

English Language Arts 4–6 Streamlined Curriculum

English Language Arts 4		
Strategies and Skills (to Support Indicators)	Outcomes	Performance/Assessment Indicators
<i>(Strategies and Skills to Support Indicators)</i>		
<ul style="list-style-type: none"> ▪ clearly expressing a personal opinion about an event, item, information, or text ▪ clarifying information for listeners by responding to questions ▪ asking questions to clarify information ▪ asking questions to gather additional information ▪ expressing possible approaches or solutions to problems ▪ demonstrating good listening habits (as posted on a co-constructed anchor chart) ▪ respectfully responding to the opinions of others ▪ taking turns appropriately when engaged in listening and speaking ▪ verbally giving specific directions that have several parts ▪ following verbal directions that have several parts ▪ making mindful comments to and asking questions of a guest speaker or peer presenter ▪ orally presenting information to whole class or small groups and answering questions ▪ making mindful comments to and ask questions of presenters/speakers ▪ asking questions and making comments in a variety of small-group settings ▪ beginning to use more sophisticated vocabulary to engage an audience 	<p>Outcome 1: Listening and Speaking Students will communicate effectively and clearly and respond personally and critically, respecting cultural contexts. (CZ, COM, CI, CT, PCD)</p>	<ul style="list-style-type: none"> ▪ Actively listen in a variety of collaborative learning experiences showing an awareness of when to listen and when to speak. (Active Listening, Collaborative Learning) ▪ Respond personally and critically to clarify information. ▪ Identify the main idea when directly stated and identify a number of key and supporting details. ▪ Describe a personal experience in sequential order. ▪ Explain personal opinions and respond to questions of others. ▪ Consider others' responses and offer opinions supported by one or two reasons. ▪ Clarify opinions by responding to the questions and ideas/opinions of others. ▪ Use intonation, expression, and tone in a range of conversations, with some awareness of various nonverbal cues. (Nonverbal Communication) ▪ Reflect upon a variety of oral presentations considering the speaker's perspective. (Point of View vs Perspective) ▪ Use complex sentences that/use grade-appropriate vocabulary with some detail. ▪ Begin to use transition words. ▪ Respond to and give sequential multi-step directions.

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<ul style="list-style-type: none"> ▪ collaborating (Collaboration Strategies and skills) ▪ taking turns listening and speaking in group-work situations ▪ giving “I messages” about personal feelings ▪ using appropriate volume of voice inside the classroom and other school spaces ▪ disagreeing respectfully with a classmate ▪ demonstrating respectful interactions with peers, other students in the school and adults 	<p>Outcome 2: Listening and Speaking Students will interact with sensitivity and respect, considering cultural contexts, audience, purpose, and situation. (CZ, COM, CI, CT, PCD)</p>	<ul style="list-style-type: none"> ▪ Converse and collaborate in a variety of situations with growing sensitivity and respect, considering cultural contexts, audience, and purpose. ▪ Begin to use intonation, tone, and expression to communicate ideas and feelings in a variety of situations, considering audience, and purpose. ▪ Continue to make language choices that affirm sensitivity and respect to the ideas and experiences of others. ▪ Use language showing a growing awareness of audiences and situations.
<ul style="list-style-type: none"> ▪ selecting appropriate culturally relevant (“just right”) texts from class and school library (with guidance and support when necessary) ▪ beginning to articulate what makes a particular book appropriate for a given purpose ▪ selecting and reading a variety of text types and various authors over time ▪ using all sources of information (cueing systems) when reading ▪ monitoring their own comprehension and using a “fix-up” strategy when meaning breaks down such as <ul style="list-style-type: none"> – predicting—using prior knowledge and text clues to think about what the text may be about – confirming—while reading, check to see if the text matches the predictions – monitoring—while reading, check to see if the text is too difficult or too easy – self-correcting—when stuck, try rereading, reading on, asking for help, or using context clues – word solving—using a variety of strategies to “unlock” unfamiliar words, such as looking for smaller words in the word, common rimes, context – sampling/gathering—noting the parts of the text that are helpful 	<p>Outcome 3: Reading and Viewing Students will demonstrate a variety of ways to select and comprehend from a range of culturally diverse print and digital texts. (CZ, COM, CI, CT, PCD, TF)</p>	<ul style="list-style-type: none"> ▪ Use all sources of information (meaning, structure, visual) to search, check, self-monitor, and self-correct with grade-appropriate, instructional-level text. (Cueing Systems; Reading Record) ▪ Choose “just right” texts according to interests from a growing range of genres. (Choosing "Just Right" Texts) ▪ Monitor and self-correct with growing independence and automaticity with grade-appropriate, instructional-level text. ▪ Build stamina through reading grade appropriate, independent level texts. (Stamina) ▪ Apply a variety of word-solving strategies with growing independence. (Word-Solving Strategies) ▪ Use punctuation to enhance comprehension and fluency with increasing awareness. ▪ Use a range of fiction and nonfiction text features to support comprehension, using grade-appropriate texts. (Text Features) ▪ Retell a narrative, using relevant details and events. (Narrative) ▪ Explain and/or represent an understanding of texts from a variety of genres. (Suggested Genre Studies and Writing Options 4-6) ▪ Discuss text with reference to author’s and illustrator’s message. (Style)

