

# Appendix A: Specific Outcomes Chart

## KINDERGARTEN

1.1 <i>Discover and Explore</i>		KINDERGARTEN
express ideas	<ul style="list-style-type: none"> <li>participate in and represent a range of experiences</li> </ul>	<b>NOTES:</b>
consider others' ideas	<ul style="list-style-type: none"> <li>participate in a range of experiences</li> </ul>	
experiment with language	<ul style="list-style-type: none"> <li>use a variety of forms to explore and express familiar events, ideas and information</li> </ul>	
express preferences	<ul style="list-style-type: none"> <li>demonstrate enjoyment of an oral, print, visual or multimedia text</li> </ul>	
set goals	<ul style="list-style-type: none"> <li>participate in teacher-led group reading activities, and demonstrate reading and writing behaviours</li> </ul>	
1.2 <i>Clarify and Extend</i>		KINDERGARTEN
develop understanding	<ul style="list-style-type: none"> <li>recognize connections between new experiences and prior knowledge</li> </ul>	<b>NOTES:</b>
explain opinions	<ul style="list-style-type: none"> <li>explore new experiences and ideas</li> </ul>	
combine ideas	<ul style="list-style-type: none"> <li>group ideas and information to make sense</li> </ul>	
extend understanding	<ul style="list-style-type: none"> <li>wonder about new ideas and observations</li> </ul>	

<b>2.1 General Comprehension Strategies</b>		<b>KINDERGARTEN</b>
prior knowledge	<ul style="list-style-type: none"> <li>• make connections among oral language, texts, and personal experiences</li> </ul>	<b>NOTES:</b>
comprehension strategies	<ul style="list-style-type: none"> <li>• anticipate meaning from familiar print, symbols, and images</li> </ul>	
textual cues	<ul style="list-style-type: none"> <li>• recognize environmental print, symbols, and images in context; and recognize own name</li> </ul>	
cueing systems	<ul style="list-style-type: none"> <li>• recognize that text is organized in specific patterns and that text symbols represent sounds, words, or ideas</li> </ul>	
<b>2.2 Respond to Texts</b>		<b>KINDERGARTEN</b>
experience various texts	<ul style="list-style-type: none"> <li>• participate in shared listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions, such as picture books, language pattern books/predictable books, stories, photographs, rebus stories, and illustrations</li> </ul>	<b>NOTES:</b>
connect self, texts, and culture	<ul style="list-style-type: none"> <li>• share personal experiences related to oral, print, visual, and multimedia texts; and represent the actions of people in texts</li> </ul>	
appreciate the artistry of texts	<ul style="list-style-type: none"> <li>• share feelings evoked by oral, print, visual, and multimedia texts</li> </ul>	

<b>2.3 Understand Forms and Techniques</b>		<b>KINDERGARTEN</b>
forms and genres	<ul style="list-style-type: none"> <li>distinguish between what is realistic and imaginary in oral, literary, and media forms and texts</li> </ul>	<b>NOTES:</b>
techniques and elements	<ul style="list-style-type: none"> <li>develop a sense of story through listening, reading, and viewing experiences</li> </ul>	
vocabulary	<ul style="list-style-type: none"> <li>demonstrate curiosity about, and experiment with, sounds, letters, words, and word patterns</li> </ul>	
experiment with language	<ul style="list-style-type: none"> <li>appreciate the sounds and rhythms of language</li> </ul>	
create original texts	<ul style="list-style-type: none"> <li>create original oral and media texts</li> </ul>	
<b>3.1 Plan and Focus</b>		<b>KINDERGARTEN</b>
personal knowledge and experience	<ul style="list-style-type: none"> <li>demonstrate personal knowledge of a topic</li> </ul>	<b>NOTES:</b>
ask questions	<ul style="list-style-type: none"> <li>ask essential questions to satisfy personal curiosity and information needs in the classroom context</li> </ul>	
participate in group inquiry	<ul style="list-style-type: none"> <li>ask and answer essential questions to satisfy group curiosity and information needs in the classroom context</li> </ul>	
create and follow a plan	<ul style="list-style-type: none"> <li>listen to and follow simple directions in the classroom context</li> </ul>	

<b>3.2 <i>Select and Process</i></b>		<b>KINDERGARTEN</b>
identify personal and peer knowledge	<ul style="list-style-type: none"> <li>identify self and others as sources of information</li> </ul>	<b>NOTES:</b>
identify sources	<ul style="list-style-type: none"> <li>seek information from others in the classroom context</li> </ul>	
evaluate sources	<ul style="list-style-type: none"> <li>recognize when information answers the questions asked</li> </ul>	
access information	<ul style="list-style-type: none"> <li>use visual and auditory cues to understand ideas and information</li> </ul>	
make sense of information	<ul style="list-style-type: none"> <li>use prior knowledge to make sense of information</li> </ul>	
<b>3.3 <i>Organize, Record, and Assess</i></b>		<b>KINDERGARTEN</b>
organize information	<ul style="list-style-type: none"> <li>categorize objects and visuals according to similarities and differences</li> </ul>	<b>NOTES:</b>
record information	<ul style="list-style-type: none"> <li>represent and share information and ideas</li> </ul>	
evaluate information	<ul style="list-style-type: none"> <li>share information gathered on a specific topic</li> </ul>	
develop new understanding	<ul style="list-style-type: none"> <li>participate in information-gathering experiences</li> </ul>	

<b>4.1 <i>Generate and Focus</i></b>		<b>KINDERGARTEN</b>
generate ideas	<ul style="list-style-type: none"> <li>share ideas from personal experiences</li> </ul>	<b>NOTES:</b>
choose forms	<ul style="list-style-type: none"> <li>participate in shared text experiences</li> </ul>	
organize ideas	<ul style="list-style-type: none"> <li>recognize that ideas expressed in oral language can be represented and recorded</li> </ul>	
<b>4.2 <i>Enhance and Improve</i></b>		<b>KINDERGARTEN</b>
appraise own and others' work	<ul style="list-style-type: none"> <li>participate in the sharing of own creations and those of others</li> </ul>	<b>NOTES:</b>
revise content	<ul style="list-style-type: none"> <li>express lack of understanding</li> </ul>	
enhance legibility	<ul style="list-style-type: none"> <li>trace and copy letters, and explore letter keys on the keyboard</li> </ul>	
enhance artistry	<ul style="list-style-type: none"> <li>use familiar words to describe ideas</li> </ul>	
enhance presentation	<ul style="list-style-type: none"> <li>use visuals to express ideas, feelings, and information</li> </ul>	
<b>4.3 <i>Attend to Conventions</i></b>		<b>KINDERGARTEN</b>
grammar and usage	<ul style="list-style-type: none"> <li>check for complete sentences, with guidance</li> </ul>	<b>NOTES:</b>
spelling	<ul style="list-style-type: none"> <li>connect sounds with letters</li> </ul>	

<b>4.3</b> <i>Attend to Conventions (continued)</i>		<b>KINDERGARTEN</b>
capitalization and punctuation	<ul style="list-style-type: none"> <li>recognize some basic writing conventions</li> </ul>	<b>NOTES:</b>
<b>4.4</b> <i>Present and Share</i>		<b>KINDERGARTEN</b>
share ideas and information	<ul style="list-style-type: none"> <li>use illustrations and other materials to share information and ideas</li> </ul>	<b>NOTES:</b>
effective oral and visual communication	<ul style="list-style-type: none"> <li>express and represent ideas through various media and forms</li> </ul>	
attentive listening and viewing	<ul style="list-style-type: none"> <li>demonstrate active listening and viewing behaviours</li> </ul>	
<b>5.1</b> <i>Develop and Celebrate Community</i>		<b>KINDERGARTEN</b>
share and compare responses	<ul style="list-style-type: none"> <li>represent and draw about self and family</li> </ul>	<b>NOTES:</b>
relate texts to culture	<ul style="list-style-type: none"> <li>listen actively to stories, and demonstrate curiosity</li> </ul>	
appreciate diversity	<ul style="list-style-type: none"> <li>connect aspects of stories to personal feelings and experiences</li> </ul>	
celebrate special occasions	<ul style="list-style-type: none"> <li>contribute to group experiences to create and celebrate</li> </ul>	

<b>5.2 Encourage, Support, and Work with Others</b>		<b>KINDERGARTEN</b>
cooperate with others	<ul style="list-style-type: none"> <li>participate in group activities</li> </ul>	<b>NOTES:</b>
work in groups	<ul style="list-style-type: none"> <li>demonstrate attentiveness in group activities</li> </ul>	
use language to show respect	<ul style="list-style-type: none"> <li>recognize variations in language use</li> </ul>	
evaluate group process	<ul style="list-style-type: none"> <li>help others and ask others for help</li> </ul>	
<b>6.1 Linguistic Elements</b>		<b>KINDERGARTEN</b>
sound–symbol system	<ul style="list-style-type: none"> <li>listen to, identify, and begin to produce basic sounds of the Ukrainian language</li> </ul>	<b>NOTES:</b>
lexicon	<ul style="list-style-type: none"> <li>repeat and recognize basic vocabulary and expressions used in daily situations in the immediate environment</li> </ul>	

grammatical elements	<ul style="list-style-type: none"> <li>• use, in modelled situations,<sup>1</sup> the following grammatical elements:           <p><b>Nouns</b></p> <ul style="list-style-type: none"> <li>– all genders (e.g., <i>зошит, книжка, авто</i>)</li> <li>– nominative singular and plural (e.g., <i>зошит/-и, книжка/ -и, авто/-а</i>)</li> <li>– vocative (e.g., <i>мамо, Лесю, Степане, тату</i>)</li> </ul> <p><b>Pronouns</b></p> <ul style="list-style-type: none"> <li>– demonstrative, possessive, interrogative nominative singular (e.g., <i>той, моя, яке, хто/що</i>)</li> </ul> <p><b>Adjectives</b></p> <ul style="list-style-type: none"> <li>– noun–adjective agreement (e.g., <i>новий зошит, цікава книжка, гарне авто</i>)</li> <li>– nominative singular (e.g., <i>новий зошит, цікава книжка, гарне авто</i>)</li> </ul> <p><b>Verbs</b></p> <ul style="list-style-type: none"> <li>– present of common verbs (e.g., <i>читаю, пишеш</i>)</li> </ul> </li> <li>• use, in structured situations,<sup>2</sup> the following grammatical elements:           <p><b>Pronouns</b></p> <ul style="list-style-type: none"> <li>– personal nominative (e.g., <i>я, ти, вони</i>)</li> </ul> <p><b>Verbs</b></p> <ul style="list-style-type: none"> <li>– infinitive (e.g., <i>читати, писати</i>)</li> </ul> <p><b>Adverbs</b></p> <ul style="list-style-type: none"> <li>– of quality (e.g., <i>добре, погано</i>)</li> </ul> </li> </ul>	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.

