

## Language, Grades 1 to 8: a guide for parents

Learn about Ontario's revised language curriculum for Grades 1 to 8. The curriculum was issued in the Spring of 2023 for implementation in September 2023.



*Acquiring the knowledge and skills described in the language curriculum enables students to understand, respond to, appreciate, and create texts in various forms, genres, and media, including digital and media texts.*

### Grade 1

Here are some of the knowledge and skills that students are expected to learn.

#### Literacy connections and applications

Students learn how transferable skills can support communication and engagement. Students also learn to navigate online environments safely, with appropriate permission, and manage their privacy. They demonstrate an understanding of the contributions and perspectives of a diversity of individuals and communities, including First Nations, Métis, and Inuit cultures.

This learning is applied to learning related to the other three areas of the curriculum.

#### Foundations of language

Students identify and use listening skills and strategies before, during, and after listening, and identify the purpose and audience for speaking in various contexts. They identify and use oral and non-verbal communication strategies, and use word choice and grammar when speaking and communicating ideas. They use an understanding of the sound structure of spoken language to read and spell words. Students also identify and build simple and compound sentences.

#### Comprehension: Understanding and responding to texts

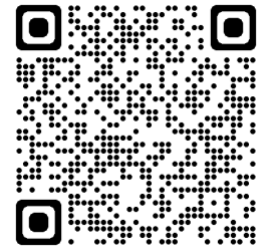
Students use their prior knowledge from reading and personal experiences to help them read and understand simple literary and informational texts, including cultural text forms. They learn and use strategies for understanding texts before, during, and after reading, and learn to understand simple elements of style used in texts and how they help communicate meaning. Students learn to recognize some cultural elements represented in texts and understand the narrator's perspective.

#### Composition: Expressing ideas and creating texts

Students print letters and words. They generate, gather, and sequence ideas and create simple texts. They edit and proofread their work to prepare for publishing and presenting.

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## Grade 2

Here are some of the knowledge and skills that students are expected to learn.

### Literacy connections and applications

Students learn how transferable skills can support communication and engaging with others. They also learn to navigate online environments safely, with appropriate permission, and manage their privacy. They demonstrate an understanding of the contributions and perspectives of a diversity of individuals and communities, including First Nations, Métis, and Inuit cultures.

This learning is applied to learning related to the other three areas of the curriculum.

### Foundations of language

Students use listening skills and strategies, including asking questions, and identify the purpose and audience for speaking in formal and informal contexts. They identify and use oral and non-verbal communication strategies and use word choice and grammar when speaking and communicating ideas. They use phonics knowledge to read and spell words. They also identify and build declarative, imperative, interrogative, and exclamatory sentences.

### Comprehension: Understanding and responding to texts

Students use their prior knowledge from reading and personal experiences to help them read and understand simple literary and informational texts, including cultural text forms. They learn and use strategies for understanding texts before, during, and after reading, identify purposes for reading, and learn to understand simple elements of style used in texts and how they help communicate meaning. They begin to understand different perspectives and cultural elements represented in texts.

### Composition: Expressing ideas and creating texts

Students print legibly and fluently. They generate and develop ideas using simple strategies and create short texts of various forms and genres. They revise and edit their work to prepare for publishing and presenting.

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### Grade 3

Here are some of the knowledge and skills that students are expected to learn.

#### Literacy connections and applications

Students learn how transferable skills can support communication and engagement. They also learn to navigate online environments safely, with appropriate permission, and manage their privacy. They demonstrate an understanding of the contributions and perspectives of a diversity of individuals and communities, including First Nations, Métis, and Inuit cultures.

This learning is applied to learning related to the other three areas of the curriculum.

#### Foundations of language

Students use a variety of listening skills and strategies, including asking relevant questions, and identify the purpose and audience for speaking in formal and informal contexts. They identify and use oral and non-verbal communication strategies, such as body language, and use word choice, sentence structure, and grammar when speaking and communicating ideas. They use knowledge of the meaning of words to read and spell. They also identify and build simple, compound, and complex sentences.

#### Comprehension: Understanding and responding to texts

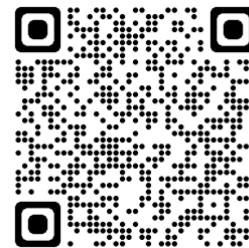
Students use their prior knowledge from reading and personal experiences to help them understand various literary and informational texts, including cultural text forms, and describe how their characteristics help communicate meaning. They explore how visuals such as images and graphics help to create, communicate, and contribute to meaning. They identify purposes for reading and learn about some elements of style used in texts and how they convey meaning. They begin to understand different perspectives and cultural elements represented in texts.