Citizenship (CZ) Communication (Com) Creativity and Innovation (CI) Critical Thinking (CT) Personal Career Development (PCD) Technological Fluency (TF)

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<ul style="list-style-type: none"> – maintaining fluency—paying attention to punctuation and reading smoothly with expression ▪ using a variety of methods and techniques when searching for information in nonfiction text ▪ reading longer, more complex text to develop strategies to support understanding ▪ demonstrating understanding of text read through conversations and written responses ▪ setting goals for reading ▪ demonstrating awareness of their learning needs as they relate to reading ▪ when conferring, describe comprehension strategies that support understanding such as <ul style="list-style-type: none"> – making connections—recognizing relationships that exist between the text, other experiences, other texts, and the world – visualizing—creating mental pictures/images to support understanding – inferring—looking for hints and “reading between the lines” to uncover the meaning of the text – questioning—asking questions about the text that help with comprehension – determining importance—thinking about the purpose for reading and reading for key information – analyzing—examining the text (construction, ideas, and content) to develop a greater understanding of what was written and how it was written – synthesizing—combining information from a variety of sources to create new understandings and ideas 		<ul style="list-style-type: none"> ▪ Apply a repertoire of comprehension strategies to actively construct meaning with grade-appropriate texts. (Repertoire of Strategies) ▪ Discuss how applying comprehension strategies enhances understanding. (Metacognition) ▪ Use graphic organizers to build meaning. ▪ Demonstrate an understanding of the grade-appropriate text by reading aloud and using intonation, rhythm, and phrasing.

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<ul style="list-style-type: none"> ▪ generating questions that will help define a search for information ▪ using the best questions to plan the research (with support where appropriate) ▪ using tools for the collection of information (such as a matrix or other supports provided by the teacher) ▪ using a variety of sources and developing strategies for assessing the accuracy of the information ▪ working with others to find, analyze, organize, and present information ▪ reflecting on their learnings with increasing quality and depth 	<p>Outcome 4: Reading and Viewing Students will select, interpret, and combine information from culturally diverse contexts. (CZ, COM, CI, CT, PCD, TF)</p>	<ul style="list-style-type: none"> ▪ Formulate relevant questions that guide research to build a deeper understanding of a topic. (Critical Thinking Skills Continuum) ▪ Use some text features in print and digital media to access information. (Text Features) ▪ Begin to refine keyword choices in a search engine to access relevant information. ▪ Select relevant, dependable sources of information, with guidance. (Critical Thinking Skills Continuum) ▪ Interpret relevant information from selected sources, with guidance. ▪ Combine information to enhance understanding, with guidance. ▪ Give credit to sources of information, with guidance.
<ul style="list-style-type: none"> ▪ beginning to identify the point of view of the author of some texts and discussing how the author has positioned them as readers ▪ beginning to share their understanding of characteristics of a particular genre being studied ▪ beginning to share ideas about texts written by a particular author from an author study undertaken individually, with a small group, or as part of class discussion ▪ beginning to express their agreement or disagreement with information in a text, a character’s decision, etc., and supporting their view with evidence from the text or from their personal experience as it relates to the text ▪ making meaningful personal connections that enhance comprehension ▪ sharing their connections orally and/or in writing ▪ sharing their opinions about the text and give reasons for those opinions ▪ beginning to demonstrate an increasing awareness of a variety of authors and illustrators ▪ using prior knowledge to predict what messages might be contained in a text 	<p>Outcome 5: Reading and Viewing Students will respond personally and critically to a range of culturally diverse texts. (CZ, COM, CI, CT, PCD, TF)</p>	<ul style="list-style-type: none"> ▪ Share meaningful, personal connections that support comprehension orally and/or in writing. ▪ Begin to ask critical-thinking questions to clarify understanding, with guidance. (Critical-Thinking Questions) ▪ Explore and discuss the message(s) of the author. ▪ Support opinions with specific relevant evidence from the text. ▪ Support opinions with personal thoughts and feelings. ▪ Begin to develop an awareness of stereotyping, bias, and/or prejudice, with guidance. (Racial Equity Policy Definitions) ▪ Begin to respond to stereotyping, bias, and/or prejudice, with guidance. (Racial Equity Policy Definitions) ▪ Recognize authors’ viewpoints, providing evidence from the text and personal experiences. (Critical Literacy Strategies)

