
Grade 8: Oral Communication, Reading, and Writing

Overall Expectations

By the end of Grade 8, students will:

- communicate in various contexts and for a variety of purposes;
- demonstrate an understanding of ideas conveyed in various oral texts;
- discuss language structures and their functions;
- read for a variety of purposes in the writing system used in the program, including information and enjoyment;
- write in a variety of forms and for a variety of purposes using the writing system used in the program;
- use correctly the grammar and vocabulary elements specified for this grade;
- use information technology to communicate in the Native language;
- demonstrate a variety of research skills;
- demonstrate knowledge and understanding of various aspects of the Native culture under study.¹¹

Specific Expectations

Oral Communication

By the end of Grade 8, students will:

- express ideas, feelings, and opinions in conversations;
- use compound and complex sentences in conversations and discussions (e.g., *If it rains, I will sleep; If it rains, I will take the clothes off the clothesline so they won't get wet*)
- demonstrate an understanding of oral language in a variety of situations (e.g., by following detailed instructions, by summarizing information given in audio and video presentations);
- demonstrate an understanding of a variety of language structures, including contractions, used by Native speakers;
- participate in a variety of oral language activities appropriate for the grade (e.g., describe personal experiences, play games using the language);
- give oral presentations on aspects of the Native culture studied, using information gathered through research (e.g., give a talk on Native values and traditions based on interviews with speakers of the Native language in the community).

11. Native-language teachers may wish to approach knowledgeable members of the community for assistance with this expectation.

Reading

By the end of Grade 8, students will:

- read a variety of written texts (e.g., works by Native authors, Native legends, articles dealing with Native values);
- demonstrate an understanding of the information and ideas conveyed in written materials (e.g., identify the main ideas and supporting details in short stories and information materials);
- participate in a variety of reading activities appropriate for the grade (e.g., identify specific language structures in texts and discuss their uses, summarize detailed written instructions such as those given in a recipe);
- read independently using various reading strategies (e.g., draw on personal experience, use verbal cues, analyse context) to determine meaning;
- read their own work aloud, as well as the work of their peers, using proper pronunciation;
- use various sources to locate reading materials in the Native language.

Writing

By the end of Grade 8, students will:

- write for a variety of purposes using different forms (e.g., write a letter to communicate thoughts and feelings; write a composition to describe a personal experience; write a radio or television news report to present an analysis of an issue related to Native youth; write a story to illustrate how Native people view the relationship between humans and the land);
- use all the steps of the writing process to produce a polished piece of writing;
- use correctly the language structures and vocabulary specified for this grade;
- use information technology to communicate in the Native language with other students;
- use information technology to enhance their writing (e.g., create visual material for a presentation on a topic related to the Native culture under study);
- use correct spelling in their writing, drawing on a variety of resources (e.g., personal lexicon, classroom-displayed vocabulary lists, electronic dictionaries, spell-check feature of software programs);
- demonstrate knowledge and understanding of various aspects of the Native culture studied in their writing.

Grammar, Language Conventions, and Vocabulary

Students should develop and apply knowledge of the language elements, vocabulary, and spelling items listed below through communicative activities in all three strands. The language elements and vocabulary introduced in a specific grade are not repeated in subsequent grades unless they are combined with new elements or studied in a new context. This method of citing language elements and vocabulary is not meant to imply that students will work with the language elements and vocabulary of a given grade only while they are in that grade. On the contrary, it is expected that students will continue to work with all the language elements, vocabulary, and spelling items listed in the document as they advance through the grades, and that they will apply them in progressively more complex and sophisticated contexts.

Since a number of different Native languages are used in Ontario, the most commonly used language elements have been selected, and all the examples have been given in English. Native-language teachers will need to adapt these lists and prepare their own materials to accommodate the distinctive features of the Native language being studied.

Language elements

nouns and pronouns

- proximate and obviative forms of personal pronouns (third-person singular and plural)
 - Algonquian
- various locative constructions (e.g., *I left her behind, he works somewhere else*)
- possessive form of independent nouns

verbs

- various kinds of conjunct verbs – Algonquian (e.g., verbs in interrogative sentences, content questions, complex sentences, conditional clauses)
- active and passive voice
- imperative inflections

interrogative constructions

- language structures used to form questions (e.g., *How did it happen? When did it happen? Where did it happen? Why did it happen? What happened?*)

particles

- interrogative and locative particles
- use of particles as adverbs – to express time, manner, degree, and quantity (e.g., *early in the morning; very, really; some, few*)
- use of particles as conjunctions – to join together sentences, clauses, phrases, or words (e.g., *I'll see him if he comes; Her coat and hat were found but not her shoes*)

syntax

- obviative constructions with nouns and pronouns – Algonquian (e.g., *John saw Fred as he [John] was walking on the road*)

Vocabulary

- words associated with outdoor and leisure activities, current events

Spelling

- correct spelling of words and phrases studied
- use of sounds and their related spelling patterns in the language studied
- use of resources to confirm spelling (e.g., personal lexicon, classroom-displayed vocabulary lists, print and electronic dictionaries, spell-check feature of software programs)