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.

<b>6.1</b> <i>Linguistic Elements (continued)</i>		<b>KINDERGARTEN</b>
mechanical features	<ul style="list-style-type: none"> <li>imitate basic mechanical features</li> <li></li> </ul>	<b>NOTES:</b>
discourse features	<ul style="list-style-type: none"> <li>imitate simple, basic discourse features in oral interactions in the immediate learning environment</li> </ul>	
<b>6.2</b> <i>Language Competence</i>		<b>KINDERGARTEN</b>
listening	<ul style="list-style-type: none"> <li>listen and respond to basic phrases in the learning environment</li> </ul>	<b>NOTES:</b>
speaking	<ul style="list-style-type: none"> <li>repeat and create simple, patterned oral phrases in the learning environment</li> </ul>	
reading	<ul style="list-style-type: none"> <li>recognize some letters</li> </ul>	
writing	<ul style="list-style-type: none"> <li>copy letters</li> </ul>	
viewing	<ul style="list-style-type: none"> <li>view and respond to familiar events and representations in the learning environment</li> </ul>	
representing	<ul style="list-style-type: none"> <li>imitate and create simple representations of familiar ideas, events, and information</li> </ul>	
<b>6.3</b> <i>Sociocultural/Sociolinguistic Competence</i>		<b>KINDERGARTEN</b>
register	<ul style="list-style-type: none"> <li>speak at a volume appropriate to classroom situations</li> </ul>	<b>NOTES:</b>
idiomatic expressions	<ul style="list-style-type: none"> <li>imitate age-appropriate idiomatic expressions</li> </ul>	

<b>6.3 Sociocultural/Sociolinguistic Competence</b> <i>(continue)</i>		<b>KINDERGARTEN</b>
variations in language	<ul style="list-style-type: none"> <li>experience a variety of voices (e.g., male and female, young and old)</li> </ul>	<b>NOTES:</b>
social conventions	<ul style="list-style-type: none"> <li>imitate simple routine social interactions</li> </ul>	
nonverbal communication	<ul style="list-style-type: none"> <li>imitate some common non-verbal behaviours used in Ukrainian culture</li> </ul>	
<b>6.4 Language Learning Strategies</b>		<b>KINDERGARTEN</b>
cognitive	<ul style="list-style-type: none"> <li>use simple cognitive strategies, with guidance, to enhance language learning (e.g., listen attentively, perform actions to match words of a song, story, or rhyme)</li> </ul>	<b>NOTES:</b>
metacognitive	<ul style="list-style-type: none"> <li>use simple metacognitive strategies, with guidance, to enhance language learning (e.g., reflect on learning tasks with the guidance of the teacher)</li> </ul>	
social/affective	<ul style="list-style-type: none"> <li>use simple social and affective strategies, with guidance, to enhance language learning (e.g., imitate or model interaction with others)</li> </ul>	

<b>6.5 Language-Use Strategies</b>		<b>KINDERGARTEN</b>
interactive	<ul style="list-style-type: none"> <li>use simple interactive strategies, with guidance (e.g., use words from their first language to get their meaning across, acknowledge being spoken to)</li> </ul>	<b>NOTES:</b>
interpretive	<ul style="list-style-type: none"> <li>use simple interpretive strategies, with guidance (e.g., use gestures, intonation and visual supports to aid comprehension)</li> </ul>	
productive	<ul style="list-style-type: none"> <li>use simple productive strategies, with guidance (e.g., mimic what the teacher says, use non-verbal means to communicate)</li> </ul>	
<b>6.6 General Learning Strategies</b>		<b>KINDERGARTEN</b>
cognitive	<ul style="list-style-type: none"> <li>use simple cognitive strategies to enhance general learning (e.g., classify objects and ideas according to their attributes)</li> </ul>	<b>NOTES:</b>
metacognitive	<ul style="list-style-type: none"> <li>use simple metacognitive strategies to enhance general learning (e.g., reflect on learning tasks, such as role playing, with the guidance of the teacher)</li> </ul>	
social/ affective	<ul style="list-style-type: none"> <li>use simple social and affective strategies to enhance general learning (e.g., watch others' actions and copy them)</li> </ul>	

<b>7.1 Self-Identity</b>		<b>KINDERGARTEN</b>
understanding self-identity	<ul style="list-style-type: none"> <li>represent self and family</li> <li></li> </ul>	<b>NOTES:</b>
developing positive self-identity	<ul style="list-style-type: none"> <li>recognize own importance as a person</li> </ul>	
valuing Ukrainian language and culture	<ul style="list-style-type: none"> <li>participate in Ukrainian language and cultural activities in the classroom and school</li> <li></li> </ul>	
valuing bilingualism/multiculturalism	<ul style="list-style-type: none"> <li>participate in classroom and school cultural activities</li> </ul>	
<b>7.2 Ukrainian Culture</b>		<b>KINDERGARTEN</b>
historical elements	<ul style="list-style-type: none"> <li>participate in activities and experiences that reflect traditional elements of the Ukrainian culture (e.g., krapanky, hahilky, carols)</li> </ul>	<b>NOTES:</b>
contemporary elements	<ul style="list-style-type: none"> <li>participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture</li> </ul>	
diversity	experience linguistic/cultural elements of diverse origins from within the Ukrainian language and culture	
change	<ul style="list-style-type: none"> <li>participate in events marking changes</li> </ul>	

<b>7.3 Building Community</b>		<b>KINDERGARTEN</b>
positive group membership	<ul style="list-style-type: none"> <li>contribute to and cooperate in group activities</li> </ul>	<b>NOTES:</b>
appreciating diversity	<ul style="list-style-type: none"> <li>recognize differences between self and peers</li> </ul>	
appreciating similarity	<ul style="list-style-type: none"> <li>recognize similarities between self and peers</li> </ul>	
contributing to community	<ul style="list-style-type: none"> <li>participate in and contribute to classroom activities</li> </ul>	
<b>7.4 Global Citizenship</b>		<b>KINDERGARTEN</b>
responsible citizenship	<ul style="list-style-type: none"> <li>demonstrate personal and social responsibility in the classroom</li> </ul>	<b>NOTES:</b>
interdependence	<ul style="list-style-type: none"> <li>participate and cooperate in tasks and activities with partners and in groups</li> </ul>	
intercultural skills	<ul style="list-style-type: none"> <li>adapt to new situations</li> </ul>	
future opportunities	<ul style="list-style-type: none"> <li>share or demonstrate personal strengths or achievements</li> </ul>	

# GRADE 1

1.1 <i>Discover and Explore</i>		GRADE 1
express ideas	<ul style="list-style-type: none"> <li>express personal experiences and familiar events</li> </ul>	NOTES:
consider others' ideas	<ul style="list-style-type: none"> <li>listen to and acknowledge experiences and feelings shared by others</li> </ul>	
experiment with language	<ul style="list-style-type: none"> <li>use a variety of forms to explore and express familiar events, ideas, and information</li> </ul>	
express preferences	<ul style="list-style-type: none"> <li>express preferences for a variety of oral, print, visual, and multimedia texts</li> </ul>	
set goals	<ul style="list-style-type: none"> <li>participate in reading and writing activities</li> </ul>	
1.2 <i>Clarify and Extend</i>		GRADE 1
develop understanding	<ul style="list-style-type: none"> <li>connect new experiences and information with prior knowledge</li> </ul>	NOTES:
explain opinions	<ul style="list-style-type: none"> <li>express new experiences and ideas</li> </ul>	
combine ideas	<ul style="list-style-type: none"> <li>group and sort ideas and information to make sense</li> </ul>	
extend understanding	<ul style="list-style-type: none"> <li>demonstrate curiosity about ideas and observations to make sense of experiences</li> </ul>	

<b>2.1 General Comprehension Strategies</b>		<b>GRADE 1</b>
prior knowledge	<ul style="list-style-type: none"> <li>make connections among texts, prior knowledge, and personal experiences</li> </ul>	<b>NOTES:</b>
comprehension strategies	<ul style="list-style-type: none"> <li>ask basic questions to anticipate meaning, and use strategies to confirm understanding</li> </ul>	
textual cues	<ul style="list-style-type: none"> <li>use textual cues, such as pictures and patterns, to construct and confirm meaning</li> </ul>	
cueing systems	<ul style="list-style-type: none"> <li>use semantic, morphological, phonological, graphophonic, and syntactic cues, such as initial consonants and syllabication, to construct and confirm meaning</li> </ul>	
<b>2.2 Respond to Texts</b>		<b>GRADE 1</b>
experience various texts	<ul style="list-style-type: none"> <li>participate in shared listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions, such as poems, oral storytelling, pattern books, audiotapes, stories, and cartoons</li> </ul>	<b>NOTES:</b>
connect self, texts and culture	<ul style="list-style-type: none"> <li>share personal experiences related to oral, print, visual, and multimedia texts; and talk about the actions of people</li> </ul>	
appreciate the artistry of texts	<ul style="list-style-type: none"> <li>share feelings and moods evoked by oral, print, visual, and multimedia texts</li> </ul>	