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<ul style="list-style-type: none"> ▪ asking questions brought to mind while reading a text ▪ demonstrating an understanding that text carries a message and represents a particular viewpoint ▪ reading a text for bias and identifying whose voices are heard and whose are silenced ▪ discussing instances of prejudice and stereotyping when they occur in text ▪ when researching, including sources that represent various perspectives 		
<ul style="list-style-type: none"> ▪ engaging in oral language interactions ▪ beginning to develop metacognitive/reflective strategies and skills through practicing talking and writing about their thinking ▪ selecting appropriate strategies to construct and refine meaning ▪ developing appropriate strategies to construct and refine meaning ▪ participating in genuine conversations about books and ideas (what was interesting, surprising, making connections, asking questions, etc.) ▪ communicating effectively in a variety of ways depending on purpose and audience ▪ beginning to develop critical-thinking questions to think about and discuss author's craft ▪ practicing reading, rereading, and critiquing writing to refine writing ▪ talking about reading and writing through a variety of paired and small-group experiences ▪ drawing on prior knowledge to make better connections with new information ▪ beginning to share ideas and thoughts about reading and writing to clarify thinking ▪ beginning to build background knowledge through whole-group or small-group shared writing experiences ▪ talking about experiences and background knowledge through informal, exploratory talk to refine thinking 	<p>Outcome 6: Reading and Writing Connection Students will understand the speaking, reading, and writing relationship by independently and collaboratively creating diverse texts. (CZ, COM, CI, CT, PCD, TF)</p>	<ul style="list-style-type: none"> ▪ Explore and discuss elements that contribute to the authors' craft in a variety of texts. (Author's Craft) ▪ Begin to experiment with author's craft by incorporating elements in writing. (Author's Craft) ▪ Identify how the elements of author's craft contributes to writing style(s). ▪ Collaborate with peers, considering peers' ideas and suggestions to craft writing. ▪ Reflect on writing using exemplars to self-evaluate, with support.

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<ul style="list-style-type: none"> ▪ beginning to recognize the techniques used by authors through talk ▪ beginning to develop oral and written vocabulary through exposure to author’s word choices in mentor texts ▪ experimenting with elements of author’s style through the use of mentor texts ▪ experimenting with the craft of writing through reading, listening to, and discussing quality literature (Read-Aloud, shared reading, guided reading) ▪ recognizing author’s craft through reading and talking about <ul style="list-style-type: none"> – character development – plot – setting – theme – perspective – style – illustrations – design (visual presentation of the text) ▪ replicating craft in writing by exploring/studying <ul style="list-style-type: none"> – character development – plot – setting – theme – perspective – style – illustrations – design (visual presentation of the text) ▪ beginning to work independently to apply listening, speaking, reading, and writing skills ▪ practicing talking and writing about strategies to develop metacognitive skills (Think Aloud) 		

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<ul style="list-style-type: none"> ▪ practicing writing drafts to develop editing strategies and skills focusing on <ul style="list-style-type: none"> – circling words that appear to be misspelled – checking the word wall, a word reference, dictionary, or spell check to correct spelling – correctly using periods, exclamation marks, question marks, apostrophes in contractions and possessives, punctuation in abbreviations and initials ▪ drafting and revising writing with an awareness to audience 		
<ul style="list-style-type: none"> ▪ using writing to support their thinking and learning in various ways, such as using charts, webs, or other graphic organizers when generating, developing, and organizing ideas ▪ using a matrix to organize their research ▪ with support, exploring various methods of note-making ▪ constructing and using a simple survey/questionnaire to gather information ▪ using a journal to explore and express their opinions and ideas ▪ using learning logs to explain what they have learned and reflect on themselves as learners ▪ using writer’s notebooks to explore possible topics and ideas for writing (e.g., expert’s list of topics for writing, interest list) ▪ using writing to explore various forms/genres of writing and to develop their imaginations ▪ using a writer’s notebook to develop detailed characters, settings, and story lines ▪ using a writer’s notebook to explore the nature of narrative ▪ exploring various forms of poetry ▪ using a writer’s notebook to explore effective word choice ▪ practicing different story leads and conclusions ▪ using revision as a tool to shape their writing 	<p>Outcome 7: Writing and Other Ways of Representing Students will be expected to use writing and other representations to explore, clarify and reflect upon thoughts and experiences. (CZ, COM, CI, CT, PCD, TF)</p>	<ul style="list-style-type: none"> ▪ Explore various forms/genres of writing to develop imagination. ▪ Experiment with the purpose(s) of specific pieces of writing. ▪ Consider the audience(s) for specific pieces of writing. ▪ Experiment by using descriptive language and word choice to enhance meaning with support. ▪ Propose questions to clarify thoughts, ideas, and feelings. ▪ Begin to write an effective lead, a descriptive middle, and a conclusion. ▪ Explore ways to record, organize, and reflect on thinking and learning through writing and representing. (The Writing Workshop)

