

Appendix A: Specific Outcomes Chart

GRADE 4

1.1 <i>Discover and Explore</i>		GRADE 4
express ideas	<ul style="list-style-type: none"> describe and reflect upon personal observations and experiences to reach tentative conclusions 	NOTES:
consider others' ideas	<ul style="list-style-type: none"> explore connections among a variety of own and others' insights, ideas and responses 	
experiment with language	<ul style="list-style-type: none"> explore and experiment with a variety of forms of expression for particular personal purposes 	
express preferences	<ul style="list-style-type: none"> collect and explain preferences for particular forms of oral, print, visual and multimedia texts 	
set goals	<ul style="list-style-type: none"> identify areas of personal accomplishment in language learning and use 	
1.2 <i>Clarify and Extend</i>		GRADE 4
develop understanding	<ul style="list-style-type: none"> connect new information and experiences with prior knowledge to construct meaning in different contexts 	NOTES:
explain opinions	<ul style="list-style-type: none"> express new concepts and understanding in own words 	
combine ideas	<ul style="list-style-type: none"> organize ideas and information in ways that clarify and shape understanding 	

1.2 Clarify and Extend <i>(continued)</i>		GRADE 4
extend understanding	<ul style="list-style-type: none"> ask questions to clarify information and develop new understanding 	NOTES:
2.1 General Comprehension Strategies		GRADE 4
prior knowledge	<ul style="list-style-type: none"> make and record connections among personal experiences, prior knowledge and a variety of texts 	NOTES:
comprehension strategies	<ul style="list-style-type: none"> confirm or reject inferences, predictions or conclusions based on textual information; and check and confirm understanding by rereading 	
textual cues	<ul style="list-style-type: none"> use textual cues to construct and confirm meaning in interpreting text 	
cueing systems	<ul style="list-style-type: none"> use semantic, morphological, phonological, graphophonic and syntactic cues, and a variety of print and nonprint resources, to construct and confirm meaning 	
2.2 Respond to Texts		GRADE 4
experience various texts	<ul style="list-style-type: none"> experience texts from a variety of genres and cultural traditions, with and without support, such as personal narratives, plays, video programs, adventure stories, folk tales, informational texts, mysteries, poetry, CD-ROM programs and fairy tales; and share responses to these texts 	NOTES:

2.2 Respond to Texts (continued)		GRADE 4
connect self, texts and culture	<ul style="list-style-type: none"> identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual and multimedia texts 	NOTES:
appreciate the artistry of texts	<ul style="list-style-type: none"> identify words that form mental images and create mood in oral, print, visual and multimedia texts 	
2.3 Understand Forms and Techniques		GRADE 4
forms and genres	<ul style="list-style-type: none"> identify similarities and differences between various oral, literary and media forms and texts 	NOTES:
techniques and elements	<ul style="list-style-type: none"> explain connections between events and roles of main characters in oral, print, visual and multimedia texts 	
vocabulary	<ul style="list-style-type: none"> build knowledge of word patterns by identifying prefixes, suffixes and roots 	
experiment with language	<ul style="list-style-type: none"> recognize how words and word combinations, such as wordplay, repetition and rhyme, influence or convey meaning; and recognize that exaggeration can be used to convey humour 	
create original texts	<ul style="list-style-type: none"> create original texts to communicate and demonstrate understanding of forms and techniques 	

3.1 Plan and Focus		GRADE 4
personal knowledge and experience	<ul style="list-style-type: none"> • categorize personal knowledge and experience of a topic to determine information needs 	NOTES:
ask questions	<ul style="list-style-type: none"> • ask general and specific questions on topics, using predetermined categories 	
participate in group inquiry	<ul style="list-style-type: none"> • identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research 	
create and follow a plan	<ul style="list-style-type: none"> • select and use a plan for gathering information 	
3.2 Select and Process		GRADE 4
identify personal and peer knowledge	<ul style="list-style-type: none"> • record and share personal knowledge of a topic to focus inquiry or research 	NOTES:
identify sources	<ul style="list-style-type: none"> • identify a variety of information sources to answer inquiry or research questions 	
evaluate sources	<ul style="list-style-type: none"> • review information to determine its usefulness to inquiry or research needs, using pre-established criteria 	
access information	<ul style="list-style-type: none"> • use knowledge of visual and auditory cues and organizational devices to locate and gather a variety of information and ideas 	

3.2 <i>Select and Process</i> (continued)		GRADE 4
make sense of information	<ul style="list-style-type: none"> determine main and supporting ideas, using prior knowledge, predictions, connections, inferences, and visual and auditory cues; and locate and/or listen for key words 	NOTES:
3.3 <i>Organize, Record and Assess</i>		GRADE 4
organize information	<ul style="list-style-type: none"> organize information and ideas in logical sequences, using a variety of strategies 	NOTES:
record information	<ul style="list-style-type: none"> record facts and ideas, using a variety of strategies; and list authors and titles of sources 	
evaluate information	<ul style="list-style-type: none"> analyze collected information to identify categories or aspects of a topic that need more information 	
develop new understanding	<ul style="list-style-type: none"> use gathered information and questions to review and add to knowledge, and consider new questions regarding the inquiry or research process and content 	
4.1 <i>Generate and Focus</i>		GRADE 4
generate ideas	<ul style="list-style-type: none"> generate and contribute ideas on particular topics for oral, print and visual texts, using a variety of strategies 	NOTES:
choose forms	<ul style="list-style-type: none"> use a variety of text forms for particular audiences and purposes 	
organize ideas	<ul style="list-style-type: none"> develop and arrange ideas in own oral, print and visual texts, using organizers 	

4.2 Enhance and Improve		GRADE 4
appraise own and others' work	<ul style="list-style-type: none"> share own stories and creations in various ways; and provide feedback to peers, with guidance 	NOTES:
revise content	<ul style="list-style-type: none"> revise text to focus on main ideas and relevant information 	
enhance legibility	<ul style="list-style-type: none"> write legibly, using a handwriting style that is consistent in alignment, shape and spacing; and experiment with the use of templates and familiar software when composing and revising 	
enhance artistry	<ul style="list-style-type: none"> select from a range of word choices, and use simple sentence patterns to communicate ideas and information 	
enhance presentation	<ul style="list-style-type: none"> prepare neat and organized compositions, reports and charts that engage the audience 	
4.3 Attend to Conventions		GRADE 4
grammar and usage	<ul style="list-style-type: none"> edit for complete sentences and to eliminate unnecessary repetition of words 	NOTES:
spelling	<ul style="list-style-type: none"> recognize spelling conventions in learned vocabulary, using a variety of strategies, resources and spelling patterns 	
capitalization and punctuation	<ul style="list-style-type: none"> use basic writing conventions when editing and proofreading 	