<b>2.3 Understand Forms and Techniques</b>		<b>GRADE 1</b>
forms and genres	<ul style="list-style-type: none"> <li>recognize different oral, literary, and media forms and texts</li> </ul>	<b>NOTES:</b>
techniques and elements	<ul style="list-style-type: none"> <li>represent the beginning, middle and end of oral, print, visual, and multimedia texts; and identify characters</li> </ul>	
vocabulary	<ul style="list-style-type: none"> <li>experiment with parts of words, word combinations, and word patterns</li> </ul>	
experiment with language	<ul style="list-style-type: none"> <li>appreciate repetition, rhyme, and rhythm in shared language experiences</li> </ul>	
create original texts	<ul style="list-style-type: none"> <li>create oral and media texts to communicate and demonstrate understanding of modelled forms</li> </ul>	
<b>3.1 Plan and Focus</b>		<b>GRADE 1</b>
personal knowledge and experience	<ul style="list-style-type: none"> <li>contribute personal knowledge and experience of a topic to gather information</li> </ul>	<b>NOTES:</b>
ask questions	<ul style="list-style-type: none"> <li>ask basic questions to satisfy personal curiosity and information needs</li> </ul>	
participate in group inquiry	<ul style="list-style-type: none"> <li>ask and answer basic questions to satisfy group curiosity and information needs</li> </ul>	
create and follow a plan	<ul style="list-style-type: none"> <li>listen actively and follow directions for gathering information</li> </ul>	

<b>3.2 <i>Select and Process</i></b>		<b>GRADE 1</b>
identify personal and peer knowledge	<ul style="list-style-type: none"> <li>identify and share basic personal knowledge related to experiences</li> </ul>	<b>NOTES:</b>
identify sources	<ul style="list-style-type: none"> <li>seek information from a variety of sources</li> </ul>	
evaluate sources	<ul style="list-style-type: none"> <li>recognize when information answers the questions asked</li> </ul>	
access information	<ul style="list-style-type: none"> <li>understand that library materials have a specific organizational system, and use visual and auditory cues to make meaning</li> </ul>	
make sense of information	<ul style="list-style-type: none"> <li>make and check predictions, using prior knowledge and oral, visual, and print text features to understand information</li> </ul>	
<b>3.3 <i>Organize, Record, and Assess</i></b>		<b>GRADE 1</b>
organize information	<ul style="list-style-type: none"> <li>identify and categorize information according to similarities, differences, and sequences</li> </ul>	<b>NOTES:</b>
record information	<ul style="list-style-type: none"> <li>represent and express key facts and ideas in visual form or with words</li> </ul>	
evaluate information	<ul style="list-style-type: none"> <li>use gathered information as a basis for communication</li> </ul>	
develop new understanding	<ul style="list-style-type: none"> <li>recall, share, and record information-gathering experiences in visual or text form</li> </ul>	

<b>4.1 <i>Generate and Focus</i></b>		<b>GRADE 1</b>
generate ideas	<ul style="list-style-type: none"> <li>contribute ideas from personal experiences for oral, print, and visual texts</li> </ul>	<b>NOTES:</b>
choose forms	<ul style="list-style-type: none"> <li>share ideas and experiences, using simple text forms</li> </ul>	
organize ideas	<ul style="list-style-type: none"> <li>organize visuals to express ideas and tell stories</li> </ul>	
<b>4.2 <i>Enhance and Improve</i></b>		<b>GRADE 1</b>
appraise own and others' work	<ul style="list-style-type: none"> <li>talk about own creations and those of others, using basic, common expressions</li> </ul>	<b>NOTES:</b>
revise content	<ul style="list-style-type: none"> <li>ask simple questions to clarify meaning</li> </ul>	
enhance legibility	<ul style="list-style-type: none"> <li>form recognizable letters; and use letters, numbers, and basic function keys on the keyboard</li> </ul>	
enhance artistry	<ul style="list-style-type: none"> <li>use familiar words or simple sentences to describe ideas</li> </ul>	
enhance presentation	<ul style="list-style-type: none"> <li>use familiar words with visuals to express ideas, feelings, and information</li> </ul>	
<b>4.3 <i>Attend to Conventions</i></b>		<b>GRADE 1</b>
grammar and usage	<ul style="list-style-type: none"> <li>check for complete sentences; and make sentences complete, with guidance</li> </ul>	<b>NOTES:</b>
spelling	<ul style="list-style-type: none"> <li>copy familiar words</li> </ul>	

<b>4.3</b> <i>Attend to Conventions</i> (continued)		<b>GRADE 1</b>
capitalization and punctuation	<ul style="list-style-type: none"> <li>imitate basic writing conventions</li> </ul>	<b>NOTES:</b>
<b>4.4</b> <i>Present and Share</i>		<b>GRADE 1</b>
share ideas and information	<ul style="list-style-type: none"> <li>share information and ideas in a brief presentation to a familiar audience, and use illustrations and other materials to aid the presentation</li> </ul>	<b>NOTES:</b>
effective oral and visual communication	<ul style="list-style-type: none"> <li>share information and ideas with a group</li> </ul>	
attentive listening and viewing	<ul style="list-style-type: none"> <li>demonstrate active listening and viewing behaviours</li> </ul>	
<b>5.1</b> <i>Develop and Celebrate Community</i>		<b>GRADE 1</b>
share and compare responses	<ul style="list-style-type: none"> <li>tell and draw about self and family</li> </ul>	<b>NOTES:</b>
relate texts to culture	<ul style="list-style-type: none"> <li>listen to stories from oral, print, visual, and multimedia texts from different communities</li> </ul>	
appreciate diversity	<ul style="list-style-type: none"> <li>connect aspects of stories and characters to personal feelings and experiences</li> </ul>	
celebrate special occasions	<ul style="list-style-type: none"> <li>share ideas and experiences to create and celebrate</li> </ul>	

<b>5.2 Encourage, Support, and Work with Others</b>		<b>GRADE 1</b>
cooperate with others	<ul style="list-style-type: none"> <li>work in partnerships and groups</li> </ul>	<b>NOTES:</b>
work in groups	<ul style="list-style-type: none"> <li>take turns sharing information and ideas</li> </ul>	
use language to show respect	<ul style="list-style-type: none"> <li>recognize that individuals adjust language use for different situations</li> </ul>	
evaluate group process	<ul style="list-style-type: none"> <li>find ways to be helpful to others</li> </ul>	
<b>6.1 Linguistic Elements</b>		<b>GRADE 1</b>
sound–symbol system	<ul style="list-style-type: none"> <li>listen to, identify and produce basic sounds of the Ukrainian language; and connect some sounds to the appropriate symbols</li> </ul>	<b>NOTES:</b>
lexicon	<ul style="list-style-type: none"> <li>use simple vocabulary and expressions in daily situations</li> </ul>	

grammatical elements	<ul style="list-style-type: none"> <li>• use, in modelled situations,<sup>1</sup> the following grammatical elements:           <ul style="list-style-type: none"> <li><b>Nouns</b> <ul style="list-style-type: none"> <li>– accusative singular inanimate (e.g., <i>зошит, книжку, авто</i>)</li> <li>– genitive singular following negation (e.g., <i>зошита, книжки, авта</i>)</li> <li>– locative singular (e.g., <i>у зошиті, книжці, авті</i>)</li> </ul> </li> <li><b>Pronouns</b> <ul style="list-style-type: none"> <li>– personal accusative (e.g., <i>мене, тебе, їх</i>)</li> <li>– demonstrative, possessive, interrogative               <ul style="list-style-type: none"> <li>• nominative singular and plural (e.g., <i>той/ті, моя/мої, яке/які</i>)</li> <li>• accusative singular inanimate (e.g., <i>той, мою, яке, що</i>)</li> </ul> </li> </ul> </li> <li><b>Adjectives</b> <ul style="list-style-type: none"> <li>– accusative singular inanimate (e.g., <i>новий зошит, цікаву книжку, гарне авто</i>)</li> </ul> </li> <li><b>Verbs</b> <ul style="list-style-type: none"> <li>– present (e.g., <i>роблю, сидиш</i>)</li> <li>– present of common reflexives (e.g., <i>одягаюся, миєшся</i>)</li> <li>– imperative (e.g., <i>читай, пишіть, робімо</i>)</li> </ul> </li> <li><b>Expressions</b> <ul style="list-style-type: none"> <li>– date (e.g., <i>сьогодні третє вересня</i>)</li> <li>– interrogative (e.g., <i>чому, коли, де, як</i>)</li> <li>– of appeal (e.g., <i>мені подобається, тобі смакує</i>)</li> </ul> </li> </ul> </li> </ul>	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"> <li>• use, in structured situations,<sup>2</sup> the following grammatical elements:           <p><b>Nouns</b></p> <ul style="list-style-type: none"> <li>– all genders</li> <li>– nominative singular and plural</li> <li>– vocative</li> </ul> <p><b>Adjectives</b></p> <ul style="list-style-type: none"> <li>– noun–adjective agreement</li> <li>– nominative singular and plural (e.g., <i>новий/-i зошит/-и, цікава/-i книжка/-и, гарне/-i авто/-а</i>)</li> </ul> <p><b>Verbs</b></p> <ul style="list-style-type: none"> <li>– present of common verbs</li> </ul> <p><b>Adverbs</b></p> <ul style="list-style-type: none"> <li>– of location (e.g., <i>тут, там</i>)</li> <li>– to express weather conditions (e.g., <i>холодно, тепло, сонячно</i>)</li> </ul> <p><b>Conjunctions</b></p> <ul style="list-style-type: none"> <li>– coordinating (e.g., <i>і, та</i>)</li> </ul> </li> <li>• use, independently and consistently,<sup>3</sup> the following grammatical elements:           <p><b>Pronouns</b></p> <ul style="list-style-type: none"> <li>– personal nominative</li> </ul> <p><b>Verbs</b></p> <ul style="list-style-type: none"> <li>– infinitive</li> </ul> <p><b>Adverbs</b></p> <ul style="list-style-type: none"> <li>– of quality (e.g., <i>добре, погано</i>)</li> </ul> <p><b>Numerals</b></p> <ul style="list-style-type: none"> <li>– cardinals 1–20 (e.g., <i>один, двадцять</i>)</li> </ul> </li> </ul>	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.
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.