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<ul style="list-style-type: none"> ▪ selecting different types of writing forms to suit the purpose and audience, such as <ul style="list-style-type: none"> – narrative writing (tells a story) – expository writing (gives information or shows how) – descriptive writing (uses words to create a clear picture of something in the reader’s mind) – persuasive writing (convinces the reader to agree with a point of view) ▪ considering the traits of writing as they shape the piece, such as <ul style="list-style-type: none"> – ideas – organization <ul style="list-style-type: none"> ○ use the structure of informational text to present information ○ begin to demonstrate effective control of narrative ○ begin to select the correct type to match the writing purpose – word choice <ul style="list-style-type: none"> ○ use a range of descriptive words ○ begin to use active verbs and precise nouns ○ begin to use transitional words ○ experiment by using literary devices (simile, alliteration, onomatopoeia, imagery) (Author’s Craft) – voice <ul style="list-style-type: none"> ○ write with their unique voice ○ speak to the reader/reveal the writer ○ show thought and enthusiasm – write in a way that will engage the reader – sentence fluency <ul style="list-style-type: none"> ○ vary the sentence type and tenses – conventions <ul style="list-style-type: none"> ○ use capitalization, punctuation, and spelling, with growing accuracy 	<p>Outcome 8: Writing Students will be expected to create text, independently and collaboratively, using a variety of types of writing for a range of audiences and purposes. (CZ, COM, CI, CT, PCD, TF)</p>	<ul style="list-style-type: none"> ▪ Experiment by using types of writing that are appropriate to specific purposes and audiences with support. (Types of Writing) ▪ Include information and details that are relevant and purposeful for an intended audience with support. ▪ Invite responses to early drafts. ▪ Use print and digital graphic organizers to plan writing.

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<ul style="list-style-type: none"> ○ include information that is relevant and purposeful for an intended audience ○ seek feedback from others about the effectiveness of their writing ○ listen to others' ideas and use some of their ideas to strengthen a piece of writing 		
<ul style="list-style-type: none"> ▪ developing a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies, for example, <ul style="list-style-type: none"> – a variety of prewriting strategies for generating and organizing ideas for writing (e.g., brainstorming, webbing, story mapping, reading, researching, interviewing, reflecting) – appropriate drafting techniques (focusing on getting ideas on paper, taking risks with temporary spelling when necessary, experimenting with new forms/techniques, keeping audience in mind, using a word processor to compose) – revision techniques to ensure writing makes sense and is clear for the audience (e.g., reading/rereading, adding ideas, crossing out repetition or unnecessary information, sequencing ideas/information, rearranging, using feedback from conferences to help revise) – editing strategies (e.g., checking punctuation and language usage; checking spelling by circling words that don't look right, trying them another way, and checking with a resource such as a dictionary; using an editing checklist) – using appropriate techniques for publishing/presenting (e.g., software to develop illustrations, charts, and diagrams to enhance writing where appropriate; sharing writing/ representing orally, publishing in a class newsletter, publishing online, submitting work to school/community newsletter) 	<p>Outcome 9: Writing Students will use a range of strategies within the writing process to enhance the clarity, precision, and effectiveness of their writing. (CZ, COM, CI, CT, PCD, TF)</p>	<ul style="list-style-type: none"> ▪ Experiment with a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies with peers and independently. (The Writing Processes) ▪ Use the conventions of written language in final products with support. (Conventions; Grammar, Spelling, Punctuation, Mechanics) ▪ Use a range of problem-solving strategies to spell accurately, with support (see <i>Spelling Primary–9: A Teaching Resource</i>). ▪ Build word knowledge by manipulating, searching, and sorting (see <i>Spelling Primary–9: A Teaching Resource</i>). ▪ Show commitment to shaping pieces of writing and other representations through stages of writing development. (Stages of Writing Development) ▪ Experiment with a range of digital tools in writing and other forms of representing. ▪ Use the traits of writing (ideas, organization, voice, word choice, sentence fluency, conventions). (The Traits of Writing)

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<ul style="list-style-type: none"> ▪ beginning to demonstrate writing stamina and commitment to their writing ▪ taking some pieces of writing from prewriting through to publication ▪ producing writing that is appropriate based on audience and purpose because the writer has used many of the conventions specified in this outcome, such as <ul style="list-style-type: none"> – using a variety of simple and complex structures – using periods at the ends of sentences and for abbreviations – using commas – using apostrophes for possessives and contractions – using question marks and exclamation marks – using capitals for proper names, titles, places, days, months, holidays, starting sentences – using meaning and syntax patterns as well as sound cues to spell words – using a range of spelling strategies (see <i>Spelling Primary–9: A Teaching Resource</i>) – spelling many words conventionally – beginning to use simple paragraphing – creating pieces of writing that are legible and enjoyable for others to read ▪ editing/fixing for readability ▪ experimenting with a variety of technologies to create a range of products such as <ul style="list-style-type: none"> – email – sending emails with attachments – multimedia presentations – video clips – digital stories – blogs 		

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<ul style="list-style-type: none"> ▪ using software, making changes to text such as stylistic effects (fonts, colours, etc.), layout, and graphics ▪ deciding on a topic of inquiry ▪ developing questions to direct their investigation ▪ searching for answers to questions in various texts and the Internet ▪ recording jot notes about important information ▪ developing jot notes into complete thoughts and sentences ▪ publishing their work in a variety of ways including posters, pamphlets, written reports, photo essays, PowerPoint presentations, etc. ▪ using their research to support discussions and debates 		

