

Language Conventions Continuum for Reading and Writing, grades 1-9 @

<https://www.dcp.edu.gov.on.ca/en/curriculum/elementary-language/context/appendix-b>

Legend

<p>Initial Development (I)</p>	<ul style="list-style-type: none"> • Initial Development of Learning: Introduce the concept in a contextualized way according to students’ needs • Students build on their grammatical knowledge during writing and reading activities
<p>Consolidation (C)</p>	<ul style="list-style-type: none"> • Consolidation of Learning: Consolidate the concept within planned learning in a contextualized way according to students’ needs • Students identify, formulate, verify, and apply their grammatical knowledge during writing and reading activities
<p>Refinement (R)</p>	<ul style="list-style-type: none"> • Refinement of Learning: Refine students’ understanding by providing opportunities for them to apply the concept to new contextualized learning • Students refine their grammatical knowledge and apply it with proficiency during writing and reading activities

Language conventions by grade

B3.1 Syntax and Sentence Structure	1	2	3	4	5	6	7	8	9
simple sentences: declarative (e.g., The dog barks loudly all day.)	I	C	C	R					
simple sentences: imperative (e.g., Please turn on the water.)	I	C	C	R					

simple sentences: interrogative (e.g., Where is the library book on structures?)	I	C	C	R					
simple sentences: exclamatory (e.g., I am excited and happy to see my friend!)	I	C	C	R					
compound sentences (e.g., Sherice sings in a band and sometimes she plays drums.)	I	C	C	C	C	C	C	C	R
complex sentences (e.g., It is freezing outside because it is winter.)			I	C	C	C	C	C	C
complex sentences with adverbial clauses (e.g., <i>While Aamer is a big fan of soccer</i> , he prefers cricket.)			I	C	C	C	C	C	C
independent clauses (e.g., Swati reads articles, and Hong enjoys novels.)				I	C	C	C	C	R
dependent clauses (e.g., <i>After Nagamo wrote her first novel last year</i> , she decided to write a second novel.)				I	C	C	C	C	R

compound-complex sentences (e.g., Since Mykola is allergic to wheat, he could not have the rolls he made, but he could have the soup.)						I	C	C	C	C
sentence fragments and run-on sentences						I	C	C	C	R
complex sentences with adjective or relative clauses (e.g., The crowd, <i>who looked happy</i> , danced across the street.)							I	C	C	C
complex sentences with prepositional clauses (e.g., <i>While we were playing football</i> , the ball thrown by my friend went into the lake.)								I	C	R
B3.2 Grammar	1	2	3	4	5	6	7	8	9	
common nouns (e.g., firefighter, drum, park)	I	C	R							
singular nouns (e.g., teacher, eraser, notebook)	I	C	R							
plural nouns (e.g., students, desks, berries)	I	C	R							
using the pronoun "I"	I	C	R							

verb tense: past (e.g., Hiro <i>walked</i> home from school.)	I	C	C	C	C	C	R		
verb tense: present (e.g., Maham <i>draws</i> hearts on all her homework.)	I	C	C	C	C	C	R		
verb tense: future (e.g., Chi <i>will write</i> the email after lunch.)	I	C	C	C	C	C	R		
common adjectives (e.g., bumpy, brown, delicious, brilliant)	I	C	C	R					
common conjunctions (e.g., when, so what, whether, unless)	I	C	C	C	C	C	C	C	R
abstract nouns (e.g., peace, joy, imagination, reconciliation)		I	C	C	R				
collective nouns (e.g., fleet, bunch, cluster, batch)		I	C	C	R				
personal pronouns: subject (e.g., you, he, she, it, they, we)		I	C	C	C	R			
personal pronouns: object (e.g., you, her, him, it, them, us)		I	C	C	C	R			
personal pronouns: possessive (e.g., my, mine; your, yours; their, theirs; our, ours)		I	C	C	C	R			

