

# CROSS GRADE COMPARISON CHART

## Writing

**Overall Expectation 3**

**WRITING OVERALL EXPECTATION # 3:** *use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;*

**Applying Knowledge of Language Conventions and Presenting Written Work Effectively**

**3.1 Spelling Familiar Words**

Grade 1	Grade 2	Grade 3	Grade 4
spell some high-frequency words correctly ( <i>e.g., words from their oral vocabulary, the class word wall, and shared-, guided-, and independent-reading texts</i> )	spell many high-frequency words correctly ( <i>e.g., words from their oral vocabulary, anchor charts, the class word wall, and shared-, guided-, and independent-reading texts</i> )	spell familiar words correctly ( <i>e.g., words from their oral vocabulary, anchor charts, the class word wall, and shared-, guided-, and independent-reading texts</i> )	spell familiar words correctly ( <i>e.g., words from their oral vocabulary, anchor charts, and shared-, guided-, and independent-reading texts; words used regularly in instruction across the curriculum</i> )
Grade 5	Grade 6	Grade 7	Grade 8
spell familiar words correctly ( <i>e.g., words from their oral vocabulary, anchor charts, and shared-, guided-, and independent-reading texts; words used regularly in instruction across the curriculum</i> )	spell familiar words correctly ( <i>e.g., words from their oral vocabulary, anchor charts, and shared-, guided-, and independent-reading texts; words used regularly in instruction across the curriculum</i> )	spell familiar words correctly ( <i>e.g., words from their oral vocabulary, anchor charts, and shared-, guided-, and independent-reading texts; words used regularly in instruction across the curriculum</i> )	spell familiar words correctly ( <i>e.g., words from their oral vocabulary, anchor charts, and shared-, guided-, and independent-reading texts; words used regularly in instruction across the curriculum</i> )

**3.2 Spelling Unfamiliar Words**

Grade 1	Grade 2	Grade 3	Grade 4
spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, and word meanings ( <i>e.g., segment words to identify and record individual sound-symbol correspondences, including short vowels and simple long-vowel patterns; listen for rhyming patterns; look for common letter sequences and onset and rime in frequently used words; make analogies between words that look similar; illustrate words to link meaning to spelling</i> )	spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling ( <i>e.g., spell words out loud; segment words into clusters of letters to hear onset and rime; sort words by common sound patterns and/or letter sequences; link letters to words: You hear with your ear; follow rules for adding endings to base words when the spelling doesn't change; use word meanings to help spell simple contractions and homophones: bear/bare</i> )	spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling ( <i>e.g., pronounce a word as it is spelled: Wed-nes-day; make analogies to rhyming words; apply knowledge of short-vowel and long-vowel patterns; cluster words by visual similarities; follow rules for changing base words when adding common endings: hope/hoping, slam/slammed; use memory aids such as visualization</i> )	spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling ( <i>e.g., pronounce the silent letters in words: k-now; divide long words into manageable chunks; make connections between words with similar spellings; apply knowledge of vowel patterns to new words; apply knowledge of letter patterns and rules for forming regular and irregular plurals and possessive contractions; identify roots in related words: explore, explorer, exploration; highlight the differences between similar words; use mnemonics: twin is two</i> )
Grade 5	Grade 6	Grade 7	Grade 8
spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling ( <i>e.g., pronounce the silent letters in words: pneumonia; divide polysyllabic words into syllables; visualize irregular plurals; apply rules for adding -ed, -ing and -er, -est to base words; use memory tricks to memorize the letter order of irregular spellings; use the meaning of common prefixes and suffixes to understand and spell new words</i> )	spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling ( <i>e.g., orally emphasize hard-to-hear sounds in difficult, complex words: Feb-ru-ar-y; leave unknown letters/letter clusters blank to solve after having spelled the familiar parts of a word; visualize a known word that is like the "problem" word; apply rules for forming plurals to unfamiliar words</i> )	spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling ( <i>e.g., write words syllable by syllable; sort words by visual patterns; highlight tricky letters or groups of letters; cluster root words and related forms: beauty, beautiful, beautician; apply knowledge of vowel and consonant patterns and rules for forming possessives, contractions, and plurals</i> )	spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling ( <i>e.g., orally emphasize differences in easily confused words: affect/effect, technicality/technically; compare complicated words to words with known letter patterns; use knowledge of the history of a word to help spell it: sheep herder/shepherd; use knowledge of familiar words to spell technical terms</i> )