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<i>(Strategies and Skills to Support Indicators)</i>		
<ul style="list-style-type: none"> ▪ clearly expressing a personal opinion about an event, item, information, or text ▪ clarifying information for listeners by responding to questions ▪ asking questions to clarify information ▪ asking questions to gather additional information ▪ orally presenting information to the whole class or small groups and answering questions ▪ making comments to and asking questions of student presenters/speakers ▪ expressing possible approaches or solutions to problems ▪ demonstrating good listening habits (as posted on a co-constructed anchor chart) ▪ respectfully responding to the opinions of others ▪ showing flexibility with communication (i.e., matching language style and language used to the audience, topic, or conversation) ▪ taking turns appropriately when engaged in listening and speaking ▪ engaging in a conversation paying attention to verbal and nonverbal cues ▪ verbally giving specific directions that have several parts ▪ following verbal directions that have several parts ▪ making mindful comments to and asking questions of a guest speaker or peer presenter ▪ with teacher support and guidance, evaluating the oral presentations of themselves and others ▪ understanding and using appropriate body language in different speaking situations ▪ using increasingly complex and sophisticated language to engage their listeners 	<p>Outcome 1: Listening and Speaking Students will communicate effectively and clearly and respond personally and critically, respecting cultural contexts. (CZ, COM, CI, CT, PCD)</p>	<ul style="list-style-type: none"> ▪ Critically listen to the ideas and perspectives of others in a variety of collaborative learning experiences showing growing control of when to listen and when to speak. (Active Listening; Collaborative Learning) ▪ Respond personally and critically to clarify information. ▪ Identify the main idea and key and supporting details and identify conclusions. ▪ Describe a personal experience in sequential order. ▪ Explain ideas and opinions with supporting details, and respond to others' questions and ideas. ▪ Consider others' responses and begin to offer opinions supported with some evidence. ▪ Clarify opinions by responding to the questions and ideas/opinions of others through providing evidence to support thinking. ▪ Use intonation, expression, and tone in a range of conversations, with growing awareness of various nonverbal cues. (Nonverbal Communication) ▪ Reflect critically upon a variety of oral presentations evaluating the speaker's perspective. (Point of View vs Perspective) ▪ Use complex sentences that incorporate grade-appropriate vocabulary with increasing detail. ▪ Use transition words. ▪ Respond to and to give sequential multi-step directions with increasing detail.

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<ul style="list-style-type: none"> ▪ collaborating (Collaboration Strategies and skills) ▪ taking turns listening and speaking in group-work situations ▪ giving “I messages” about personal feelings ▪ using appropriate volume of voice inside the classroom and other school spaces ▪ disagreeing respectfully with a classmate ▪ demonstrating respectful interactions with peers, other students in the school, and adults ▪ using language that is sensitive to others’ feelings ▪ responding personally to language used in print text, digital text, film, video, and real-life situations that is prejudicial, stereotypical, or biased ▪ reflecting on the potential power of language for negative or positive influence 	<p>Outcome 2: Listening and Speaking Students will interact with sensitivity and respect, considering cultural contexts, audience, purpose, and situation. (CZ, COM, CI, CT, PCD)</p>	<ul style="list-style-type: none"> ▪ Converse and collaborate in a variety of situations with increasing sensitivity and respect, considering cultural contexts, audience, and purpose. ▪ Continue to use intonation, tone, and expression to communicate ideas and feelings in a variety of situations, considering audience and purpose. ▪ Make language choices that affirm sensitivity and respect the ideas and experiences of others. ▪ Use language selectively considering the needs and expectations of audience and situations.
<ul style="list-style-type: none"> ▪ selecting appropriate culturally relevant (“just right”) texts from class and school library (with guidance and support when necessary) ▪ beginning to articulate what makes a particular book appropriate for a given purpose ▪ selecting and reading a variety of text types and various authors over time ▪ using all sources of information (cueing systems) when reading ▪ monitoring their own comprehension and using “fix-up” strategies when meaning breaks down, such as <ul style="list-style-type: none"> – predicting—using prior knowledge and text clues to think about what the text may be about – confirming—while reading, check to see if the text matches the predictions – monitoring—while reading, check to see if the text is too difficult or too easy 	<p>Outcome 3: Reading and Viewing Students will demonstrate a variety of ways to select and comprehend from a range of culturally diverse print and digital texts. (CZ, COM, CI, CT, PCD, TF)</p>	<ul style="list-style-type: none"> ▪ Use all sources of information (meaning, structure, visual) to search, check, self-monitor, and self-correct with grade-appropriate, instructional-level text. (Cueing Systems; Reading Record) ▪ Choose “just right” texts according to interest from a growing range of genres with increasing independence. (Choosing "Just Right" Texts) ▪ Monitor and self-correct with independence and automaticity with a grade-appropriate, instructional-level text. ▪ Build stamina through reading grade appropriate, independent-level texts. (Stamina) ▪ Apply a variety of word-solving strategies with increasing independence. (Word-Solving Strategies) ▪ Use punctuation to enhance comprehension and fluency with awareness and increasing independence.