4.4 Present and Share		GRADE 4
share ideas and information	<ul style="list-style-type: none"> present information and ideas on a topic to engage a familiar audience, using a pre-established plan; and use print and nonprint aids to enhance the presentation 	NOTES:
effective oral and visual communication	<ul style="list-style-type: none"> describe and explain information and ideas to a particular audience; and select and use appropriate volume, intonation and nonverbal cues 	
attentive listening and viewing	<ul style="list-style-type: none"> demonstrate appropriate audience behaviours, and show respect for the presenter 	
5.1 Develop and Celebrate Community		GRADE 4
share and compare responses	<ul style="list-style-type: none"> understand relationships between own ideas and experiences and those of others 	NOTES:
relate texts to culture	<ul style="list-style-type: none"> examine ideas within stories from oral, print, visual and multimedia texts from various communities 	
appreciate diversity	<ul style="list-style-type: none"> connect portrayals of individuals or situations in oral, print, visual and multimedia texts to personal experiences 	
celebrate special occasions	<ul style="list-style-type: none"> use language appropriate in tone and form when participating in classroom and school activities 	

5.2 Encourage, Support and Work with Others		GRADE 4
cooperate with others	<ul style="list-style-type: none"> appreciate that everyone in a group has to work together to achieve group tasks, and act accordingly 	NOTES:
work in groups	<ul style="list-style-type: none"> take roles and share responsibilities as group members 	
use language to show respect	<ul style="list-style-type: none"> show consideration for those whose ideas, abilities and language use differ from own 	
evaluate group process	<ul style="list-style-type: none"> show appreciation and offer constructive feedback to peers, and seek support from group members 	
6.1 Linguistic Elements		GRADE 4
sound–symbol system	<ul style="list-style-type: none"> apply knowledge of the Ukrainian alphabet accurately in a variety of contexts, orally and in reading and writing 	NOTES:
lexicon	<ul style="list-style-type: none"> use vocabulary and expressions appropriately in a variety of classroom and school contexts, and experiment with vocabulary and expressions in community contexts 	

grammatical elements	<ul style="list-style-type: none"> • use, in modelled situations,¹ the following grammatical elements: <ul style="list-style-type: none"> Nouns <ul style="list-style-type: none"> – hard, soft, mixed stem; e.g., <i>зошит, Леся, миша, доц</i> – instrumental singular; e.g., <i>зошитом, книжкою, автом</i> – dative singular; e.g., <i>братові, сестрі</i> Pronouns <ul style="list-style-type: none"> – personal <ul style="list-style-type: none"> • instrumental; e.g., <i>(зі) мною, тобою, ними</i> • dative; e.g., <i>мені, тобі, їм</i> – demonstrative, possessive, interrogative <ul style="list-style-type: none"> • accusative singular animate • genitive singular • locative singular; e.g., <i>у цій школі, на кому/чому</i> Adjectives <ul style="list-style-type: none"> – accusative singular animate – genitive singular – locative singular; e.g., <i>у новому зошиті, у цікавій книжці, у гарному авті</i> – comparative and superlative; e.g., <i>гарніший, найгарніший</i> Verbs <ul style="list-style-type: none"> – perfective/imperfective past and future; e.g., <i>прочитав/ читав, прочитає/буде читати</i> – -ся verbs with dative; e.g., <i>подобатися</i> Expressions <ul style="list-style-type: none"> – of emotions; e.g., <i>мені нудно, йому цікаво</i> – at what time; e.g., <i>о четвертій</i> Conjunctions <ul style="list-style-type: none"> – comparative; e.g., <i>як, ніж, ніби</i> Numerals <ul style="list-style-type: none"> – cardinals over 100; e.g., <i>двісті, тисяча</i> – ordinals over 12; e.g., <i>тринадцятий</i> 	NOTES:
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1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

grammatical elements	<ul style="list-style-type: none"> • use, in structured situations,² the following grammatical elements: <ul style="list-style-type: none"> Nouns <ul style="list-style-type: none"> – accusative singular animate – genitive singular – accusative plural inanimate Pronouns <ul style="list-style-type: none"> – personal locative – demonstrative, possessive, interrogative <ul style="list-style-type: none"> • nominative singular and plural • accusative singular inanimate • accusative plural inanimate Adjectives <ul style="list-style-type: none"> – noun–adjective agreement; e.g., <i>високий Микола</i> – accusative plural inanimate Verbs <ul style="list-style-type: none"> – present – present of common reflexives – imperative – modal verbs – past, all genders singular and plural Adverbs <ul style="list-style-type: none"> – of time; e.g., <i>вчора</i> – of frequency; e.g., <i>часто, рідко</i> Expressions <ul style="list-style-type: none"> – date and year – time Numerals <ul style="list-style-type: none"> – 1–4 plus noun agreement 	NOTES:
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2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

6.1 <i>Linguistic Elements</i> (continued)		GRADE 4
grammatical elements	<ul style="list-style-type: none"> use, independently and consistently,³ the following grammatical elements: <ul style="list-style-type: none"> Nouns <ul style="list-style-type: none"> locative singular irregular plurals, including pluralia tantum, nominative; e.g., <i>двері, штани, окуляри, гроші, люди, діти</i> Pronouns <ul style="list-style-type: none"> personal genitive Adjectives <ul style="list-style-type: none"> accusative singular inanimate Verbs <ul style="list-style-type: none"> future imperfective Adverbs <ul style="list-style-type: none"> of motion of distance to express seasons Expressions <ul style="list-style-type: none"> of appeal Numerals <ul style="list-style-type: none"> ordinals 1–12 	NOTES:

3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

mechanical features	<ul style="list-style-type: none"> use basic mechanical features correctly, and explore their use for effect 	
discourse features	<ul style="list-style-type: none"> use basic discourse features in oral, print and visual texts; and explore their use for effect 	
6.2 <i>Language Competence</i>		GRADE 4
listening	<ul style="list-style-type: none"> listen to and understand a short oral or media presentation on a familiar topic in structured and unstructured situations 	NOTES:
speaking	<ul style="list-style-type: none"> produce, spontaneously and/or with guidance, a short oral presentation on a familiar topic in a structured situation 	

6.2 Language Competence (continued)		GRADE 4
reading	<ul style="list-style-type: none"> read and understand the main idea of texts dealing with familiar topics in structured and unstructured situations 	NOTES:
writing	<ul style="list-style-type: none"> produce, spontaneously or with guidance, simple texts on familiar topics in structured and unstructured situations 	
viewing	<ul style="list-style-type: none"> view and understand a variety of simple events and/or representations 	
representing	<ul style="list-style-type: none"> create multiple representations of the same familiar ideas, events and/or information 	
6.3 Sociocultural/Sociolinguistic Competence		GRADE 4
register	<ul style="list-style-type: none"> experiment with formal and informal uses of language in familiar contexts 	NOTES:
idiomatic expressions	<ul style="list-style-type: none"> use learned idiomatic expressions in new contexts 	
variations in language	<ul style="list-style-type: none"> experience a variety of accents and variations in speech 	
social conventions	<ul style="list-style-type: none"> recognize verbal behaviours that are considered impolite 	
nonverbal communication	<ul style="list-style-type: none"> recognize appropriate nonverbal behaviours for people frequently encountered 	