<b>3.3 Vocabulary</b>			
<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
confirm spellings and word meanings or word choice using one or two resources ( <i>e.g., find pictures or words in a picture dictionary; locate words on an alphabetical word wall using first letter; refer to class-created word webs posted in the classroom</i> )	confirm spellings and word meanings or word choice using a few different types of resources ( <i>e.g., locate words in alphabetical order by using first and second letters in a primary dictionary, on a word wall, or in an online picture dictionary</i> )	confirm spellings and word meanings or word choice using several different types of resources ( <i>e.g., locate words in an alphabetized personal word book or dictionary using first, second, third, and fourth letters, entry words, or pronunciation; use a variety of dictionaries, such as a rhyming dictionary or a dictionary of synonyms and antonyms; use a thesaurus to find alternative words</i> )	confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose ( <i>e.g., locate words in online and print dictionaries using alphabetical order, entry words, guide words, pronunciation, and homographs; use a variety of dictionaries such as a dictionary of idioms or homonyms; use a thesaurus to find alternative words</i> )
<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose ( <i>e.g., locate guide words, word meanings, spelling charts, pronunciation keys, schwa symbol, idioms, inflected forms, and information about word origins in online or print dictionaries; use a variety of thematic dictionaries such as a bilingual dictionary or a crossword dictionary; use a thesaurus to find alternative words</i> )	confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose ( <i>e.g., locate entry words, multiple meanings, pronunciation guides, charts of spellings of sounds, inflected forms, suffixes and prefixes, primary and secondary stresses, different pronunciations, idioms, and homographs in online and print dictionaries; use thematic dictionaries such as a word game dictionary or a homonym dictionary; use a thesaurus to explore alternative word choices</i> )	confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose ( <i>e.g., locate syllables, stress patterns, inflected forms, multiple meanings, and information about word origins in online and print dictionaries, including thematic dictionaries such as a medical dictionary, bilingual dictionary, or dictionary of idioms; use a thesaurus to explore alternative word choices</i> )	confirm spellings and word meanings or word choice using a wide variety of resources appropriate for the purpose ( <i>e.g., locate entry words, pronunciation keys, prefixes, and information about word origins in online and print dictionaries, including thematic dictionaries such as a dictionary of synonyms, antonyms, and homonyms, a science dictionary</i> )
<b>3.4 Punctuation</b>			
<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
use punctuation to help communicate their intended meaning, with a focus on the use of: a capital letter at the beginning of a sentence; a period, question mark, or exclamation mark at the end	use punctuation to help communicate their intended meaning, with a focus on the use of: question marks, periods, or exclamation marks at the end of a sentence; commas to mark pauses; and some uses of quotation marks	use punctuation to help communicate their intended meaning, with a focus on the use of: quotation marks to indicate direct speech; commas to mark grammatical boundaries within sentences; capital letters and final punctuation to mark the beginning and end of sentences	use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: the apostrophe to indicate possession, and quotation marks to indicate direct speech
<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: a comma before <i>and</i> or <i>but</i> in compound sentences to join principal clauses; quotation marks for direct speech; and the placement of commas, question marks, and exclamation marks inside quotation marks in direct speech	use punctuation appropriately to communicate their intended meaning in longer and more complex sentences, with a focus on the use of: commas to separate words in a list or after an introductory word or phrase; quotation marks in dialogue; and some uses of the colon, semi-colon, and brackets	use punctuation appropriately to communicate their intended meaning in more complex writing forms, including forms specific to different subject areas, with a focus on the use of: periods after initials, in abbreviations, and in decimal numbers; parentheses; punctuation to indicate intonation, pauses, or gestures	use punctuation appropriately to communicate their intended meaning in more complex writing forms, including forms specific to different subjects across the curriculum, with a focus on the use of: commas to separate introductory phrases from the main part of a sentence and to separate words, phrases, and clauses in a series; quotation marks to distinguish words being discussed as words and to indicate titles; ellipses (...) and dashes to indicate sentence breaks, ambiguities, or parenthetical statements
<b>3.5 Grammar</b>			
<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: nouns for	use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns	use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns	use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: common and