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<ul style="list-style-type: none"> – self-correcting—when stuck, try rereading, reading on, asking for help, or using context clues – word solving—using a variety of strategies to “unlock” unfamiliar words, such as looking for smaller words in the word, common rimes, roots of words, prefixes and suffixes, and context – sampling/gathering—note the parts of the text that are helpful – maintaining fluency—pay attention to punctuation and read smoothly with expression ▪ persevering and using a variety of methods and techniques when searching for information, including using a dictionary to find the meaning of unknown words ▪ persevering with longer, more complex text to develop strategies to support their understanding ▪ reading a variety of expository texts (such as descriptive, compare and contrast, cause and effect, problem and solution, sequence and listing) ▪ demonstrating understanding of text read, through conversations and written responses ▪ setting appropriate goals for reading ▪ demonstrating awareness of their learning needs as they relate to reading ▪ when conferring, describe and discuss comprehension strategies and how the strategy supports understanding such as <ul style="list-style-type: none"> – making connections—recognizing relationships that exist between the text, other experiences, other texts and the world – visualizing—creating mental pictures/images to support understanding – inferring—looking for hints and “reading between the lines” to uncover the meaning of the text 		<ul style="list-style-type: none"> ▪ Use a range of fiction and nonfiction text features to support comprehension, using grade-appropriate texts. (Text Features) ▪ Retell a narrative, using relevant details and events in sequential order. (Narrative) ▪ Explain and/or represent an understanding of texts from a variety of genres with growing detail. (Suggested Genre Studies and Writing Options 4-6) ▪ Discuss text with reference to author's and illustrator's message and style. (Style) ▪ Apply a repertoire of comprehension strategies to actively construct meaning with grade-appropriate texts. (Repertoire of Strategies) ▪ Discuss and begin to reflect on how applying comprehension strategies enhances understanding. (Metacognition) ▪ Use graphic organizers to enhance comprehension. ▪ Demonstrate an understanding of the grade-appropriate text by reading aloud, using intonation, rhythm, and phrasing.

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<ul style="list-style-type: none"> – questioning—asking questions about the text that help with comprehension – determining importance—thinking about the purpose for reading and reading for key information – analyzing—examining the text (construction, ideas, and content) to develop a greater understanding of what was written and how it was written – synthesizing—combining information from a variety of sources to create new understandings and ideas 		
<ul style="list-style-type: none"> ▪ generating questions that will help define a search for information ▪ using the best questions to plan the research ▪ using tools for the collection of information (such as a matrix or other supports) ▪ making choices about what information is appropriate for the stated purpose of the research ▪ demonstrating the ability to find information from a variety of sources ▪ using an increasing variety of sources and strategies for assessing the accuracy of the information ▪ working with others to find, analyze, organize, and present information ▪ reflecting on their learnings with increasing quality and depth 	<p>Outcome 4: Reading and Viewing Students will select, interpret, and combine information from culturally diverse contexts. (CZ, COM, CI, CT, PCD, TF)</p>	<ul style="list-style-type: none"> ▪ Formulate relevant questions that guide research to build a deeper understanding of a topic. (Critical-Thinking Skills Continuum) ▪ Use a variety of text features in print and digital media to access information with increasing independence. (Text Features) ▪ Refine keyword choices in a search engine to access relevant information. ▪ Select relevant dependable sources of information, with beginning independence. (Critical-Thinking Skills Continuum) ▪ Interpret relevant information from selected sources, with beginning independence. ▪ Combine information to enhance understanding, with beginning independence. ▪ Give credit to sources of information, with beginning independence.

English Language Arts 5		
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<ul style="list-style-type: none"> ▪ identifying the point of view of the author of some texts and discussing how the author has positioned them as readers ▪ sharing their understanding of characteristics of a particular genre being studied ▪ sharing ideas about texts written by a particular author from an author study undertaken individually, with a small group or as part of class discussion ▪ expressing their agreement or disagreement with information in a text, a character’s decision, etc., and supporting their view with evidence from the text, or from their personal experience as it relates to the text ▪ making meaningful personal connections that enhance comprehension ▪ sharing their connections orally and/or in writing ▪ sharing their opinions about a range of text types and give reasons for those opinions ▪ supporting their opinions with information from the text and their personal experience ▪ demonstrating an increasing awareness of a variety of authors and illustrators ▪ using prior knowledge to predict what messages might be contained in a text ▪ asking questions brought to mind while reading a text ▪ demonstrating an understanding that text carries a message and represents a particular viewpoint ▪ analyzing a text, through a close reading, to give their own interpretation of the text ▪ making it a habit to always consider the author and the author’s context, as well as how this might affect the author’s purpose and point of view 	<p>Outcome 5: Reading and Viewing Students will respond personally and critically to a range of culturally diverse texts. (CZ, COM, CI, CT, PCD, TF)</p>	<ul style="list-style-type: none"> ▪ Share meaningful, personal connections that enhance comprehension orally and/or in writing. ▪ Ask critical-thinking questions to clarify understanding, with some guidance. (Critical-Thinking Questions) ▪ Interpret and explain the message(s) of the author. ▪ Support and explain opinions with specific relevant evidence from the text. ▪ Support and explain opinions with personal thoughts and feelings. ▪ Begin to recognize stereotyping, bias, and/or prejudice, with guidance. (Racial Equity Policy Definitions) ▪ Respond to stereotyping, bias, and/or prejudice, with guidance. (Racial Equity Policy Definitions) ▪ Recognize and interpret authors’ viewpoints providing evidence from the text and personal experiences. (Critical Literacy Strategies)