<b>6.1 Linguistic Elements (continued)</b>		<b>GRADE 1</b>
mechanical features	<ul style="list-style-type: none"> <li>imitate and experiment with basic mechanical features</li> </ul>	<b>NOTES:</b>
discourse features	<ul style="list-style-type: none"> <li>imitate and experiment with basic discourse features in oral interactions in the immediate learning environment</li> </ul>	
<b>6.2 Language Competence</b>		<b>GRADE 1</b>
listening	<ul style="list-style-type: none"> <li>listen to and understand simple oral sentences in the learning environment</li> </ul>	<b>NOTES:</b>
speaking	<ul style="list-style-type: none"> <li>produce, orally, simple sentences in structured situations</li> </ul>	
reading	<ul style="list-style-type: none"> <li>recognize and understand simple words in structured situations</li> </ul>	
writing	<ul style="list-style-type: none"> <li>copy simple words and sentences</li> </ul>	
viewing	<ul style="list-style-type: none"> <li>view and understand simple, familiar events and representations in the learning environment</li> </ul>	
representing	<ul style="list-style-type: none"> <li>create simple representations of familiar ideas, events, and information</li> </ul>	

<b>6.3 Sociocultural/Sociolinguistic Competence</b>		<b>GRADE 1</b>
register	<ul style="list-style-type: none"> <li>respond to tone of voice</li> </ul>	<b>NOTES:</b>
idiomatic expressions	<ul style="list-style-type: none"> <li>imitate age-appropriate idiomatic expressions</li> </ul>	
variations in language	<ul style="list-style-type: none"> <li>experience a variety of voices (e.g., male and female, young and old)</li> </ul>	
social conventions	<ul style="list-style-type: none"> <li>use basic social expressions appropriate to the classroom</li> </ul>	
nonverbal communication	<ul style="list-style-type: none"> <li>understand the meaning of and imitate some common non-verbal behaviours used in Ukrainian culture</li> </ul>	
<b>6.4 Language Learning Strategies</b>		<b>GRADE 1</b>
cognitive	<ul style="list-style-type: none"> <li>use simple cognitive strategies, with guidance, to enhance language learning (e.g., memorize new words by repeating them silently or aloud)</li> </ul>	<b>NOTES:</b>
metacognitive	<ul style="list-style-type: none"> <li>use simple metacognitive strategies, with guidance, to enhance language learning (e.g., make choices about how they learn with the guidance of the teacher)</li> </ul>	
social/affective	<ul style="list-style-type: none"> <li>use simple social and affective strategies, with guidance, to enhance language learning (e.g., participate in patterned reading experiences)</li> </ul>	

<b>6.5 Language Use Strategies</b>		<b>GRADE 1</b>
interactive	<ul style="list-style-type: none"> <li>use simple interactive strategies, with guidance (e.g., interpret and use a variety of non-verbal clues to communicate)</li> </ul>	<b>NOTES:</b>
interpretive	<ul style="list-style-type: none"> <li>use simple interpretive strategies, with guidance (e.g., make connections between texts and prior knowledge and personal experience)</li> </ul>	
productive	<ul style="list-style-type: none"> <li>use simple productive strategies, with guidance (e.g., copy what others say or write, use words that are visible in the immediate environment)</li> </ul>	
<b>6.6 General Learning Strategies</b>		<b>GRADE 1</b>
cognitive	<ul style="list-style-type: none"> <li>use simple cognitive strategies to enhance general learning (e.g., use models)</li> </ul>	<b>NOTES:</b>
metacognitive	<ul style="list-style-type: none"> <li>use simple metacognitive strategies to enhance general learning (e.g., choose from among learning options)</li> </ul>	
social/ affective	<ul style="list-style-type: none"> <li>use simple social and affective strategies to enhance general learning (e.g., seek help from others)</li> </ul>	
<b>7.1 Self-identity</b>		<b>GRADE 1</b>
understanding self-identity	<ul style="list-style-type: none"> <li>tell and draw about self and family, and appreciate own uniqueness</li> </ul>	<b>NOTES:</b>
developing positive self-identity	<ul style="list-style-type: none"> <li>understand and accept own importance as a person</li> </ul>	

<b>7.1</b> <i>Self-identity (continued)</i>		<b>GRADE 1</b>
valuing Ukrainian language and culture	<ul style="list-style-type: none"> <li>participate in Ukrainian language and cultural activities and traditions</li> </ul>	<b>NOTES:</b>
valuing bilingualism/multiculturalism	<ul style="list-style-type: none"> <li>participate in classroom, school, and community cultural activities</li> </ul>	
<b>7.2</b> <i>Ukrainian Culture</i>		<b>GRADE 1</b>
historical elements	<ul style="list-style-type: none"> <li>participate in activities and experiences that reflect traditional elements of the Ukrainian language and culture (e.g., Christmas, Easter)</li> </ul>	<b>NOTES:</b>
contemporary elements	<ul style="list-style-type: none"> <li>participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture</li> </ul>	
diversity	<ul style="list-style-type: none"> <li>experience linguistic/cultural elements of diverse origins from within the Ukrainian language and culture</li> </ul>	
change	<ul style="list-style-type: none"> <li>illustrate that change occurs in one's immediate environment</li> </ul>	

<b>7.3 Building Community</b>		<b>GRADE 1</b>
positive group membership	<ul style="list-style-type: none"> <li>develop a special awareness and concern for classmates</li> </ul>	<b>NOTES:</b>
appreciating diversity	<ul style="list-style-type: none"> <li>explore diversity in the school and within own family</li> <li></li> </ul>	
appreciating similarity	<ul style="list-style-type: none"> <li>explore similarities between self and peers and within own family</li> </ul>	
contributing to community	<ul style="list-style-type: none"> <li>participate in, cooperate in, and contribute to classroom and school activities</li> </ul>	
<b>7.4 Global Citizenship</b>		<b>GRADE 1</b>
responsible citizenship	<ul style="list-style-type: none"> <li>demonstrate personal and social responsibility in the classroom and school</li> </ul>	<b>NOTES:</b>
interdependence	<ul style="list-style-type: none"> <li>recognize own and others' contributions to a group</li> </ul>	
intercultural skills	<ul style="list-style-type: none"> <li>work and play with others who are different, and recognize that rules can be different for different people</li> </ul>	
future opportunities	<ul style="list-style-type: none"> <li>share or demonstrate personal strengths and areas for further development</li> </ul>	

## GRADE 2

1.1 <i>Discover and Explore</i>		GRADE 2
express ideas	<ul style="list-style-type: none"> <li>make and talk about personal observations</li> </ul>	NOTES:
consider others' ideas	<ul style="list-style-type: none"> <li>ask for others' ideas and observations to develop own personal understanding</li> </ul>	
experiment with language	<ul style="list-style-type: none"> <li>use a variety of forms to organize and give meaning to familiar experiences, ideas and information</li> </ul>	
express preferences	<ul style="list-style-type: none"> <li>collect and share favourite oral, print, visual, and multimedia texts</li> </ul>	
set goals	<ul style="list-style-type: none"> <li>choose to read and write</li> </ul>	
1.2 <i>Clarify and Extend</i>		GRADE 2
develop understanding	<ul style="list-style-type: none"> <li>connect new information, ideas, and experiences with prior knowledge and experiences</li> </ul>	NOTES:
explain opinions	<ul style="list-style-type: none"> <li>describe new experiences and ideas</li> </ul>	
combine ideas	<ul style="list-style-type: none"> <li>arrange ideas and information to make sense</li> </ul>	
extend understanding	<ul style="list-style-type: none"> <li>ask basic questions to make sense of experiences</li> </ul>	

<b>2.1 General Comprehension Strategies</b>		<b>GRADE 2</b>
prior knowledge	<ul style="list-style-type: none"> <li>• make connections among texts, prior knowledge, and personal experiences</li> </ul>	<b>NOTES:</b>
comprehension strategies	<ul style="list-style-type: none"> <li>• anticipate meaning, recognize relationships, and draw conclusions; and use a variety of strategies to confirm understanding</li> </ul>	
textual cues	<ul style="list-style-type: none"> <li>• use textual cues, such as story models and titles, to construct and confirm meaning</li> </ul>	
cueing systems	<ul style="list-style-type: none"> <li>• use semantic, morphological, phonological, graphophonic, and syntactic cues, such as syllabication/word families and sight words, to construct and confirm word meaning in context</li> </ul>	
<b>2.2 Respond to Texts</b>		<b>GRADE 2</b>
experience various texts	<ul style="list-style-type: none"> <li>• participate in shared listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions, such as legends, puppet plays, video programs, songs, riddles, and informational texts</li> </ul>	<b>NOTES:</b>
connect self, texts and culture	<ul style="list-style-type: none"> <li>• describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print, visual, and multimedia texts</li> </ul>	
appreciate the artistry of texts	<ul style="list-style-type: none"> <li>• identify and express the feelings of people in oral, print, visual, and multimedia texts</li> </ul>	