6.4 Language Learning Strategies		GRADE 4
cognitive	<ul style="list-style-type: none"> identify and use a variety of cognitive strategies to enhance language learning; e.g., use mental images to remember new information, repeat words or phrases in the course of performing a language task such as echo acting 	NOTES:
metacognitive	<ul style="list-style-type: none"> identify and use a variety of metacognitive strategies to enhance language learning; e.g., make a plan in advance about how to approach a language learning task 	
social/affective	<ul style="list-style-type: none"> identify and use a variety of social and affective strategies to enhance language learning; e.g., work cooperatively with peers in small groups 	
6.5 Language Use Strategies		GRADE 4
interactive	<ul style="list-style-type: none"> identify and use a variety of interactive strategies; e.g., use the other speaker's words in subsequent conversation 	NOTES:
interpretive	<ul style="list-style-type: none"> identify and use a variety of interpretive strategies; e.g., listen selectively based on purpose, make predictions about what they expect to hear or read based on prior knowledge and personal experience 	
productive	<ul style="list-style-type: none"> identify and use a variety of productive strategies; e.g., use various techniques to explore ideas at the planning stage in graphic organizers 	

6.6 General Learning Strategies		GRADE 4
cognitive	<ul style="list-style-type: none"> identify and use a variety of cognitive strategies to enhance general learning; e.g., focus on and complete learning tasks 	NOTES:
metacognitive	<ul style="list-style-type: none"> identify and use a variety of metacognitive strategies to enhance general learning; e.g., divide an overall learning task into a number of subtasks, with guidance 	
social/ affective	<ul style="list-style-type: none"> identify and use a variety of social and affective strategies to enhance general learning; e.g., choose learning activities that enhance understanding and enjoyment 	
7.1 Self-identity		GRADE 4
understanding self-identity	<ul style="list-style-type: none"> identify influences on development of own self-concept and self-identity 	NOTES:
developing positive self-identity	<ul style="list-style-type: none"> learn that respect for oneself is essential, and understand that self-concept is determined by external and internal forces 	
valuing Ukrainian language and culture	<ul style="list-style-type: none"> recognize and appreciate various elements of Ukrainian language and culture 	
valuing bilingualism/ multiculturalism	<ul style="list-style-type: none"> participate in activities that promote and celebrate the bilingual/multicultural education experience 	

7.2 Ukrainian Culture		GRADE 4
historical elements	<ul style="list-style-type: none"> • explore elements in the immediate environment that reflect the historical roots of the Ukrainian language and culture; e.g., the first wave of immigrants, settlement areas 	NOTES:
contemporary elements	<ul style="list-style-type: none"> • explore elements in the immediate environment that reflect the contemporary features of the Ukrainian language and culture; e.g., monuments, art work, buildings 	
diversity	<ul style="list-style-type: none"> • explore diversity of the Ukrainian language and culture in the immediate environment 	
change	<ul style="list-style-type: none"> • explore and reflect on change within own family and community 	
7.3 Building Community		GRADE 4
positive group membership	<ul style="list-style-type: none"> • encourage and support classmates and schoolmates 	NOTES:
appreciating diversity	<ul style="list-style-type: none"> • explore diversity in the immediate and local community, and reflect on its significance to self 	
appreciating similarity	<ul style="list-style-type: none"> • explore similarities among members of the local community, and reflect on the significance of this to self 	

7.3 Building Community (continued)		GRADE 4
contributing to community	<ul style="list-style-type: none"> demonstrate a desire to assist others, and contribute to classroom or community activities 	NOTES:
7.4 Global Citizenship		GRADE 4
responsible citizenship	<ul style="list-style-type: none"> respect the feelings, rights and property of others; and accept responsibility for own actions 	NOTES:
interdependence	<ul style="list-style-type: none"> recognize that people must depend on others to meet their needs, and recognize the effects of one's actions on others 	
intercultural skills	<ul style="list-style-type: none"> engage in activities that reflect other ways of doing things or other perspectives 	
future opportunities	<ul style="list-style-type: none"> identify personal strengths and areas for improvement and/or change, and establish personal goals and action plans 	

GRADE 5

1.1 Discover and Explore		GRADE 5
express ideas	<ul style="list-style-type: none"> use personal experiences as a basis for exploring and expressing opinions and understanding 	NOTES:
consider others' ideas	<ul style="list-style-type: none"> seek others' viewpoints to build on personal responses and understanding 	
experiment with language	<ul style="list-style-type: none"> explore and experiment with a variety of forms of expression for particular personal purposes 	
express preferences	<ul style="list-style-type: none"> review a collection of favourite oral, print, visual and multimedia texts; and share responses to preferred forms 	
set goals	<ul style="list-style-type: none"> identify and discuss areas of personal accomplishment and areas for enhancement in language learning and use 	
1.2 Clarify and Extend		GRADE 5
develop understanding	<ul style="list-style-type: none"> reflect on prior knowledge and experiences to arrive at new understanding 	NOTES:
explain opinions	<ul style="list-style-type: none"> explain personal viewpoints 	
combine ideas	<ul style="list-style-type: none"> arrange ideas and information in a variety of ways to clarify understanding 	
extend understanding	<ul style="list-style-type: none"> ask open-ended questions to clarify information and develop new understanding 	

2.1 General Comprehension Strategies		GRADE 5
prior knowledge	<ul style="list-style-type: none"> make and record connections among personal experiences, prior knowledge and a variety of texts 	NOTES:
comprehension strategies	<ul style="list-style-type: none"> use a variety of comprehension strategies to confirm understanding and self-correct 	
textual cues	<ul style="list-style-type: none"> use textual cues to construct and confirm meaning in interpreting text 	
cueing systems	<ul style="list-style-type: none"> use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning; and use a dictionary to determine word meaning in context 	
2.2 Respond to Texts		GRADE 5
experience various texts	<ul style="list-style-type: none"> experience texts from a variety of genres and cultural traditions, such as historical fiction, myths, biographies, poetry, news reports, fantasy and guest speakers; and share responses to these texts 	NOTES:
connect self, texts and culture	<ul style="list-style-type: none"> identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual and multimedia texts 	
appreciate the artistry of texts	<ul style="list-style-type: none"> identify descriptive and figurative language in oral, print, visual and multimedia texts 	