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English Language Arts 5		
Strategies and Skills (to Support Indicators)	Outcomes	Performance/Assessment Indicators
<ul style="list-style-type: none"> ▪ reading a text for bias and demonstrating whose voices are heard and whose are silenced ▪ expressing thoughts and feelings about instances of prejudice and stereotyping when they occur in text ▪ when researching, include sources that represent various perspectives 		
<ul style="list-style-type: none"> ▪ engaging in oral language interactions ▪ developing metacognitive/reflective strategies and skills through practicing talking and writing about their thinking ▪ applying appropriate strategies to construct and refine meaning ▪ beginning to implement appropriate strategies to construct and refine meaning ▪ participating in genuine conversations about books and ideas (what was interesting, surprising, making connections, asking questions, etc.) ▪ communicating effectively in a variety of ways depending on purpose and audience ▪ designing critical-thinking questions to think about and discuss author's craft ▪ reading, rereading, and critique writing to refine writing ▪ talking about reading and writing through a variety of paired and small-group experiences ▪ using prior knowledge to make connections with new information ▪ sharing ideas and thoughts about reading and writing to clarify thinking ▪ building background knowledge in whole-group or small-group shared writing experiences ▪ sharing experiences and background knowledge through informal, exploratory talk to refine thinking ▪ recognizing techniques used by authors through talk 	<p>Outcome 6: Reading and Writing Connection Students will understand the speaking, reading, and writing relationship by independently and collaboratively creating diverse texts. (CZ, COM, CI, CT, PCD, TF)</p>	<ul style="list-style-type: none"> ▪ Identify and discuss elements that contribute to the authors' craft in a variety of texts. (Author's Craft) ▪ Continue to experiment with author's craft by incorporating elements in writing. (Author's Craft) ▪ Explain how the elements of author's craft contributes to writing style(s). ▪ Collaborate with peers, selecting ideas, and suggestions to craft writing. ▪ Reflect on writing using exemplars to self-evaluate growing independence.

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English Language Arts 5		
Strategies and Skills (to Support Indicators)	Outcomes	Performance/Assessment Indicators
<ul style="list-style-type: none"> ▪ developing oral and written vocabulary through exposure to author’s word choices in mentor texts ▪ modelling elements of author’s style through the use of mentor texts ▪ crafting writing through reading, listening to, and discussing quality literature (Read-Aloud, shared reading, guided reading) ▪ recognizing author’s craft through reading and talking about <ul style="list-style-type: none"> – character development – plot – setting – theme – perspective – style – illustrations – design (visual presentation of the text) ▪ replicating craft in writing by exploring/studying <ul style="list-style-type: none"> – character development – plot – setting – theme – perspective – style – illustrations – design (visual presentation of the text) ▪ working with increasing independence to apply listening, speaking, reading, and writing skills ▪ talking and writing about strategies to develop metacognitive skills (Think Aloud) ▪ writing drafts to develop editing strategies and skills focusing on <ul style="list-style-type: none"> – circling words that appear to be misspelled – checking the word wall, a word reference, dictionary, or spell check to correct spelling 		

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English Language Arts 5		
Strategies and Skills (to Support Indicators)	Outcomes	Performance/Assessment Indicators
<ul style="list-style-type: none"> – using commas in a series – using periods, exclamation marks, question marks, apostrophes in contractions and possessives, dashes, ellipses, hyphens, punctuation in abbreviations and initials – drafting and revising writing, experimenting with dialogue with an awareness to audience 		
<ul style="list-style-type: none"> ▪ using writing to support their thinking and learning in various ways, such as <ul style="list-style-type: none"> – using charts, webs, or a variety of graphic organizers when they are generating, developing, and organizing ideas – using a matrix to organize their research – with increasing independence, use various methods of note-making – constructing and using a simple survey/questionnaire to gather information, and analyzing the data collected – using a journal to explore and express their opinions and ideas and giving reasons for their thinking – using learning logs to explain what they have learned and reflect on themselves as learners – using writer’s notebooks to explore and develop possible topics and ideas for writing (e.g., expert’s list of topics for writing, interest list) – using writing to explore various forms/genres of writing and to develop their imaginations – using a writer’s notebook to develop and revise detailed characters, settings, and story lines – using a writer’s notebook to explore the nature of narrative, especially different techniques such as foreshadowing, passage of time and compelling leads – experimenting using dialogue 	<p>Outcome 7: Writing and other Ways of Representing Students will be expected to use writing and other representations to explore, clarify and reflect upon thoughts and experiences. (CZ, COM, CI, CT, PCD, TF)</p>	<ul style="list-style-type: none"> ▪ Use various forms/genres of writing to develop imagination with growing independence. ▪ Examine the purpose(s) of specific pieces of writing. ▪ Identify the audience(s) for specific pieces of writing. ▪ Experiment by using descriptive language and word choice to enhance meaning with growing independence. ▪ Choose questions to clarify thoughts, ideas, and feelings. ▪ Write an effective lead, with a descriptive middle, and a conclusion. ▪ Choose ways to record, organize, and reflect on thinking and learning through writing and representing. (The Writing Workshop)