names of people, places, and things; the personal subject pronouns <i>I, you, he, she, it, we, they</i> ; verbs to tell what they do and feel; some adjectives; and simple prepositions of place (e.g., <i>in, on, at, to</i> )	for local, provincial, and national place names and for holidays; the personal object pronouns <i>me, you, him, her, us, them</i> ; adjectives to describe a noun; verbs in the simple present and past tenses; joining words (e.g., <i>and, but</i> ); simple prepositions of place and time (e.g., <i>under, with, before, after</i> )	for titles (e.g., <i>of businesses, teams</i> ); the possessive pronouns <i>my, mine, your, yours, his, her, hers, its</i> ; action verbs in the present and simple past tenses; adjectives and adverbs; question words (e.g., <i>when, where, why, how</i> )	proper nouns; verbs in the simple present, past, and future tenses; adjectives and adverbs; subject/verb agreement; prepositions; and conjunctions (e.g., <i>since, through, until</i> )
<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
use parts of speech correctly to communicate their intended meaning clearly, with a focus on the use of: common, proper, and abstract nouns (e.g., <i>courage, hope</i> ); collective nouns (e.g., <i>flock of birds</i> ); adjectives, including comparative adjectives (e.g., <i>bigger, more expensive</i> ); the helping verb <i>have</i> ; adverbs modifying verbs (e.g., <i>when, where, how</i> ); comparative adverbs (e.g., <i>faster, slower</i> )	use parts of speech correctly to communicate their meaning clearly, with a focus on the use of: personal subject and object pronouns (e.g., <i>I, me</i> ) indefinite pronouns (e.g., <i>someone, nobody</i> ); conjunctions; subordinate clauses; adverb phrases; and present, past, and future verb tenses	use parts of speech correctly to communicate their meaning clearly, with a focus on the use of: relative pronouns (e.g., <i>who, whose, which, that</i> ); prepositions, including prepositional phrases; adjectives; conjunctions; adverbs; present, past, and future verb tenses; present and past participles (e.g., <i>I am reading, I have read</i> )	use parts of speech correctly to communicate their meaning clearly, with a focus on subject/verb agreement and the use of nouns, pronouns, adjectives, adverbs, and prepositions
<b>3.6 Proofreading</b>			
<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
proofread and correct their writing using a simple checklist or a few guiding questions posted by the teacher for reference (e.g., <i>Can I read it? Does it “sound right”? Does it make sense? Are my word wall words spelled correctly?</i> )	proofread and correct their writing using a simple checklist or a few guiding questions developed with the teacher and posted for reference (e.g., <i>Does each sentence make sense? Are the ideas and information presented in a logical order? Does each sentence begin with a capital letter and end with a period, question mark, or exclamation mark? What resources can I use to check the spelling of a word if it doesn’t look right?</i> )	proofread and correct their writing using guidelines developed with peers and the teacher (e.g., <i>a checklist modified in a teacher-student conference to support individual writing strengths and indicate next steps; a posted class writing guideline</i> )	proofread and correct their writing using guidelines developed with peers and the teacher (e.g., <i>an editing checklist specific to the writing task; a posted class writing guideline</i> )
<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
proofread and correct their writing using guidelines developed with peers and the teacher (e.g., <i>an editing checklist specific to the writing task</i> )	proofread and correct their writing using guidelines developed with peers and the teacher (e.g., <i>an editing checklist specific to the writing task</i> )	proofread and correct their writing using guidelines developed with peers and the teacher (e.g., <i>an editing checklist specific to the writing task</i> )	proofread and correct their writing using guidelines developed with peers and the teacher (e.g., <i>an editing checklist specific to the writing task</i> )

<b>3.7 Publishing</b>			
<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
use some appropriate elements of effective presentation in the finished product, such as print, different fonts, graphics, and layout ( <i>e.g., use drawings, photographs, or simple labels to clarify text; print legibly; leave spaces between words</i> )	use some appropriate elements of effective presentation in the finished product, including print, different fonts, graphics, and layout ( <i>e.g., use legible printing, spacing, margins, varied print size, and colour for emphasis; include a simple labelled diagram in a report; supply a caption for a photograph or illustration</i> )	use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout ( <i>e.g., use legible printing and some cursive writing; use different font sizes and colours on a poster to attract attention; use proper paragraph form including spacing and margins; supply captions for photographs</i> )	use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout ( <i>e.g., use legible printing and some cursive writing; use a variety of font sizes and colours to distinguish headings and subheadings from the body of the text; supply detailed labels for diagrams in a report; include graphs such as a bar graph or a pie graph</i> )
<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
use a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout ( <i>e.g., use legible printing and cursive writing; include a labelled diagram, photographs, and a beginning glossary of terms in a read-aloud information book for younger children; use a formal letter layout for a letter to a public official</i> )	use a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout ( <i>e.g., use legible printing and cursive writing; include photographs or magazine pictures and a map in a travel brochure; include an index to help the reader find specific information in a report; supply a table of contents</i> )	use a wide range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout ( <i>e.g., use legible printing and cursive writing; supply a timeline; supply captions and text boxes to accompany the photographs in a photo essay; use a bulleted or point-form layout in a summary of key points for a debate</i> )	use a wide range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout ( <i>e.g., use legible printing and cursive writing; use an imaginative text layout, drawings, and a table of contents in a class poetry anthology for the school library; use a spreadsheet to display detailed specific information</i> )
<b>3.8 Producing Finished Works</b>			
<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
produce pieces of published work to meet criteria identified by the teacher, based on the expectations	produce pieces of published work to meet criteria identified by the teacher, based on the expectations	produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies	produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies
<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies	produce pieces of published work to meet identified criteria based on the expectations ( <i>e.g., adequacy of information and ideas, logic and effectiveness of organization, effective use of form and stylistic elements, appropriate use of conventions, effective presentation</i> )	produce pieces of published work to meet identified criteria based on the expectations ( <i>e.g., adequacy of information and ideas, logic and effectiveness of organization, effective use of form and stylistic elements, appropriate use of conventions, effective presentation</i> )	produce pieces of published work to meet identified criteria based on the expectations ( <i>e.g., adequacy of information and ideas, logic and effectiveness of organization, effective use of form and stylistic elements, appropriate use of conventions, effective presentation</i> )