2.3 Understand Forms and Techniques		GRADE 5
forms and genres	<ul style="list-style-type: none"> understand and use a variety of oral, literary and media forms and texts 	NOTES:
techniques and elements	<ul style="list-style-type: none"> identify key elements, including plot, setting and character; and explore techniques used in oral, print, visual and multimedia texts, such as use of colour, font, sound, word choice and visual imagery 	
vocabulary	<ul style="list-style-type: none"> expand knowledge of words and word relationships, using a variety of sources 	
experiment with language	<ul style="list-style-type: none"> experiment with words and sentence patterns to create word pictures, and identify ways in which exaggeration is used to convey humour 	
create original texts	<ul style="list-style-type: none"> create original texts to communicate and demonstrate understanding of forms and techniques 	
3.1 Plan and Focus		GRADE 5
personal knowledge and experience	<ul style="list-style-type: none"> summarize personal knowledge and experience of a topic to determine information needs 	NOTES:
ask questions	<ul style="list-style-type: none"> formulate general and specific questions to identify information needs 	
participate in group inquiry	<ul style="list-style-type: none"> share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research 	

3.1 Plan and Focus (continued)		GRADE 5
create and follow a plan	<ul style="list-style-type: none"> gather and record information and ideas, using a plan 	NOTES:
3.2 Select and Process		GRADE 5
identify personal and peer knowledge	<ul style="list-style-type: none"> record, select and share personal knowledge of a topic to focus inquiry or research 	NOTES:
identify sources	<ul style="list-style-type: none"> identify a variety of information sources to answer inquiry or research questions 	
evaluate sources	<ul style="list-style-type: none"> review information to determine its usefulness to inquiry or research needs, using pre-established criteria 	
access information	<ul style="list-style-type: none"> use a variety of tools to access information and ideas, and use visual and auditory cues to identify important information 	
make sense of information	<ul style="list-style-type: none"> recognize organizational patterns of oral, visual and print text; and skim, scan and listen for key words and phrases 	
3.3 Organize, Record and Assess		GRADE 5
organize information	<ul style="list-style-type: none"> organize information and ideas into categories, using a variety of strategies 	NOTES:
record information	<ul style="list-style-type: none"> record key words, phrases and images by subtopics; and cite authors and titles of sources appropriately 	

3.3 Organize, Record and Assess <i>(continued)</i>		GRADE 5
evaluate information	<ul style="list-style-type: none"> recognize gaps in the information gathered, and locate additional information needed 	NOTES:
develop new understanding	<ul style="list-style-type: none"> determine information needs during the inquiry or research process, and discuss and assess inquiry or research experiences 	
4.1 Generate and Focus		GRADE 5
generate ideas	<ul style="list-style-type: none"> focus a topic for oral, print and visual texts, using a variety of strategies 	NOTES:
choose forms	<ul style="list-style-type: none"> use a variety of text forms for particular audiences and purposes 	
organize ideas	<ul style="list-style-type: none"> develop and arrange ideas in own oral, print and visual texts, using a variety of organizers 	
4.2 Enhance and Improve		GRADE 5
appraise own and others' work	<ul style="list-style-type: none"> share own stories and creations in various ways; and give support and offer feedback to peers, using pre-established criteria 	NOTES:
revise content	<ul style="list-style-type: none"> revise text to create an interesting impression, and check for sequence of ideas 	
enhance legibility	<ul style="list-style-type: none"> write legibly, and use word processing when composing and revising 	
enhance artistry	<ul style="list-style-type: none"> choose descriptive language and sentence patterns to clarify and enhance ideas 	

4.2 Enhance and Improve <i>(continued)</i>		GRADE 5
enhance presentation	<ul style="list-style-type: none"> prepare organized compositions and reports, using sound effects and visuals, such as graphs, charts and diagrams, that engage the audience 	NOTES:
4.3 Attend to Conventions		GRADE 5
grammar and usage	<ul style="list-style-type: none"> identify and eliminate sentence fragments 	NOTES:
spelling	<ul style="list-style-type: none"> recognize spelling conventions in learned vocabulary, using a variety of spelling patterns when editing and proofreading; and predict the spelling of unfamiliar words, using a variety of resources to confirm correctness 	
capitalization and punctuation	<ul style="list-style-type: none"> use writing conventions when editing and proofreading 	
4.4 Present and Share		GRADE 5
share ideas and information	<ul style="list-style-type: none"> prepare and share information on a topic, using print and nonprint aids to engage and inform a familiar audience 	NOTES:
effective oral and visual communication	<ul style="list-style-type: none"> use gestures and facial expressions to enhance oral presentations, use emphasis and appropriate pacing, and arrange presentation space to focus audience attention 	

4.4 Present and Share (continued)		GRADE 5
attentive listening and viewing	<ul style="list-style-type: none"> show respect for the presenter, through active listening and viewing behaviours 	NOTES:
5.1 Develop and Celebrate Community		GRADE 5
share and compare responses	<ul style="list-style-type: none"> acknowledge differing responses to common experiences 	NOTES:
relate texts to culture	<ul style="list-style-type: none"> discuss ideas, events and figures within stories from oral, print, visual and multimedia texts from various communities 	
appreciate diversity	<ul style="list-style-type: none"> connect the experiences of individuals in oral, print, visual and multimedia texts to personal experiences 	
celebrate special occasions	<ul style="list-style-type: none"> select and use language appropriate in tone and form to recognize and honour people and events 	
5.2 Encourage, Support and Work with Others		GRADE 5
cooperate with others	<ul style="list-style-type: none"> distinguish between on-task and off-task ideas and behaviours in a group, and stay on task 	NOTES:
work in groups	<ul style="list-style-type: none"> assume the responsibilities for various group roles 	
use language to show respect	<ul style="list-style-type: none"> demonstrate sensitivity to appropriate language use when communicating orally 	

