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# Grade 7: Oral Communication, Reading, and Writing

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## Overall Expectations

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By the end of Grade 7, students will:

- communicate in various contexts and for a variety of purposes;
- demonstrate an understanding of a variety of simple oral texts;
- use correctly the grammar and vocabulary elements specified for this grade;
- read for a variety of purposes in the writing system used in the program, including information and enjoyment;
- write for a variety of purposes in the writing system used in the program;
- use information technology to communicate in the Native language;
- demonstrate a variety of research skills;
- demonstrate knowledge and understanding of aspects of the Native culture studied.<sup>10</sup>

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## Specific Expectations

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### Oral Communication

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By the end of Grade 7, students will:

- participate in informal conversations as well as in more formal dialogues (e.g., interview a Native speaker from the community on some local issue);
- demonstrate an understanding of a variety of short oral texts (e.g., compare short oral stories, identify ideas in short oral texts);
- participate in a variety of oral language activities appropriate for the grade (e.g., identify and use various kinds of

negative constructions, identify and use different kinds of verbs);

- use the local pronunciation correctly;
- give oral presentations on aspects of the Native culture studied (e.g., legends, values, traditions).

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### Reading

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By the end of Grade 7, students will:

- read a variety of simple written texts (e.g., short stories by Native authors, local newsletter in the Native language);
- demonstrate an understanding of the information and ideas conveyed in written materials (e.g., identify the main ideas and supporting details in short stories);

- participate in a variety of reading activities appropriate for the grade (e.g., explore the language patterns in short stories);
- use a variety of reading strategies appropriate for the grade (e.g., draw on personal experience, examine context);
- read sentences aloud using proper intonation to convey meaning.

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

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## Writing

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By the end of Grade 7, students will:

- write a variety of materials (e.g., summaries of information, dialogues, short stories);
- participate in a variety of writing activities appropriate for the grade (e.g., write a dialogue based on an interpretation of a short story);
- use vocabulary and language structures correctly in their writing;
- use a variety of sentence structures correctly in their writing;
- use information technology to communicate in the Native language with other students;
- use correct spelling in their writing, drawing on a variety of resources (e.g., personal lexicon, classroom-displayed vocabulary lists, print and electronic dictionaries, spell-check feature of software programs);
- demonstrate knowledge and understanding of aspects of the Native culture studied in their writing.

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## Grammar, Language Conventions, and Vocabulary

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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*

- pejorative form of nouns – Algonquian (e.g., *useless shoe, old coat*)
- incorporation of nouns to express adjectival ideas (e.g., *nice house, rotten potatoes*)
- the indefinite number form of nouns (e.g., *doors* [any number of doors], *chairs* [any number of chairs])
- the augmentative form of nouns (e.g., *big table*)

#### *verbs*

- uses of various kinds of verbs (e.g., transitive, intransitive, voluntative, subjective, objective)

- uses of various tenses (e.g., present, past, future)

- various kinds of verbs (animate intransitive, inanimate intransitive, transitive animate, transitive inanimate) in obviative constructions – Algonquian
- transitive interactive pronominal prefix (e.g., *she likes me; I saw him*)

#### *syntax*

- language structures used in various kinds of negative sentences (e.g., *There is no bread left; They didn't go to the lake; No one spoke*)
- obviative and proximate nouns and pronouns in sentences – Algonquian (e.g., *Peter talked to Mark while he [Peter] worked*)

**Vocabulary**

- words used in division
- words associated with plants and trees

**Spelling**

- correct spelling of words and phrases 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)
- correct use of diacritical marks – Cree, Oji-Cree, Iroquoian languages