#### Composition: Expressing ideas and creating texts

Students begin to write cursive. They generate and develop ideas using various strategies and create short texts of various forms and genres, demonstrating a personal voice in their texts. They revise and edit their work to improve accuracy and style and produce final texts and present them using appropriate strategies.

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## Grade 4

Here are some of the knowledge and skills that students are expected to learn.

### Literacy connections and applications

Students explain how transferable skills can help them express their unique voice. They gather, evaluate, and use information, considering its credibility and the perspectives found in different sources of information. They also explain themes explored in a diversity of First Nations, Métis and Inuit cultures.

This learning is applied to learning related to the other three areas of the curriculum.

### Foundations of language

Students use effective listening skills and strategies to respond to others and identify the purpose and audience for speaking in formal and informal contexts. They identify and use oral and non-verbal communication strategies, such as expression and gestures, and use a variety of sentence types to support audience comprehension. They demonstrate an understanding of a variety of words and read and spell fluently. Students also demonstrate an understanding of the functions of parts of speech in sentences.

### Comprehension: Understanding and responding to texts

Students analyze different literary and informational texts and explain how their characteristics help communicate meaning. They explore how visuals such as images and graphics help to create, communicate, and contribute to meaning. They begin to draw conclusions from texts and understand different perspectives and cultural elements represented in texts.

### Composition: Expressing ideas and creating texts

Students write in cursive. They generate and develop ideas about various topics and create texts of various forms and genres, establishing a personal voice and using varied language and elements of style. They revise and edit their work to improve accuracy and style and produce final texts and present them using appropriate strategies.

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## Grade 5

Here are some of the knowledge and skills that students are expected to learn.

### Literacy connections and applications

Students explain how transferable skills can help them express their unique voice. They gather, evaluate, and use information, considering its credibility and the perspectives found in different sources of information. They also explain themes explored in a diversity of First Nations, Métis and Inuit cultures.

This learning is applied to learning related to the other three areas of the curriculum.

### Foundations of language

Students use effective listening skills and strategies to determine the purpose of a text and identify the purpose and audience for speaking in formal and informal contexts. They identify and use oral and non-verbal communication strategies, such as expression, gestures, and body language, and use word choice and a variety of sentence types to support audience comprehension. They use knowledge of the meanings of words to read and spell. Students also use their understanding of capitalization and punctuation to communicate clearly.

### Comprehension: Understanding and responding to texts

Students analyze different literary and informational texts, including cultural text forms, and explain how their characteristics help communicate meaning. They explore how visuals such as images and graphics help to create, communicate, and contribute to meaning. They apply comprehension strategies and critical thinking skills to deepen their understanding of texts, including diverse perspectives and cultural elements represented in texts, and draw conclusions.

### Composition: Expressing ideas and creating texts

Students write in fluent cursive. They generate and develop ideas about various topics and create texts of various forms and genres, establishing a personal voice and using varied language and elements of style. They revise and edit their work to improve accuracy and style. They produce



final texts using a variety of techniques and tools and publish and present them using selected media and tools.

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## **Grade 6**

Here are some of the knowledge and skills that students are expected to learn.

### **Literacy connections and applications**

Students explain how transferable skills can help them express their unique voice. They gather, evaluate, and use information, considering its credibility and the perspectives found in different sources of information. They also explain themes explored in a diversity of First Nations, Métis and Inuit cultures.

This learning is applied to learning related to the other three areas of the curriculum.

### **Foundations of language**

Students use effective listening skills and strategies to determine the purpose of a text. They also seek clarification and identify the purpose and audience for speaking in formal and informal contexts. They identify and use oral and non-verbal communication strategies, analyze how these strategies support communication, and use word choice, sentence structure and grammar in oral communication. They demonstrate an understanding of a variety of words, including words learned in other subject areas, and use this knowledge to read and spell. They also use their knowledge of sentence types and forms to communicate effectively.

### **Comprehension: Understanding and responding to texts**

Students analyze various literary and informational texts, including cultural text forms, and explain how their characteristics help communicate meaning. They explore how visuals such as images and graphics help to create, communicate, and contribute to meaning. They apply comprehension strategies and critical thinking skills to deepen their understanding of texts, including diverse perspectives and cultural elements represented in texts, and draw conclusions.