forms of the verb "to be" (e.g., am, are, be, was, being)		I	C	C	C	C	C	C	R
comparative adjectives (e.g., She is <i>younger</i> than her brother.)		I	C	C	C	R			
superlative adjectives (e.g., They use the <i>smallest</i> bag to carry their groceries.)		I	C	C	C	R			
coordinating conjunctions (e.g., Karim can be a plumber, <i>or</i> he can be a welder.)		I	C	C	C	C	C	C	R
subordinating conjunctions (e.g., You need to walk slowly <i>because</i> you may fall on the ice.)		I	C	C	C	C	C	C	R
recognition of the words that adverbs modify (e.g., The principal <i>spoke</i> calmly during the meeting.)		I	C	C	C	C	C	R	
possessive nouns (e.g., women's, man's, students')			I	C	C	R			
linking verbs (e.g., to be, to become, to seem)			I	C	C	C	C	C	R
progressive tense (e.g., He <i>was writing</i> an email when the phone rang.)			I	C	R				

interrogative adjectives (e.g., what, which, whose)				I	C	C	R			
prepositions (e.g., in, at, on, in front of, next to)				I	C	C	C	C	R	
interjections (e.g., wow, hey, ouch)				I	C	C	R			
relative pronouns (e.g., The woman <i>who</i> called earlier did not leave a message.)					I	C	C	C	C	C
perfect tense (e.g., You <i>have shopped</i> in that store.)					I	C	C	C	C	R
interrogative verbs (e.g., <i>Did</i> you break my favourite toy?)					I	C	C	C	C	C
imperative verbs (e.g., <i>Place</i> your order in the next five minutes.)					I	C	C	C	C	C
pronouns as adjectives (e.g., <i>Neither</i> came at the time of the meeting.)					I	C	R			
direct objects for nouns (e.g., They promised the children new <i>bicycles</i> .)						I	C	C	C	C

predicate nouns (e.g., My favourite hobby is <i>camping</i> .)								I	C	C
predicate adjectives (e.g., That music sounds <i>wonderful</i> .)								I	C	C
participles (e.g., The boys <i>sitting</i> on the bench were talking.)								I	C	C
adverbial phrases (e.g., The person was cheering <i>very loudly</i> .)								I	C	C
B3.3 Capitalization and Punctuation	1	2	3	4	5	6	7	8	9	
capital letters at the beginning of sentences (e.g., We walked to the park this morning.)	I	C	R							
appropriate punctuation mark at the end of sentences (e.g., The weather is cloudy.)	I	C	R							
capital letters for proper nouns (e.g., My family travelled from <i>Brantford</i> to <i>Toronto</i> by train.)		I	C	R						
commas to separate items in lists (e.g., I like to skate, sled, and snowshoe in the winter.)		I	C	R						

apostrophes for possessives (e.g., <i>Ira's</i> sister was late to meet him for lunch.)			I	C	C	R				
quotation marks for direct speech (e.g., Maia said, "I am busy now.")			I	C	C	C	R			
capital letters in dialogue (e.g., The woman exclaimed, "We are so happy that you enjoyed your day.")				I	C	C	C	C	C	R
capitals for words in titles (e.g., The book was called <i>The Journey across Canada</i> .)				I	C	C	R			
commas and quotation marks to mark direct speech and direct quotations from texts (e.g., "Free bus passes for all students," said Mr. Bond.)				I	C	C	C	C	R	
apostrophes for contractions (e.g., <i>It's</i> a nice day outside.)				I	C	C	R			
capital letters for proper adjectives (e.g., They like to eat <i>Indian, Korean, and Japanese</i> food.)					I	C	C	C	C	R
commas to set off nouns of direct address (e.g., Dad, where is my baseball bat?)					I	C	C	C	R	

semicolons to separate two independent clauses (e.g., I went to the market; I forgot to buy corn soup.)								I	C	C
commas to set off conjunctive adverbs (e.g., Your dog got into the neighbour's yard; in addition, he dug up the flowers.)								I	C	C
ellipses or dashes to indicate an admission, a pause, or a break (e.g., Yesterday he enrolled...in art instead of music.)								I	C	C

[Previous Appendix A. Language Foundations Continuum for Reading and Writing, Grades 1–4, Overall Expectation B2](#)