<b>2.3 Understand Forms and Techniques</b>		<b>GRADE 2</b>
forms and genres	<ul style="list-style-type: none"> <li>recognize that information and ideas can be expressed in a variety of forms and texts</li> </ul>	<b>NOTES:</b>
techniques and elements	<ul style="list-style-type: none"> <li>relate the beginning, middle, and end of oral, print, visual, and multimedia texts; and identify the main character</li> </ul>	
vocabulary	<ul style="list-style-type: none"> <li>explore commonalities in word families to increase vocabulary</li> </ul>	
experiment with language	<ul style="list-style-type: none"> <li>demonstrate interest in the sounds and rhythms of words, word combinations, and phrases in oral, literary, and media presentations</li> </ul>	
create original texts	<ul style="list-style-type: none"> <li>create basic texts to communicate and demonstrate understanding of modelled forms</li> </ul>	
<b>3.1 Plan and Focus</b>		<b>GRADE 2</b>
personal knowledge and experience	<ul style="list-style-type: none"> <li>record and share personal knowledge and experience of a topic</li> </ul>	<b>NOTES:</b>
ask questions	<ul style="list-style-type: none"> <li>ask questions to understand a topic, and identify information needs</li> </ul>	
participate in group inquiry	<ul style="list-style-type: none"> <li>contribute information and questions to assist in group understanding of a topic or task</li> </ul>	
create and follow a plan	<ul style="list-style-type: none"> <li>recall and follow directions for accessing and gathering information</li> </ul>	

<b>3.2</b> <i>Select and Process</i>		<b>GRADE 2</b>
identify personal and peer knowledge	<ul style="list-style-type: none"> <li>participate in group discussion to generate information on a topic, and identify sources of additional information</li> </ul>	<b>NOTES:</b>
identify sources	<ul style="list-style-type: none"> <li>answer questions, using oral, visual, and print information sources</li> </ul>	
evaluate sources	<ul style="list-style-type: none"> <li>compare gathered ideas and information with personal knowledge</li> </ul>	
access information	<ul style="list-style-type: none"> <li>use the specific library organizational system to locate information and ideas, and use visual and auditory cues to make meaning</li> </ul>	
make sense of information	<ul style="list-style-type: none"> <li>make connections between prior knowledge, ideas and information, and oral, visual, and print text features</li> </ul>	
<b>3.3</b> <i>Organize, Record, and Assess</i>		<b>GRADE 2</b>
organize information	<ul style="list-style-type: none"> <li>categorize related information and ideas, using a variety of strategies</li> </ul>	<b>NOTES:</b>
record information	<ul style="list-style-type: none"> <li>record key facts and ideas in own words, and identify titles and writers of sources</li> </ul>	
evaluate information	<ul style="list-style-type: none"> <li>examine gathered information, with teacher guidance, to decide what to share or omit</li> </ul>	

<b>3.3 Organize, Record, and Assess</b> <i>(continued)</i>		<b>GRADE 2</b>
develop new understanding	<ul style="list-style-type: none"> <li>recall, discuss, and record information-gathering experiences</li> </ul>	<b>NOTES:</b>
<b>4.1 Plan and Focus</b>		<b>GRADE 2</b>
generate ideas	<ul style="list-style-type: none"> <li>generate and contribute ideas on particular topics for oral, print, and visual texts</li> </ul>	<b>NOTES:</b>
choose forms	<ul style="list-style-type: none"> <li>share ideas and experiences, using various text forms for particular audiences</li> </ul>	
organize ideas	<ul style="list-style-type: none"> <li>organize visuals and print to express ideas and tell stories</li> </ul>	
<b>4.2 Enhance and Improve</b>		<b>GRADE 2</b>
appraise own and others' work	<ul style="list-style-type: none"> <li>talk about own creations and those of others, using common expressions</li> </ul>	<b>NOTES:</b>
revise content	<ul style="list-style-type: none"> <li>ask basic questions to clarify ideas</li> </ul>	
enhance legibility	<ul style="list-style-type: none"> <li>strive for consistency in letter size and shape, print letters in the correct direction, and use the keyboard to produce text</li> </ul>	
enhance artistry	<ul style="list-style-type: none"> <li>experiment with words and sentence patterns, with support</li> </ul>	
enhance presentation	<ul style="list-style-type: none"> <li>combine illustrations and simple print texts to express ideas, feelings, and information</li> </ul>	

<b>4.3 Attend to Conventions</b>		<b>GRADE 2</b>
grammar and usage	<ul style="list-style-type: none"> <li>check for complete sentences, and make sentences complete</li> </ul>	<b>NOTES:</b>
spelling	<ul style="list-style-type: none"> <li>spell familiar words, using basic strategies and resources</li> </ul>	
capitalization and punctuation	<ul style="list-style-type: none"> <li>use basic writing conventions</li> </ul>	
<b>4.4 Present and Share</b>		<b>GRADE 2</b>
share ideas and information	<ul style="list-style-type: none"> <li>share information and ideas on a topic with a familiar audience, and clarify information by responding to basic questions</li> </ul>	<b>NOTES:</b>
effective oral and visual communication	<ul style="list-style-type: none"> <li>present information and ideas</li> </ul>	
attentive listening and viewing	<ul style="list-style-type: none"> <li>demonstrate attentive audience behaviours</li> </ul>	
<b>5.1 Develop and Celebrate Community</b>		<b>GRADE 2</b>
share and compare responses	<ul style="list-style-type: none"> <li>tell, draw, and write about self, family, and community</li> </ul>	<b>NOTES:</b>
relate texts to culture	<ul style="list-style-type: none"> <li>explore similarities among stories from oral, print, visual, and multimedia texts from different communities</li> </ul>	
appreciate diversity	<ul style="list-style-type: none"> <li>connect aspects of stories and characters to personal feelings and experiences</li> </ul>	

<b>5.1</b> <i>Develop and Celebrate Community (continued)</i>		<b>GRADE 2</b>
celebrate special occasions	<ul style="list-style-type: none"> <li>participate in shared language experiences to celebrate individual and class achievements and cultural events</li> </ul>	<b>NOTES:</b>
<b>5.2</b> <i>Encourage, Support, and Work with Others</i>		<b>GRADE 2</b>
cooperate with others	<ul style="list-style-type: none"> <li>cooperate in small groups</li> </ul>	<b>NOTES:</b>
work in groups	<ul style="list-style-type: none"> <li>contribute related ideas and information in whole-class and small-group activities</li> </ul>	
use language to show respect	<ul style="list-style-type: none"> <li>adjust own language use for different situations</li> </ul>	
evaluate group process	<ul style="list-style-type: none"> <li>acknowledge the achievements of others</li> </ul>	
<b>6.1</b> <i>Linguistic Elements</i>		<b>GRADE 2</b>
sound–symbol system	<ul style="list-style-type: none"> <li>use, orally and in writing, the Ukrainian alphabet—consonants and vowels</li> </ul>	<b>NOTES:</b>
lexicon	<ul style="list-style-type: none"> <li>experiment with and use vocabulary and expressions in a variety of contexts in the classroom and school environment</li> </ul>	

grammatical elements	<ul style="list-style-type: none"> <li>• use, in modelled situations,<sup>1</sup> the following grammatical elements:             <ul style="list-style-type: none"> <li><b>Nouns</b> <ul style="list-style-type: none"> <li>– accusative singular animate (e.g., <i>Степана, учня</i>)</li> <li>– genitive singular</li> <li>– irregular plurals, including pluralia tantum, nominative (e.g., <i>двері, штани, окуляри, гроші, люди, діти</i>)</li> </ul> </li> <li><b>Pronouns</b> <ul style="list-style-type: none"> <li>– personal genitive (e.g., <i>мене, тебе, їх</i>)</li> <li>– demonstrative, possessive, interrogative                             <ul style="list-style-type: none"> <li>• accusative singular inanimate and animate (e.g., <i>той/того, мою, яке, кого/що</i>)</li> <li>• genitive singular (e.g., <i>того, моєї, якого, кого/чого</i>)</li> </ul> </li> </ul> </li> <li><b>Adjectives</b> <ul style="list-style-type: none"> <li>– accusative singular animate (e.g., <i>доброго учня</i>)</li> <li>– genitive singular (e.g., <i>нового зошита, цікавої книжки, гарного авта</i>)</li> </ul> </li> <li><b>Verbs</b> <ul style="list-style-type: none"> <li>– future imperfective (e.g., <i>буду робити, будуть читати</i>)</li> <li>– modal verbs (e.g., <i>хотіти, мусити, могли</i>)</li> </ul> </li> <li><b>Expressions</b> <ul style="list-style-type: none"> <li>– date and year (e.g., <i>сьогодні третє вересня дві тисячі першого року</i>)</li> <li>– time (e.g., <i>перша тридцять</i>)</li> </ul> </li> <li><b>Numerals</b> <ul style="list-style-type: none"> <li>– 1–4 plus noun agreement (e.g., <i>дві книжки, три учні</i>)</li> <li>– ordinals 1–12 (e.g., <i>перший, друга, дванадцята</i>)</li> </ul> </li> </ul> </li> </ul>	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"> <li>• use, in structured situations,<sup>2</sup> the following grammatical elements: <ul style="list-style-type: none"> <li><b>Nouns</b></li> <li>– accusative singular inanimate</li> <li>– genitive singular following negation</li> <li>– locative singular</li> <li><b>Pronouns</b></li> <li>– personal accusative</li> <li>– demonstrative, possessive, interrogative nominative singular and plural</li> <li><b>Adjectives</b></li> <li>– accusative singular inanimate</li> <li><b>Verbs</b></li> <li>– present</li> <li>– present of common reflexives</li> <li>– imperative</li> <li><b>Adverbs</b></li> <li>– of location/direction</li> <li>– of time (e.g., <i>сьогодні, завтра, щодня</i>)</li> <li><b>Expressions</b></li> <li>– date</li> <li>– interrogative (e.g., <i>куди</i>)</li> <li>– of appeal</li> <li><b>Conjunctions</b></li> <li>– coordinating (e.g., <i>а, але, або, бо</i>)</li> </ul> </li> <li>• use, independently and consistently,<sup>3</sup> the following grammatical elements: <ul style="list-style-type: none"> <li><b>Nouns</b></li> <li>– all genders</li> <li>– nominative singular and plural</li> <li>– vocative</li> <li><b>Adjectives</b></li> <li>– noun–adjective agreement</li> <li>– nominative singular and plural</li> <li><b>Adverbs</b></li> <li>– of location</li> <li>– to express weather conditions</li> <li><b>Conjunctions</b></li> <li>– coordinating (e.g., <i>і, ма</i>)</li> </ul> </li> </ul>	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.