5.2 Encourage, Support and Work with Others <i>(continued)</i>		GRADE 5
evaluate group process	<ul style="list-style-type: none"> • assess group process, using checklists; and determine areas for development 	NOTES:
6.1 Linguistic Elements		GRADE 5
sound–symbol system	<ul style="list-style-type: none"> • apply knowledge of the Ukrainian alphabet accurately in unfamiliar contexts, orally and in reading and writing 	NOTES:
lexicon	<ul style="list-style-type: none"> • use vocabulary and expressions appropriately in a variety of classroom, school and community contexts 	

grammatical elements	<ul style="list-style-type: none"> • use, in modelled situations,¹ the following grammatical elements: <ul style="list-style-type: none"> Nouns <ul style="list-style-type: none"> – instrumental singular – dative singular – accusative plural; e.g., <i>книжки, братів, сестер</i> – genitive plural; e.g., <i>книжок, братів, сестер</i> Pronouns <ul style="list-style-type: none"> – personal <ul style="list-style-type: none"> • instrumental • dative – demonstrative, possessive, interrogative <ul style="list-style-type: none"> • instrumental singular; e.g., <i>(з) цим хлопцем, моєю сестрою, якою книжкою, ким/чим</i> • dative singular; e.g., <i>цьому хлопцеві, моїй сестрі, якій дівчині, кому/чому</i> – definite and indefinite; e.g., <i>усі, усе, ніхто, хтось, хтонебудь, ніщо, щось, щонебудь</i> Adjectives <ul style="list-style-type: none"> – instrumental singular; e.g., <i>новим зошитом, цікавою книжкою, гарним автoм</i> – dative singular; e.g., <i>гарному хлопцеві, старшій сестрі</i> Verbs <ul style="list-style-type: none"> – perfective/imperfective past and future – -ся verbs with genitive, instrumental; e.g., <i>боятися, цікавитися, займатися</i> – verbs <i>могти, знати, вміти</i> Adverbs <ul style="list-style-type: none"> – definite and indefinite; e.g., <i>десь, де небудь, кудись, колись, якимсь</i> – of quantity; e.g., <i>багато, мало, трохи</i> Numerals <ul style="list-style-type: none"> – 5 and higher plus noun agreement; e.g., <i>шість приятелів</i> 	NOTES:
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1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

grammatical elements	<ul style="list-style-type: none"> • use, in structured situations,² the following grammatical elements: <ul style="list-style-type: none"> Nouns <ul style="list-style-type: none"> – hard, soft, mixed stem – accusative singular animate – genitive singular Pronouns <ul style="list-style-type: none"> – demonstrative, possessive, interrogative <ul style="list-style-type: none"> • accusative singular animate • genitive singular • locative singular • accusative plural inanimate Adjectives <ul style="list-style-type: none"> – accusative singular animate – genitive singular – locative singular – accusative plural inanimate – comparative and superlative Verbs <ul style="list-style-type: none"> – <i>-ся</i> verbs with dative Adverbs <ul style="list-style-type: none"> – of frequency; e.g., <i>іноді, часом, щотижня</i> Expressions <ul style="list-style-type: none"> – date and year – at what time – of emotions Conjunctions <ul style="list-style-type: none"> – comparative Numerals <ul style="list-style-type: none"> – cardinals over 100 – ordinals over 12 	NOTES:
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2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

grammatical elements	<ul style="list-style-type: none"> • use, independently and consistently,³ the following grammatical elements: <ul style="list-style-type: none"> Nouns <ul style="list-style-type: none"> – accusative plural inanimate Pronouns <ul style="list-style-type: none"> – personal locative – demonstrative, possessive, interrogative <ul style="list-style-type: none"> • nominative singular and plural • accusative singular inanimate Adjectives <ul style="list-style-type: none"> – noun–adjective agreement; e.g., <i>високий Микола</i> Verbs <ul style="list-style-type: none"> – present – present of common reflexives – imperative – modal verbs – past, all genders singular and plural Adverbs <ul style="list-style-type: none"> – of time; e.g., <i>учора</i> – of frequency; e.g., <i>часто</i> Expressions <ul style="list-style-type: none"> – at what time Numerals <ul style="list-style-type: none"> – 1–4 plus noun agreement 	NOTES:
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3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

mechanical features	<ul style="list-style-type: none"> • use basic mechanical features correctly, and apply these features for effect 	NOTES:
discourse features	<ul style="list-style-type: none"> • use basic discourse features in oral, print and visual texts; and apply these features for effect 	

6.2 Language Competence		GRADE 5
listening	<ul style="list-style-type: none"> listen to and understand the main points of an oral or media presentation on a familiar topic in structured and unstructured situations 	NOTES:
speaking	<ul style="list-style-type: none"> produce a prepared or spontaneous oral presentation on a familiar topic in a structured situation 	
reading	<ul style="list-style-type: none"> read and understand the main idea and supporting details of texts dealing with a familiar topic in structured situations 	
writing	<ul style="list-style-type: none"> produce, spontaneously or with guidance, texts on familiar topics in structured and unstructured situations 	
viewing	<ul style="list-style-type: none"> view and understand a series of simple events and/or representations 	
representing	<ul style="list-style-type: none"> create multiple representations of the same ideas, events and/or information 	
6.3 Sociocultural/Sociolinguistic Competence		GRADE 5
register	<ul style="list-style-type: none"> use formal and informal language in familiar situations 	NOTES:
idiomatic expressions	<ul style="list-style-type: none"> use learned idiomatic expressions to enhance communication 	

6.3 Sociocultural/Sociolinguistic Competence <i>(continued)</i>		GRADE 5
variations in language	<ul style="list-style-type: none"> experience regional variations in language 	NOTES:
social conventions	<ul style="list-style-type: none"> recognize simple social conventions in informal conversations 	
nonverbal communication	<ul style="list-style-type: none"> use appropriate nonverbal behaviours in a variety of familiar contexts 	
6.4 Language Learning Strategies		GRADE 5
cognitive	<ul style="list-style-type: none"> identify and use a variety of cognitive strategies to enhance language learning; e.g., group together sets of things (vocabulary, structures) with similar characteristics, identify similarities and differences between aspects of the Ukrainian language and their own language (punctuation, rules of capitalization) 	NOTES:
metacognitive	<ul style="list-style-type: none"> identify and use a variety of metacognitive strategies to enhance language learning; e.g., reflect on the listening, reading and writing process, check copied writing for accuracy 	
social/affective	<ul style="list-style-type: none"> identify and use a variety of social and affective strategies to enhance language learning; e.g., understand that making mistakes is a natural part of language learning, experiment with various forms of expression 	

6.5 Language Use Strategies		GRADE 5
interactive	<ul style="list-style-type: none"> identify and use a variety of interactive strategies; e.g., assess feedback from conversation partner to recognize when the message has not been understood 	NOTES:
interpretive	<ul style="list-style-type: none"> identify and use a variety of interpretive strategies; e.g., use morphological cues to aid reading comprehension 	
productive	<ul style="list-style-type: none"> identify and use a variety of productive strategies; e.g., use knowledge of sentence patterns to form new sentences 	
6.6 General Learning Strategies		GRADE 5
cognitive	<ul style="list-style-type: none"> identify and use a variety of cognitive strategies to enhance general learning; e.g., record key words and concepts in abbreviated form—verbal, graphic or numerical—to assist with performance of a learning task 	NOTES:
metacognitive	<ul style="list-style-type: none"> identify and use a variety of metacognitive strategies to enhance general learning; e.g., make a plan in advance about how to approach a task 	
social/affective	<ul style="list-style-type: none"> identify and use a variety of social and affective strategies to enhance general learning; e.g., encourage themselves to try even though they might make mistakes 	
7.1 Self-identity		GRADE 5
understanding self-identity	<ul style="list-style-type: none"> express own self-concept, and understand that others' perceptions of them may differ from own 	NOTES:

7.1 Self-identity (continued)		GRADE 5
developing positive self-identity	<ul style="list-style-type: none"> recognize the effect of “put-ups” and “put-downs” on self and others 	NOTES:
valuing Ukrainian language and culture	<ul style="list-style-type: none"> identify the benefits and contributions of the Ukrainian language and culture to self 	
valuing bilingualism/multiculturalism	<ul style="list-style-type: none"> recognize the uniqueness of bilingual/multicultural education in a Canadian context 	
7.2 Ukrainian Culture		GRADE 5
historical elements	<ul style="list-style-type: none"> explore key historical elements, events, figures and developments of the Ukrainian language and culture; e.g., early Ukrainian immigrants, adapting to a new life 	NOTES:
contemporary elements	<ul style="list-style-type: none"> explore key contemporary elements, events, figures and developments of the Ukrainian language and culture; e.g., authors, artists, athletes 	
diversity	<ul style="list-style-type: none"> explore diversity of the Ukrainian language and culture at the provincial level 	
change	<ul style="list-style-type: none"> explore and reflect on change in the Ukrainian language and culture at the provincial level 	

7.3 Building Community		GRADE 5
positive group membership	<ul style="list-style-type: none"> develop skills that promote cooperation and mutual respect within the classroom and the school 	NOTES:
appreciating diversity	<ul style="list-style-type: none"> explore, compare and reflect on how diversity in Canada has an impact on self and others 	
appreciating similarity	<ul style="list-style-type: none"> explore, compare and reflect on common human needs and experiences of Canadians 	
contributing to community	<ul style="list-style-type: none"> demonstrate concern for the quality of own contribution to the classroom or community 	
7.4 Global Citizenship		GRADE 5
responsible citizenship	<ul style="list-style-type: none"> recognize the positive and negative aspects of the consequences of one's actions, and demonstrate honesty and reliability in a variety of situations 	NOTES:
interdependence	<ul style="list-style-type: none"> reflect on the effectiveness of own contributions, and examine the role of the individual in group activities 	
intercultural skills	<ul style="list-style-type: none"> accept differences in characteristics and abilities of peers and others 	
future opportunities	<ul style="list-style-type: none"> identify individual strengths and areas for further development, and establish personal goals and action plans 	

GRADE 6

1.1 Discover and Explore		GRADE 6
express ideas	<ul style="list-style-type: none"> use exploratory language to discover own interpretations and share personal responses 	NOTES:
consider others' ideas	<ul style="list-style-type: none"> select from others' ideas and observations to develop own thinking and understanding 	
experiment with language	<ul style="list-style-type: none"> explore and experiment with a variety of forms of expression for particular personal purposes 	
express preferences	<ul style="list-style-type: none"> assess a collection of favourite oral, print, visual and multimedia texts; and discuss preferences for particular forms 	
set goals	<ul style="list-style-type: none"> assess personal language use, and set personal goals to enhance language learning and use 	
1.2 Clarify and Extend		GRADE 6
develop understanding	<ul style="list-style-type: none"> use prior knowledge and experiences selectively to make sense of new information in a variety of contexts 	NOTES:
explain opinions	<ul style="list-style-type: none"> explain personal viewpoints, and revise previous understanding 	
combine ideas	<ul style="list-style-type: none"> search for ways to reorganize ideas and information to extend understanding 	
extend understanding	<ul style="list-style-type: none"> ask a variety of questions to clarify information and develop new understanding 	

2.1 General Comprehension Strategies		GRADE 6
prior knowledge	<ul style="list-style-type: none"> make and record connections among personal experiences, prior knowledge and a variety of texts 	NOTES:
comprehension strategies	<ul style="list-style-type: none"> use comprehension strategies, such as interpretive language use strategies,² appropriate to the type of text and purpose 	
textual cues	<ul style="list-style-type: none"> use textual cues to construct and confirm meaning in interpreting text 	
cueing systems	<ul style="list-style-type: none"> use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning; and use a variety of reference resources to determine word meaning in context 	
2.2 Respond to Texts		GRADE 6
experience various texts	<ul style="list-style-type: none"> experience texts from a variety of genres and cultural traditions, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances; and share responses to these texts 	NOTES:
connect self, texts and culture	<ul style="list-style-type: none"> compare the challenges and situations encountered in own daily life with those experienced by people in other times, places and cultures as portrayed in oral, print, visual and multimedia texts 	
appreciate the artistry of texts	<ul style="list-style-type: none"> identify and respond to descriptive and figurative language in oral, print, visual and multimedia texts 	

2.3 Understand Forms and Techniques		GRADE 6
forms and genres	<ul style="list-style-type: none"> recognize and apply key characteristics of various oral, literary and media genres 	NOTES:
techniques and elements	<ul style="list-style-type: none"> identify key elements and techniques in oral, print, visual and multimedia texts 	
vocabulary	<ul style="list-style-type: none"> identify and group words according to commonalities 	
experiment with language	<ul style="list-style-type: none"> alter words, forms and sentence patterns to create new versions of texts for a variety of purposes 	
create original texts	<ul style="list-style-type: none"> create original texts to communicate and demonstrate understanding of forms and techniques 	
3.1 Plan and Focus		GRADE 6
personal knowledge and experience	<ul style="list-style-type: none"> summarize and focus personal knowledge and experience of a topic to determine information needs 	NOTES:
ask questions	<ul style="list-style-type: none"> formulate relevant questions to focus information needs 	
participate in group inquiry	<ul style="list-style-type: none"> contribute to group knowledge of topics to help identify and focus information needs, sources and purposes for group inquiry or research 	

3.1 Plan and Focus <i>(continued)</i>		GRADE 6
create and follow a plan	<ul style="list-style-type: none"> create and follow a plan to collect and record information 	NOTES:
3.2 Select and Process		GRADE 6
identify personal and peer knowledge	<ul style="list-style-type: none"> record personal knowledge of a topic, and collaborate to generate information for inquiry or research 	NOTES:
identify sources	<ul style="list-style-type: none"> identify a variety of information sources to answer inquiry or research questions 	
evaluate sources	<ul style="list-style-type: none"> review information to determine its usefulness to inquiry or research needs, using pre-established criteria 	
access information	<ul style="list-style-type: none"> use a variety of tools to access information and ideas, and use visual and auditory cues to identify and gather important information 	
make sense of information	<ul style="list-style-type: none"> use organizational patterns of oral, visual and print text to construct meaning; and skim, scan, listen, view and read closely to gather information 	
3.3 Organize, Record and Assess		GRADE 6
organize information	<ul style="list-style-type: none"> organize information and ideas, using a variety of strategies and techniques 	NOTES:

3.3 Organize, Record and Assess <i>(continued)</i>		GRADE 6
record information	<ul style="list-style-type: none"> record information in own words, cite authors and titles appropriately, and provide publication dates of sources 	NOTES:
evaluate information	<ul style="list-style-type: none"> recognize gaps in the information gathered; and locate additional information needed for a particular form, audience and purpose 	
develop new understanding	<ul style="list-style-type: none"> assess knowledge gained through the inquiry or research process, form personal conclusions, and generate new questions for further inquiry or research 	
4.1 Generate and Focus		GRADE 6
generate ideas	<ul style="list-style-type: none"> focus a topic for oral, print and visual texts, using a variety of strategies 	NOTES:
choose forms	<ul style="list-style-type: none"> use a variety of text forms for particular audiences and purposes 	
organize ideas	<ul style="list-style-type: none"> use listening, reading and viewing experiences as models for organizing ideas in own oral, print and visual texts 	
4.2 Enhance and Improve		GRADE 6
appraise own and others' work	<ul style="list-style-type: none"> share with peers own stories and creations in various ways; and give support and offer feedback to peers, using pre-established criteria 	NOTES:
revise content	<ul style="list-style-type: none"> revise text for content, organization and clarity 	

4.2 Enhance and Improve <i>(continued)</i>		GRADE 6
enhance legibility	<ul style="list-style-type: none"> write legibly and at a pace appropriate to context and purpose when composing and revising; and select and use a variety of design elements, such as spacing, graphics, titles and headings, when appropriate 	NOTES:
enhance artistry	<ul style="list-style-type: none"> choose descriptive language and use varied sentence lengths and structures to clarify and enhance ideas 	
enhance presentation	<ul style="list-style-type: none"> prepare organized compositions, presentations, reports, and inquiry or research projects, using templates or pre-established organizers 	
4.3 Attend to Conventions		GRADE 6
grammar and usage	<ul style="list-style-type: none"> identify and eliminate sentence fragments and run-on sentences 	NOTES:
spelling	<ul style="list-style-type: none"> apply spelling conventions, using appropriate strategies and patterns when editing and proofreading; and use a variety of resources to determine the spelling of familiar and unfamiliar words 	
capitalization and punctuation	<ul style="list-style-type: none"> apply writing conventions in sentences, titles, headings, salutations and addresses when editing and proofreading 	

4.4 Present and Share		GRADE 6
share ideas and information	<ul style="list-style-type: none"> prepare and share information on a topic, using print, audiovisual and dramatic forms to engage the audience 	NOTES:
effective oral and visual communication	<ul style="list-style-type: none"> use appropriate volume, phrasing, intonation, presentation space and nonverbal cues, such as body language and facial expressions, to enhance communication 	
attentive listening and viewing	<ul style="list-style-type: none"> demonstrate critical listening and viewing behaviours, and show respect for the presenter 	
5.1 Develop and Celebrate Community		GRADE 6
share and compare responses	<ul style="list-style-type: none"> compare own ways of responding and thinking with those of others 	NOTES:
relate texts to culture	<ul style="list-style-type: none"> explore cultural representations in oral, print, visual and multimedia texts from various communities 	
appreciate diversity	<ul style="list-style-type: none"> connect the thoughts, feelings and experiences of individuals in oral, print, visual and multimedia texts to personal experiences 	
celebrate special occasions	<ul style="list-style-type: none"> select and use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the school 	

5.2 Encourage, Support and Work with Others		GRADE 6
cooperate with others	<ul style="list-style-type: none"> assist group members to maintain focus and complete tasks 	NOTES:
work in groups	<ul style="list-style-type: none"> select and assume roles to assist in the achievement of group goals 	
use language to show respect	<ul style="list-style-type: none"> demonstrate sensitivity to appropriate language use and tone when communicating orally 	
evaluate group process	<ul style="list-style-type: none"> assess own contributions to group process; set personal goals for enhancing work with others; and monitor group process, using checklists 	
6.1 Linguistic Elements		GRADE 6
sound–symbol system	<ul style="list-style-type: none"> apply knowledge of the Ukrainian alphabet consistently and accurately in familiar and unfamiliar contexts 	NOTES:
lexicon	<ul style="list-style-type: none"> recognize that one word may have multiple meanings, and recognize that various words and expressions may express the same idea 	

grammatical elements	<ul style="list-style-type: none"> • use, in modelled situations,¹ the following grammatical elements: <ul style="list-style-type: none"> Nouns <ul style="list-style-type: none"> – accusative plural – genitive plural – locative plural; e.g., у книжках, на столах Pronouns <ul style="list-style-type: none"> – demonstrative, possessive, interrogative <ul style="list-style-type: none"> • instrumental singular • dative singular • locative plural; e.g., у цих книжках, у моїх зошитах, на яких столах – definite and indefinite Adjectives <ul style="list-style-type: none"> – instrumental singular – dative singular – locative plural; e.g., у великих крамницях, у нових журналах Verbs <ul style="list-style-type: none"> – present, including archaic; e.g., їм, їси, дамо, дадуть Expressions <ul style="list-style-type: none"> – time (hours, minutes, intervals); e.g., чверть по третій, за десять шоста Numerals <ul style="list-style-type: none"> – 5 and higher plus noun agreement 	NOTES:
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1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

grammatical elements	<ul style="list-style-type: none"> • use, in structured situations,² the following grammatical elements: <ul style="list-style-type: none"> Nouns <ul style="list-style-type: none"> – hard, soft, mixed stem – instrumental singular – dative singular Pronouns <ul style="list-style-type: none"> – personal • instrumental • dative – demonstrative, possessive, interrogative • accusative singular animate • genitive singular • locative singular Adjectives <ul style="list-style-type: none"> – accusative singular animate – genitive singular – locative singular Verbs <ul style="list-style-type: none"> – perfective/imperfective past and future – <i>-ся</i> verbs with genitive, instrumental – verbs <i>могти, знати, вміти</i> Adverbs <ul style="list-style-type: none"> – definite and indefinite – of quantity Conjunctions <ul style="list-style-type: none"> – comparative Numerals <ul style="list-style-type: none"> – cardinals over 100 – ordinals over 12 	NOTES:
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2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

grammatical elements	<ul style="list-style-type: none"> • use, independently and consistently,³ the following grammatical elements: <ul style="list-style-type: none"> Nouns <ul style="list-style-type: none"> – accusative singular animate – genitive singular Pronouns <ul style="list-style-type: none"> – demonstrative, possessive, interrogative accusative plural inanimate Adjectives <ul style="list-style-type: none"> – accusative plural inanimate – comparative and superlative Verbs <ul style="list-style-type: none"> – <i>-ся</i> verbs with dative Adverbs <ul style="list-style-type: none"> – of frequency; e.g., <i>иноди</i> Expressions <ul style="list-style-type: none"> – date and year – at what time – of emotions 	NOTES:
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3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

mechanical features	<ul style="list-style-type: none"> • use basic mechanical features correctly and for effect 	NOTES:
discourse features	<ul style="list-style-type: none"> • use basic discourse features in oral, print and visual texts; and apply these features independently for effect 	