### **Composition: Expressing ideas and creating texts**

Students write in fluent cursive and use keyboarding skills to create texts. They generate and develop ideas and details about various topics and create texts of various forms and genres, establishing a personal voice and using varied language and elements of style. They revise the content and edit their work to improve accuracy and style and produce final texts using a variety of techniques and tools. They then publish and present their texts using selected media and tools.

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## Grade 7

Here are some of the knowledge and skills that students are expected to learn.

### Literacy connections and applications

Students apply transferable skills when reading, listening, viewing, writing, and speaking in various cultural, social, and linguistic contexts. They learn to explain their rights and responsibilities when interacting online, with appropriate permission, and make decisions that contribute positively to the development of their digital identity, reputation, and online communities. They also demonstrate an understanding of the historical contexts, contributions, lived experiences, and perspectives of a diversity of individuals and communities, including First Nations, Métis, and Inuit cultures, by analyzing culturally responsive and relevant texts.

This learning is applied to learning related to the other three areas of the curriculum.

### Foundations of language

Students use effective listening skills and strategies for various purposes and choose appropriate speaking strategies to communicate. They identify and use oral and non-verbal communication strategies, including those that vary across cultures, and use word choice, sentence structure, and grammar in formal and informal communication. They read a variety of texts with accuracy to support comprehension and use knowledge of the meanings of words to read and spell. They also demonstrate an understanding of the functions of parts of speech in sentences.

### Comprehension: Understanding and responding to texts

Students analyze various literary and informational texts, including cultural text forms, and explain how their characteristics help communicate meaning. They explore how visuals such as images and graphics

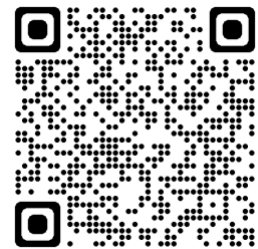
help to create, communicate, and contribute to meaning. They analyze various elements of style and describe how literary devices create and communicate meaning. They apply comprehension strategies and critical thinking skills to deepen their understanding of texts, including diverse perspectives and cultural elements represented in texts, and draw conclusions.

### **Composition: Expressing ideas and creating texts**

Students write in cursive fluently and use word-processing skills to create texts. They generate and develop ideas and synthesize information and content. They create texts of various forms and genres, establishing a personal voice and using varied language, elements of style, and tone. They revise the content and edit their work to improve accuracy and style and produce final texts, selecting a variety of suitable techniques and tools, including digital design and production tools. They publish and present their texts using various media and tools.

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## **Grade 8**

Here are some of the knowledge and skills that students are expected to learn.

### **Literacy connections and applications**

Students apply transferable skills when reading, listening, viewing, writing, and speaking in various cultural, social, and linguistic contexts. They learn to explain their rights and responsibilities when interacting online, with appropriate permission, and make decisions that contribute positively to the development of their digital identity, reputation, and online communities. They also demonstrate an understanding of the historical contexts, contributions, lived experiences, and perspectives of a diversity of individuals and communities, including First Nations, Métis, and Inuit cultures, by analyzing culturally responsive and relevant texts.

This learning is applied to learning related to the other three areas of the curriculum.

### **Foundations of language**

Students evaluate and use listening skills and strategies to improve comprehension and analyze the purpose and audience for speaking. They identify and use oral and non-verbal communication strategies, including those that vary across cultures, and use precise and descriptive word choice, syntax, and grammar in formal and informal communication. They use knowledge of the meanings of words to read



and spell. They also use their knowledge and understanding of sentence types and forms, grammar, capitalization, and punctuation when reading and writing.

### **Comprehension: Understanding and responding to texts**

Students analyze and evaluate a variety of literary and informational texts, including cultural text forms, and explain how their characteristics help communicate meaning. They explore how visuals such as images and graphics help to create, communicate, and contribute to meaning. They analyze various elements of style and literary devices, and explain how they contribute to and help communicate meaning. They apply comprehension strategies and critical thinking skills to confirm and deepen their understanding of information and ideas in texts, including diverse perspectives and cultural elements represented in texts, and draw conclusions. Finally, they assess the effectiveness of the critical thinking skills they used when analyzing and evaluating texts and set goals for improvement.

### **Composition: Expressing ideas and creating texts**

Students continue to write in cursive fluently and use advanced word-processing skills to create texts. They generate and develop ideas about challenging topics and synthesize information and content. They create complex texts of various forms and genres, establishing an identifiable voice and using varied language, elements of style, and tone. They revise the content and edit their work to improve accuracy and style and produce final texts, selecting a variety of suitable techniques and tools, including digital design and production tools. They publish and present their texts using various media and tools.