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.

<b>6.1 Linguistic Elements (continued)</b>		<b>GRADE 2</b>
mechanical features	<ul style="list-style-type: none"> <li>imitate and experiment with basic mechanical features</li> </ul>	<b>NOTES:</b>
discourse features	<ul style="list-style-type: none"> <li>experiment with and use basic discourse features in oral and print texts</li> </ul>	
<b>6.2 Language Competence</b>		<b>GRADE 2</b>
listening	<ul style="list-style-type: none"> <li>listen to and understand simple oral sentences in a variety of familiar situations</li> </ul>	<b>NOTES:</b>
speaking	<ul style="list-style-type: none"> <li>produce, spontaneously and with guidance, simple oral sentences in a variety of familiar situations</li> </ul>	
reading	<ul style="list-style-type: none"> <li>read and understand simple words and sentences in structured situations</li> </ul>	
writing	<ul style="list-style-type: none"> <li>produce, with guidance, simple words and sentences on familiar topics</li> </ul>	
viewing	<ul style="list-style-type: none"> <li>view and understand simple, familiar events and representations</li> </ul>	
representing	<ul style="list-style-type: none"> <li>use a variety of forms to create simple representations of ideas, events, and information</li> </ul>	

<b>6.3 Sociocultural/Sociolinguistic Competence</b>		<b>GRADE 2</b>
register	<ul style="list-style-type: none"> <li>distinguish between formal and informal situations</li> </ul>	<b>NOTES:</b>
idiomatic expressions	<ul style="list-style-type: none"> <li>understand and use some simple idiomatic expressions as set phrases</li> </ul>	
variations in language	<ul style="list-style-type: none"> <li>acknowledge individual differences in speech</li> </ul>	
social conventions	<ul style="list-style-type: none"> <li>use basic politeness conventions</li> </ul>	
nonverbal communication	<ul style="list-style-type: none"> <li>experiment with using some simple non-verbal means of communication</li> </ul>	
<b>6.4 Language Learning Strategies</b>		<b>GRADE 2</b>
cognitive	<ul style="list-style-type: none"> <li>use simple cognitive strategies, with guidance, to enhance language learning (e.g., learn short rhymes or songs, incorporating new vocabulary or sentence patterns, imitate sounds and intonation patterns)</li> </ul>	<b>NOTES:</b>
metacognitive	<ul style="list-style-type: none"> <li>use simple metacognitive strategies, with guidance, to enhance language learning (e.g., rehearse or role-play language)</li> </ul>	

<b>6.4 Language Learning Strategies</b> <i>(continued)</i>		<b>GRADE 2</b>
social/affective	<ul style="list-style-type: none"> <li>use simple social and affective strategies, with guidance, to enhance language learning (e.g., seek the assistance of a friend to interpret a text)</li> </ul>	<b>NOTES:</b>
<b>6.5 Language-Use Strategies</b>		<b>GRADE 2</b>
interactive	use simple interactive strategies, with guidance (e.g., indicate lack of understanding verbally or non-verbally)	<b>NOTES:</b>
interpretive	<ul style="list-style-type: none"> <li>use simple interpretive strategies, with guidance (e.g., use illustrations to aid reading comprehension)</li> </ul>	
productive	<ul style="list-style-type: none"> <li>use simple productive strategies, with guidance (e.g., use familiar repetitive patterns from stories, songs, rhymes, or media)</li> </ul>	
<b>6.6 General Learning Strategies</b>		<b>GRADE 2</b>
cognitive	<ul style="list-style-type: none"> <li>use simple cognitive strategies to enhance general learning (e.g., connect what they already know with what they are learning)</li> </ul>	<b>NOTES:</b>
metacognitive	<ul style="list-style-type: none"> <li>use simple metacognitive strategies to enhance general learning (e.g., discover how their efforts can affect their learning)</li> </ul>	
social/affective	<ul style="list-style-type: none"> <li>use simple social and affective strategies to enhance general learning (e.g., follow their natural curiosity and intrinsic motivation to learn)</li> </ul>	

<b>7.1 Self-identity</b>		<b>GRADE 2</b>
understanding self-identity	<ul style="list-style-type: none"> <li>express own self-concept, and extend that understanding to include new ideas and perspectives</li> </ul>	<b>NOTES:</b>
developing positive self-identity	<ul style="list-style-type: none"> <li>understand own place and importance in the home and school</li> </ul>	
valuing Ukrainian language and culture	<ul style="list-style-type: none"> <li>participate in and appreciate Ukrainian language and cultural activities and traditions</li> </ul>	
valuing bilingualism/multiculturalism	<ul style="list-style-type: none"> <li>participate in and appreciate bilingual/multicultural educational activities</li> </ul>	
<b>7.2 Ukrainian Culture</b>		<b>GRADE 2</b>
historical elements	<ul style="list-style-type: none"> <li>participate in activities and experiences that reflect traditional elements of the Ukrainian language and culture (e.g., Christmas, Easter)</li> </ul>	<b>NOTES:</b>
contemporary elements	<ul style="list-style-type: none"> <li>participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture</li> </ul>	
diversity	<ul style="list-style-type: none"> <li>recognize diverse elements of the Ukrainian language and culture in school and/or the local community</li> </ul>	

<b>7.2 Ukrainian Culture (continued)</b>			<b>GRADE 2</b>
change	<ul style="list-style-type: none"> <li>gather information to demonstrate change within the Ukrainian language and culture</li> </ul>	<b>NOTES:</b>	
<b>7.3 Building Community</b>			<b>GRADE 2</b>
positive group membership	<ul style="list-style-type: none"> <li>practise consideration for others</li> </ul>	<b>NOTES:</b>	
appreciating diversity	<ul style="list-style-type: none"> <li>recognize and appreciate diversity in the family, school, and community</li> </ul>		
appreciating similarity	<ul style="list-style-type: none"> <li>recognize and appreciate similarities between self and others</li> </ul>		
contributing to community	<ul style="list-style-type: none"> <li>participate cooperatively in group activities, by contributing ideas and supporting others</li> </ul>		
<b>7.4 Global Citizenship</b>			<b>GRADE 2</b>
responsible citizenship	<ul style="list-style-type: none"> <li>demonstrate personal and social responsibility in the classroom, school, and community</li> </ul>	<b>NOTES:</b>	
interdependence	<ul style="list-style-type: none"> <li>recognize the advantages of working with a partner or within a group, and recognize that one affects and is affected by the actions of others</li> </ul>		

7.4 <i>Global Citizenship (continued)</i>		GRADE 2
intercultural skills	<ul style="list-style-type: none"> <li>identify and describe causes of conflict in the classroom, and listen with attention to the opinions of others</li> </ul>	NOTES:
future opportunities	<ul style="list-style-type: none"> <li>identify personal strengths and areas for improvement</li> </ul>	

## GRADE 3

1.1 <i>Discover and Explore</i>		GRADE 3
express ideas	<ul style="list-style-type: none"> <li>describe personal observations, experiences, and feelings</li> </ul>	NOTES:
consider others' ideas	<ul style="list-style-type: none"> <li>consider others' ideas and observations to develop own personal understanding</li> </ul>	
experiment with language	<ul style="list-style-type: none"> <li>experiment with language to express feelings, and talk about memorable experiences and events</li> </ul>	
express preferences	<ul style="list-style-type: none"> <li>explain why an oral, print, visual, or multimedia text is a personal favourite</li> </ul>	
set goals	<ul style="list-style-type: none"> <li>develop a sense of self as reader, writer, and illustrator</li> </ul>	
1.2 <i>Clarify and Extend</i>		GRADE 3
develop understanding	<ul style="list-style-type: none"> <li>examine how new experiences, ideas, and information connect to prior knowledge and experiences</li> </ul>	NOTES:
explain opinions	<ul style="list-style-type: none"> <li>explain new experiences and ideas</li> </ul>	
combine ideas	<ul style="list-style-type: none"> <li>arrange ideas and information in more than one way to make sense for self and others</li> </ul>	
extend understanding	<ul style="list-style-type: none"> <li>ask questions to clarify and extend understanding</li> </ul>	