6.2 Language Competence		GRADE 6
listening	<ul style="list-style-type: none"> listen to and understand the main points of a lengthy oral or media presentation on a familiar topic in structured and unstructured situations 	NOTES:
speaking	<ul style="list-style-type: none"> produce a prepared or spontaneous oral presentation on a familiar topic in a structured or unstructured situation 	
reading	<ul style="list-style-type: none"> read and understand the main idea and supporting details of lengthy texts dealing with a familiar topic in structured situations 	
writing	<ul style="list-style-type: none"> produce, spontaneously or with preparation, lengthy texts dealing with familiar topics in structured and unstructured situations 	
viewing	<ul style="list-style-type: none"> view and understand events and/or representations within and beyond the school context 	
representing	<ul style="list-style-type: none"> create multiple representations of ideas, events and/or information, using a variety of forms 	
6.3 Sociocultural/Sociolinguistic Competence		GRADE 6
register	<ul style="list-style-type: none"> identify socially appropriate language in specific situations 	NOTES:
idiomatic expressions	<ul style="list-style-type: none"> use learned idiomatic expressions correctly in new contexts 	

6.3 Sociocultural/Sociolinguistic Competence (continued)		GRADE 6
variations in language	<ul style="list-style-type: none"> recognize some common regional variations in language 	NOTES:
social conventions	<ul style="list-style-type: none"> recognize important social conventions in everyday interactions 	
nonverbal communication	<ul style="list-style-type: none"> use appropriate nonverbal behaviours in a variety of familiar contexts 	
6.4 Language Learning Strategies		GRADE 6
cognitive	<ul style="list-style-type: none"> identify and use a variety of cognitive strategies to enhance language learning; e.g., look for patterns and relationships, use previously acquired knowledge to facilitate a learning task 	NOTES:
metacognitive	<ul style="list-style-type: none"> identify and use a variety of metacognitive strategies to enhance language learning; e.g., listen or read for key words, monitor own speech and writing to check for persistent errors 	
social/affective	<ul style="list-style-type: none"> identify and use a variety of social and affective strategies to enhance language learning; e.g., participate actively in brainstorming and conferencing as prewriting and postwriting exercises 	

6.5 Language Use Strategies		GRADE 6
interactive	<ul style="list-style-type: none"> identify and use a variety of interactive strategies; e.g., start again using a different tactic when communication breaks down, use a simple word similar to the concept they want to convey and invite correction 	NOTES:
interpretive	<ul style="list-style-type: none"> identify and use a variety of interpretive strategies; e.g., infer probable meaning of unknown words or expressions from contextual clues 	
productive	<ul style="list-style-type: none"> identify and use a variety of productive strategies; e.g., be aware of and use the steps of the writing process 	
6.6 General Learning Strategies		GRADE 6
cognitive	<ul style="list-style-type: none"> identify and use a variety of cognitive strategies to enhance general learning; e.g., look for patterns and relationships like verb endings 	NOTES:
metacognitive	<ul style="list-style-type: none"> identify and use a variety of metacognitive strategies to enhance general learning; e.g., identify their own needs and interests 	
social/affective	<ul style="list-style-type: none"> identify and use a variety of social and affective strategies to enhance general learning; e.g., take part in group decision-making processes 	

7.1 Self-identity		GRADE 6
understanding self-identity	<ul style="list-style-type: none"> explore and reflect on various facets of self-identity and how it changes 	NOTES:
developing positive self-identity	<ul style="list-style-type: none"> understand what stereotyping is 	
valuing Ukrainian language and culture	<ul style="list-style-type: none"> recognize the value and significance of the Ukrainian language and culture to self 	
valuing bilingualism/multiculturalism	<ul style="list-style-type: none"> identify benefits and potential advantages of a bilingual/multicultural education in a Canadian and international context 	
7.2 Ukrainian Culture		GRADE 6
historical elements	<ul style="list-style-type: none"> identify major historical elements, events, figures and developments of the Ukrainian language and culture; e.g., immigration 	NOTES:
contemporary elements	<ul style="list-style-type: none"> identify major contemporary elements, events, figures and developments of the Ukrainian language and culture; e.g., political figures, dance groups, choirs 	
diversity	<ul style="list-style-type: none"> explore diversity of the Ukrainian language and culture in Canada 	
change	<ul style="list-style-type: none"> explore and reflect on change in the Ukrainian language and culture within Canada 	

7.3 Building Community		GRADE 6
positive group membership	<ul style="list-style-type: none"> • use skills that promote cooperation and mutual respect within the classroom and the school 	NOTES:
appreciating diversity	<ul style="list-style-type: none"> • explore the impact of diversity in other regions of the world, and compare this with the impact of diversity in Canada 	
appreciating similarity	<ul style="list-style-type: none"> • examine the common needs and experiences of people around the world 	
contributing to community	<ul style="list-style-type: none"> • take initiative and provide positive contributions to the school and community 	
7.4 Global Citizenship		GRADE 6
responsible citizenship	<ul style="list-style-type: none"> • explore the meaning of personal and social conscience, and demonstrate problem-solving and decision-making skills 	NOTES:
interdependence	<ul style="list-style-type: none"> • recognize that cooperation is important, and participate in and contribute to group activities effectively 	
intercultural skills	<ul style="list-style-type: none"> • recognize and respect individual differences, and recognize the worth of every individual 	
future opportunities	<ul style="list-style-type: none"> • identify own interests, and explore future opportunities for learning and employment 	

Appendix B: Vocabulary and Classroom Expressions

Please note that the vocabulary and expressions listed here are suggestions compiled through consultation with teachers. This list should not be considered mandatory or exhaustive.

Прикметники	Adjectives
великий	big
короткий	short
малий	small/little
високий	tall
Тварини	Animals
ведмідь	bear
бобер	beaver
птаха/птаха; птахи	bird; birds
бізон/буйвіл	bison/buffalo
карибу	caribou
кіт/киця/котик/кішка/кошеня	cat
худоба	cattle
курка	chicken
бурундук	chipmunk
корова	cow
койот	coyote
олень	deer
собака/пес	dog
качка	duck
канадський олень	elk/wapiti
лисиця	fox
коза	goat
гуска	goose
ховрах/гофер	gopher
їжак	hedgehog
кінь/коник	horse