarification	→	→	→	→
Say it in a different way (Circumlocution)	→	→	→	→
Learning				
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)	→	→	→	→

Strategies (continued)	3	4	5	6
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) *ie. Focus on familiar topics for vocabulary building in early years leading to less familiar by the end of Primary (see Annex for recommended themes*	→	→	→	→
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) *ie. recognition and positive reinforcement of every attempt at speaking in English at first, then whenever the student takes a new communication risk*	→	→	→	→
Pay attention (paying attention and concentrating on the right things)	→	→	→	→

Strategies (Continued)	3	4	5	6
Accepting not being able to understand	➡	➡	➡	➡
Relax	➡	➡	➡	➡
Try *ie. Positively reinforce all attempts to engage and speak, create many opportunities for group singing, repeating words and phrases, as well as guided individual speaking opportunities based on question/response patterns or speech models*	➡	➡	➡	➡
Encourage yourself	➡	➡	➡	➡
Cooperate (working together, learning together, helping each other)	➡	➡	➡	➡
Language Conventions (Grammar, phonology, punctuation, and spelling)				
Word order: Simple sentence, position of adjective and adverbs (e.g. red book)	➡	➡	➡	➡
Language Conventions (Continued)				
Regular plurals (e.g. book-books)	➡	➡	➡	➡
Description				
Articles	➡	➡	➡	➡
Verb tenses (e.g. imperative, present progressive, present, past, future, and imperfect).	➡	➡	➡	➡
Intonation and pronunciation for the functional language **frequently used in class**	➡	➡	➡	
Punctuation: capital letter at the beginning of a sentence, period at the end of a sentence, question mark, commas between items in an enumeration.	➡	➡	➡	➡

Text Components	3	4	5	6
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	⬛	➡	➡	➡
Reading Process: Before reading				
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 primary grades.)	⬛	➡	➡	➡
Reading Response: While reading				
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	⬛	⬛	➡	➡

	3	4	5	6
Use semantic mapping to organize information	■	→	→	→
Look up key words in the dictionary	→	→	→	→
Reading Response: After reading	**3**	**4**	**5**	**6**
Answer guiding questions and expand on prompts with guidance (grade 3-oral questions) *ie. After video/reading texts, ask lower order information questions to check for understanding based on known vocabulary*	→	→	→	→
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	→	→	→	→
Reading Response: Establishing a personal connection with the text				
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)	■	→	→	→

Reading Response: Generalizing beyond the text				
Use prompts and guiding questions (with guidance)	→	→	→	→

Reading Response: Generalizing beyond text (Continued)	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)	■	■	→	→

Writing Process: Prepares to write				
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) *ie. Teacher can provide writing prompts based on familiar sentence patterns, with Cloze-style blanks and to reinforce vocabulary being covered in reading lessons.*	→	→	→	→
Construct and outline of the text	■	■	→	→
Research the topic (with guidance)	■	■	→	→
Use various resources (e.g. word wall, dictionary, a friend, etc.)	→	→	→	→

Writing process: Write a draft				
Leaves space to make adjustments	■	■	→	→

		3	4	5	6
Refer to their plan or outline while writing	*ie. Teacher can provide writing prompts based on familiar sentence patterns and vocabulary being reinforced.*	➡	➡	**➡**	➡
Reflect on what they wrote in their draft		➡	➡	➡	➡
Confer with others (teacher or classmate)		⬛	➡	➡	➡
Writing Process: Revising		**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	*ie. Introduce writing process even if texts are one sentence long- rough copy, feedback, good copy*	➡	➡	**➡**	➡
Writing Process: Editing					
Use resources such as written models, dictionaries, and word walls		➡	➡	**➡**	➡
Consult with teacher		➡	➡	**➡**	➡
Uses a personalized checklist to proofread for common errors (with guidance)		⬛	⬛	➡	➡
Writing Process: Publishing		➡	➡	**➡**	➡
Make a polished copy	*ie. Introduce writing process- rough draft, feedback, good copy to be shared in a portfolio or put on display to increase writing confidence and pride. Great cross-curriculur task if students also illustrate of create art to accompany or inspire text writing.*	➡	➡	**➡**	➡
Share with intended audience		⬛	⬛	➡	➡