<b>2.1 General Comprehension Strategies</b>		<b>GRADE 3</b>
prior knowledge	<ul style="list-style-type: none"> <li>make connections among texts, prior knowledge, and personal experiences</li> </ul>	<b>NOTES:</b>
comprehension strategies	<ul style="list-style-type: none"> <li>make and confirm predictions and inferences, and draw conclusions</li> </ul>	
textual cues	<ul style="list-style-type: none"> <li>use textual cues, such as paragraphing and indentation, to construct and confirm meaning</li> </ul>	
cueing systems	<ul style="list-style-type: none"> <li>use semantic, morphological, phonological, graphophonic, and syntactic cues, such as prefixes and suffixes, to construct and confirm word meaning in context</li> </ul>	
<b>2.2 Respond to Texts</b>		<b>GRADE 3</b>
experience various texts	<ul style="list-style-type: none"> <li>participate in listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions, such as folk music and dance, illustrated storybooks, CD-ROMs, plays, and fables</li> </ul>	<b>NOTES:</b>
connect self, texts and culture	<ul style="list-style-type: none"> <li>compare own experiences and traditions with those of various communities and cultures portrayed in oral, print, visual, and multimedia texts</li> </ul>	
appreciate the artistry of texts	<ul style="list-style-type: none"> <li>identify mood created in oral, print, visual, and multimedia texts</li> </ul>	

<b>2.3 Understand Forms and Techniques</b>		<b>GRADE 3</b>
forms and genres	<ul style="list-style-type: none"> <li>recognize the distinguishing features of a variety of forms and texts</li> </ul>	<b>NOTES:</b>
techniques and elements	<ul style="list-style-type: none"> <li>identify the sequence of events in oral, print, visual, and multimedia texts; the time and place in which they occur; and the main and supporting characters</li> </ul>	
vocabulary	<ul style="list-style-type: none"> <li>build knowledge of word patterns and commonalities in word families</li> </ul>	
experiment with language	<ul style="list-style-type: none"> <li>identify examples of repeated sounds and poetic effects that contribute to enjoyment; and recognize humour in oral, print, visual, and multimedia texts</li> </ul>	
create original texts	<ul style="list-style-type: none"> <li>create original texts to communicate and demonstrate understanding of forms and techniques</li> </ul>	
<b>3.1 Plan and Focus</b>		<b>GRADE 3</b>
personal knowledge and experience	<ul style="list-style-type: none"> <li>identify and categorize personal knowledge and experience of a topic to determine information needs</li> </ul>	<b>NOTES:</b>
ask questions	<ul style="list-style-type: none"> <li>ask topic-appropriate questions, and identify and communicate information needs</li> </ul>	
participate in group inquiry	<ul style="list-style-type: none"> <li>contribute information in group discussions to assist in group understanding of a topic or task</li> </ul>	

<b>3.1</b> <i>Plan and Focus (continued)</i>		<b>GRADE 3</b>
create and follow a plan	<ul style="list-style-type: none"> <li>recall and follow a sequential plan for accessing and gathering information</li> </ul>	<b>NOTES:</b>
<b>3.2</b> <i>Select and Process</i>		<b>GRADE 3</b>
identify personal and peer knowledge	<ul style="list-style-type: none"> <li>record and share personal knowledge of a topic</li> </ul>	<b>NOTES:</b>
identify sources	<ul style="list-style-type: none"> <li>access information, using a variety of sources</li> </ul>	
evaluate sources	<ul style="list-style-type: none"> <li>match information to inquiry or research needs</li> </ul>	
access information	<ul style="list-style-type: none"> <li>use knowledge of visual and auditory cues and organizational devices to locate and gather information and ideas</li> </ul>	
make sense of information	<ul style="list-style-type: none"> <li>determine the main ideas in information, using prior knowledge, predictions, and connections</li> </ul>	
<b>3.3</b> <i>Organize, Record, and Assess</i>		<b>GRADE 3</b>
organize information	<ul style="list-style-type: none"> <li>organize and explain information and ideas, using a variety of strategies, such as clustering, categorizing, and sequencing</li> </ul>	<b>NOTES:</b>
record information	<ul style="list-style-type: none"> <li>record facts and ideas, using a variety of strategies; and list authors and titles of sources</li> </ul>	

<b>3.3 Organize, Record, and Assess</b> <i>(continued)</i>		<b>GRADE 3</b>
evaluate information	<ul style="list-style-type: none"> <li>determine, with teacher guidance, whether collected information is sufficient or inadequate for the established purpose</li> </ul>	<b>NOTES:</b>
develop new understanding	<ul style="list-style-type: none"> <li>use gathered information and questions to review and add to knowledge</li> </ul>	
<b>4.1 Generate and Focus</b>		<b>GRADE 3</b>
generate ideas	<ul style="list-style-type: none"> <li>generate and contribute ideas on particular topics for oral, print, and visual texts</li> </ul>	<b>NOTES:</b>
choose forms	<ul style="list-style-type: none"> <li>use a variety of text forms for particular audiences and purposes</li> </ul>	
organize ideas	<ul style="list-style-type: none"> <li>arrange ideas in own oral, print, and visual texts, using organizers</li> </ul>	
<b>4.2 Enhance and Improve</b>		<b>GRADE 3</b>
appraise own and others' work	<ul style="list-style-type: none"> <li>share own stories and creations with peers, and respond to questions or comments</li> </ul>	<b>NOTES:</b>
revise content	<ul style="list-style-type: none"> <li>revise own ideas to accommodate new ideas and information</li> </ul>	
enhance legibility	<ul style="list-style-type: none"> <li>print or write letters legibly and space words appropriately, both manually and using a keyboard</li> </ul>	
enhance artistry	<ul style="list-style-type: none"> <li>experiment with words and sentence patterns, with support</li> </ul>	

<b>4.2</b>		<b><i>Enhance and Improve</i></b> <i>(continued)</i>	<b>GRADE 3</b>
enhance presentation	<ul style="list-style-type: none"> <li>combine illustrations and print texts to express ideas, feelings, and information</li> </ul>	<b>NOTES:</b>	
<b>4.3</b>		<b><i>Attend to Conventions</i></b>	<b>GRADE 3</b>
grammar and usage	<ul style="list-style-type: none"> <li>edit a text to ensure it includes complete sentences</li> </ul>	<b>NOTES:</b>	
spelling	<ul style="list-style-type: none"> <li>spell familiar words, using a variety of strategies and resources</li> </ul>		
capitalization and punctuation	<ul style="list-style-type: none"> <li>use basic writing conventions when editing and proofreading</li> </ul>		
<b>4.4</b>		<b><i>Present and Share</i></b>	<b>GRADE 3</b>
share ideas and information	<ul style="list-style-type: none"> <li>share information and ideas on a topic with a familiar audience, and clarify information by responding to questions</li> </ul>	<b>NOTES:</b>	
effective oral and visual communication	<ul style="list-style-type: none"> <li>present information and ideas in an appropriate form</li> </ul>		
attentive listening and viewing	<ul style="list-style-type: none"> <li>demonstrate appropriate audience behaviours</li> </ul>		

<b>5.1 Develop and Celebrate Community</b>		<b>GRADE 3</b>
share and compare responses	<ul style="list-style-type: none"> <li>record ideas and experiences, and share them with others</li> </ul>	<b>NOTES:</b>
relate texts to culture	<ul style="list-style-type: none"> <li>compare ideas within stories from oral, print, visual, and multimedia texts from different communities</li> </ul>	
appreciate diversity	<ul style="list-style-type: none"> <li>connect situations portrayed in oral, print, visual, and multimedia texts to personal experiences</li> </ul>	
celebrate special occasions	<ul style="list-style-type: none"> <li>participate in language experiences to acknowledge and celebrate individual and class achievements and cultural events</li> </ul>	
<b>5.2 Encourage, Support, and Work with Others</b>		<b>GRADE 3</b>
cooperate with others	<ul style="list-style-type: none"> <li>cooperate in a variety of partnership and group structures</li> </ul>	<b>NOTES:</b>
work in groups	<ul style="list-style-type: none"> <li>ask others for their ideas, and express interest in their contributions</li> </ul>	
use language to show respect	<ul style="list-style-type: none"> <li>appreciate variations in language use in a variety of contexts in the immediate community</li> </ul>	
evaluate group process	<ul style="list-style-type: none"> <li>understand how class members help each other</li> </ul>	

6.1 Linguistic Elements		GRADE 3
sound–symbol system	<ul style="list-style-type: none"> <li>use the Ukrainian alphabet accurately, orally and in writing—phonemes, double consonants, and blends</li> </ul>	NOTES:
lexicon	<ul style="list-style-type: none"> <li>use vocabulary and expressions appropriately in various situations in the classroom and school environment</li> </ul>	
grammatical elements	<ul style="list-style-type: none"> <li>use, in modelled situations,<sup>1</sup> the following grammatical elements:               <p><b>Nouns</b></p> <ul style="list-style-type: none"> <li>accusative plural inanimate (e.g., <i>зошити, книжки, авто</i>)</li> </ul> <p><b>Pronouns</b></p> <ul style="list-style-type: none"> <li>personal locative (e.g., <i>на мені, тобі, них</i>)</li> <li>demonstrative, possessive, interrogative               <ul style="list-style-type: none"> <li>accusative singular animate</li> <li>genitive singular</li> <li>accusative plural inanimate (e.g., <i>мі, мої, які</i>)</li> </ul> </li> </ul> <p><b>Adjectives</b></p> <ul style="list-style-type: none"> <li>noun–adjective agreement (e.g., <i>високий Микола, щасливе життя, українське ім'я</i>)</li> <li>accusative singular animate</li> <li>genitive singular</li> <li>accusative plural inanimate (e.g., <i>нові зошити, цікаві книжки, гарні авто</i>)</li> </ul> <p><b>Verbs</b></p> <ul style="list-style-type: none"> <li>past, all genders singular and plural (e.g., <i>читав, читала, читали</i>)</li> </ul> <p><b>Expressions</b></p> <ul style="list-style-type: none"> <li>of time (e.g., <i>вчора, позавчора, минулого тижня</i>)</li> </ul> </li> </ul>	

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"> <li>• use, in structured situations,<sup>2</sup> the following grammatical elements:             <ul style="list-style-type: none"> <li><b>Nouns</b> <ul style="list-style-type: none"> <li>– accusative singular animate</li> <li>– genitive singular</li> <li>– locative singular</li> <li>– irregular plurals, including pluralia tantum, nominative (e.g., <i>двері, штани, окуляри, гроші, люди, діти</i>)</li> </ul> </li> <li><b>Pronouns</b> <ul style="list-style-type: none"> <li>– personal genitive</li> <li>– demonstrative, possessive, interrogative                             <ul style="list-style-type: none"> <li>• nominative singular and plural</li> <li>• accusative singular inanimate</li> </ul> </li> </ul> </li> <li><b>Adjectives</b> <ul style="list-style-type: none"> <li>– accusative singular inanimate</li> </ul> </li> <li><b>Verbs</b> <ul style="list-style-type: none"> <li>– present</li> <li>– present of common reflexives</li> <li>– imperative</li> <li>– future imperfective</li> <li>– modal verbs</li> </ul> </li> <li><b>Adverbs</b> <ul style="list-style-type: none"> <li>– of motion (e.g., <i>швидко, повільно</i>)</li> <li>– of distance (e.g., <i>близько, далеко</i>)</li> <li>– to express seasons (e.g., <i>взимку, восени</i>)</li> </ul> </li> <li><b>Expressions</b> <ul style="list-style-type: none"> <li>– date and year</li> <li>– time</li> <li>– of appeal</li> </ul> </li> <li><b>Numerals</b> <ul style="list-style-type: none"> <li>– 1–4 plus noun agreement</li> <li>– ordinals 1–12</li> </ul> </li> </ul> </li> </ul>	NOTES:
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6.1 <i>Linguistic Elements (continued)</i>		GRADE 3
grammatical elements	<ul style="list-style-type: none"> <li>use, independently and consistently,<sup>3</sup> the following grammatical elements:               <ul style="list-style-type: none"> <li><b>Nouns</b> <ul style="list-style-type: none"> <li>accusative singular inanimate</li> </ul> </li> <li><b>Pronouns</b> <ul style="list-style-type: none"> <li>personal accusative</li> </ul> </li> <li><b>Verbs</b> <ul style="list-style-type: none"> <li>present of common verbs</li> </ul> </li> <li><b>Adverbs</b> <ul style="list-style-type: none"> <li>of location/direction</li> <li>of time (e.g., <i>сьогодні</i>)</li> </ul> </li> <li><b>Expressions</b> <ul style="list-style-type: none"> <li>date</li> <li>interrogative (e.g., <i>куди</i>)</li> </ul> </li> <li><b>Conjunctions</b> <ul style="list-style-type: none"> <li>coordinating (e.g., <i>а, але, або, бо</i>)</li> </ul> </li> <li><b>Numerals</b> <ul style="list-style-type: none"> <li>cardinals 1–100 (e.g., <i>тридцять, сто</i>)</li> </ul> </li> </ul> </li> </ul>	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.

6.1 <i>Linguistic Elements (continued)</i>		GRADE 3
mechanical features	<ul style="list-style-type: none"> <li>experiment with and use basic mechanical features</li> </ul>	NOTES:
discourse features	<ul style="list-style-type: none"> <li>experiment with and use basic discourse features in oral, print, and visual texts</li> </ul>	
6.2 <i>Language Competence</i>		GRADE 3
listening	<ul style="list-style-type: none"> <li>listen to and understand a series of oral sentences or a short oral presentation on a familiar topic in structured situations</li> </ul>	NOTES:
speaking	<ul style="list-style-type: none"> <li>produce, spontaneously or with guidance, a series of interrelated ideas on a familiar topic</li> </ul>	

<b>6.2</b> <i>Language Competence (continued)</i>		<b>GRADE 3</b>
reading	<ul style="list-style-type: none"> <li>read and understand a series of sentences or a short text on a familiar topic in structured situations</li> </ul>	<b>NOTES:</b>
writing	<ul style="list-style-type: none"> <li>produce, spontaneously or with guidance, simple texts on a familiar topic in structured situations</li> </ul>	
viewing	<ul style="list-style-type: none"> <li>view and understand simple events and representations</li> </ul>	
representing	<ul style="list-style-type: none"> <li>use a variety of forms to create representations of ideas, events, and information</li> </ul>	
<b>6.3</b> <i>Sociocultural/Sociolinguistic Competence</i>		<b>GRADE 3</b>
register	<ul style="list-style-type: none"> <li>recognize that some topics, words or intonations are inappropriate in certain contexts</li> </ul>	<b>NOTES:</b>
idiomatic expressions	<ul style="list-style-type: none"> <li>understand and use a variety of simple idiomatic expressions as set phrases</li> </ul>	
variations in language	<ul style="list-style-type: none"> <li>accept individual differences in speech</li> </ul>	
social conventions	<ul style="list-style-type: none"> <li>use appropriate oral forms of address for people frequently encountered</li> </ul>	
nonverbal communication	<ul style="list-style-type: none"> <li>recognize that some non-verbal behaviours may be inappropriate in certain contexts</li> </ul>	

<b>6.4 Language Learning Strategies</b>		<b>GRADE 3</b>
cognitive	<ul style="list-style-type: none"> <li>use a variety of simple cognitive strategies, with guidance, to enhance language learning (e.g., make personal dictionaries, experiment with various elements of the language)</li> </ul>	<b>NOTES:</b>
metacognitive	<ul style="list-style-type: none"> <li>use a variety of simple metacognitive strategies, with guidance, to enhance language learning (e.g., decide in advance to attend to the learning task)</li> </ul>	
social/affective	<ul style="list-style-type: none"> <li>use a variety of simple social and affective strategies, with guidance, to enhance language learning (e.g., reread familiar self-chosen texts to enhance understanding and enjoyment)</li> </ul>	
<b>6.5 Language-Use Strategies</b>		<b>GRADE 3</b>
interactive	<ul style="list-style-type: none"> <li>use a variety of simple interactive strategies, with guidance (e.g., ask for clarification or repetition when they do not understand)</li> </ul>	<b>NOTES:</b>
interpretive	<ul style="list-style-type: none"> <li>use a variety of simple interpretive strategies, with guidance (e.g., determine the purpose of listening; listen or look for key words)</li> </ul>	
productive	<ul style="list-style-type: none"> <li>use a variety of simple productive strategies, with guidance (e.g., use illustrations to provide detail when producing their own texts)</li> </ul>	

<b>6.6 General Learning Strategies</b>		<b>GRADE 3</b>
cognitive	<ul style="list-style-type: none"> <li>use simple cognitive strategies to enhance general learning (e.g., experiment with and concentrate on one thing at a time)</li> </ul>	<b>NOTES:</b>
metacognitive	<ul style="list-style-type: none"> <li>use simple metacognitive strategies to enhance general learning (e.g., decide in advance to attend to the learning task)</li> </ul>	
social/affective	<ul style="list-style-type: none"> <li>use simple social and affective strategies to enhance general learning (e.g., participate in cooperative group learning tasks)</li> </ul>	
<b>7.1 Self-Identity</b>		<b>GRADE 3</b>
understanding self-identity	<ul style="list-style-type: none"> <li>explore and examine various sources of information for development of own self-concept</li> </ul>	<b>NOTES:</b>
developing positive self-identity	<ul style="list-style-type: none"> <li>understand own strengths and abilities</li> </ul>	
valuing Ukrainian language and culture	<ul style="list-style-type: none"> <li>recognize and appreciate various elements of Ukrainian language and culture</li> </ul>	
valuing bilingualism/multiculturalism	<ul style="list-style-type: none"> <li>recognize and appreciate various elements of a bilingual/multicultural education</li> </ul>	

<b>7.2 Ukrainian Culture</b>		<b>GRADE 3</b>
historical elements	<ul style="list-style-type: none"> <li>participate in activities and experiences that reflect traditional elements of the Ukrainian language and culture (e.g., Christmas, Easter)</li> </ul>	<b>NOTES:</b>
contemporary elements	<ul style="list-style-type: none"> <li>participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture</li> </ul>	
diversity	<ul style="list-style-type: none"> <li>identify diverse elements of the Ukrainian language and culture in school and/or the local community</li> </ul>	
change	<ul style="list-style-type: none"> <li>identify how people's actions and lifestyles change to accommodate the changing needs of people</li> </ul>	
<b>7.3 Building Community</b>		<b>GRADE 3</b>
positive group membership	<ul style="list-style-type: none"> <li>experience that helping others is rewarding</li> </ul>	<b>NOTES:</b>
appreciating diversity	<ul style="list-style-type: none"> <li>explore diversity in the classroom, school, and local community; and reflect on its significance to self</li> </ul>	
appreciating similarity	<ul style="list-style-type: none"> <li>explore similarities among members of the immediate community, and reflect on the significance of this to self</li> </ul>	
contributing to community	<ul style="list-style-type: none"> <li>participate cooperatively in daily classroom duties, and support peers and classmates</li> </ul>	

7.4 <i>Global Citizenship</i>		GRADE 3
responsible citizenship	<ul style="list-style-type: none"> <li>recognize that growing up involves making decisions and accepting consequences</li> </ul>	NOTES:
interdependence	<ul style="list-style-type: none"> <li>identify the advantages and disadvantages of working collaboratively with a partner or group</li> </ul>	
intercultural skills	<ul style="list-style-type: none"> <li>explore ways to resolve interpersonal conflict, and initiate and maintain new relationships</li> </ul>	
future opportunities	<ul style="list-style-type: none"> <li>identify personal strengths and areas for improvement and/or change, and set personal goals</li> </ul>	