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English Language Arts 5		
Strategies and Skills (to Support Indicators)	Outcomes	Performance/Assessment Indicators
<ul style="list-style-type: none"> – exploring various forms of poetry – using a writer’s notebook to explore effective word choice – practicing different story leads and conclusions ▪ using revision as a tool to shape their writing in an ongoing way 		
<ul style="list-style-type: none"> ▪ selecting different types of writing forms to suit their purpose and audience, such as <ul style="list-style-type: none"> – narrative writing (tells a story) – expository writing (gives information or shows how) – descriptive writing (uses words to create a clear picture of something in the reader’s mind) – persuasive writing (convinces the reader to agree with a point of view) ▪ considering the traits of writing as they shape the piece, such as <ul style="list-style-type: none"> – ideas – organization <ul style="list-style-type: none"> ○ use the structure of informational text to present information ○ continue to demonstrate effective control of narrative ○ continue to select an appropriate type to match the writing purpose – word choice <ul style="list-style-type: none"> ○ select precise, effective words ○ use a range of descriptive words ○ continue to use active verbs and precise nouns ○ continue to use transitional words ○ use literary devices (simile, alliteration, onomatopoeia, personification, imagery, foreshadowing) (Author’s Craft) – voice <ul style="list-style-type: none"> ○ write with their unique voice ○ speak to the reader/reveal the writer 	<p>Outcome 8: Writing Students will be expected to create text, independently and collaboratively, using a variety of types of writing for a range of audiences and purposes. (CZ, COM, CI, CT, PCD, TF)</p>	<ul style="list-style-type: none"> ▪ Experiment by using types of writing that are appropriate to specific purposes and audiences, with growing independence. (Types of Writing) ▪ Include information and details that are relevant and purposeful for an intended audience, with growing independence. ▪ Invite and incorporate responses to early drafts. ▪ Use print and digital graphic organizers to write.

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English Language Arts 5		
Strategies and Skills (to Support Indicators)	Outcomes	Performance/Assessment Indicators
<ul style="list-style-type: none"> ○ show thought and enthusiasm ○ write in a way that will engage the reader – sentence fluency <ul style="list-style-type: none"> ○ complex sentences with noun/verb agreement ○ embed clauses ○ vary the sentence type and tenses – conventions <ul style="list-style-type: none"> ○ use capitalization, punctuation, and spelling with increased accuracy ○ include information that is relevant and purposeful for an intended audience ○ seek feedback from others about the effectiveness of their writing ○ listen to others’ ideas and use some of their ideas to strengthen a piece of writing 		
<ul style="list-style-type: none"> ▪ using a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies, for example, <ul style="list-style-type: none"> – a variety of prewriting strategies for generating and organizing ideas for writing (e.g., brainstorming, webbing, story mapping, reading, researching, interviewing, reflecting) – appropriate drafting techniques ▪ experimenting with new forms/techniques, keeping audience in mind, using word processing software to compose) <ul style="list-style-type: none"> – revision techniques to ensure writing makes sense and is clear for the audience (e.g., reading/rereading, adding ideas, crossing out repetition or unnecessary information, sequencing ideas/information, rearranging, using feedback from conferences to help revise) 	<p>Outcome 9: Writing Students will use a range of strategies within the writing process to enhance the clarity, precision, and effectiveness of their writing. (CZ, COM, CI, CT, PCD, TF)</p>	<ul style="list-style-type: none"> ▪ Use a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies with peers and independently. (The Writing Processes) ▪ Use the conventions of written language in final products with growing independence. (Conventions; Grammar, Spelling, Punctuation, Mechanics) ▪ Use a range of problem-solving strategies to spell accurately with growing independence (see <i>Spelling Primary–9: A Teaching Resource</i>). ▪ Build and apply word knowledge by manipulating, searching, and sorting words (see <i>Spelling Primary–9: A Teaching Resource</i>). ▪ Show commitment to shaping pieces of writing and other representations through stages of writing development. (Stages of Writing Development)

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English Language Arts 5		
Strategies and Skills (to Support Indicators)	Outcomes	Performance/Assessment Indicators
<ul style="list-style-type: none"> – editing strategies (e.g., checking punctuation and language usage, checking spelling by circling words that don't look right, trying them another way, and checking with a resource such as a dictionary; using an editing checklist) – appropriate techniques for publishing/presenting (e.g., software for developing illustrations, charts, and diagrams to enhance writing where appropriate; sharing writing/representing orally; publishing in a class newsletter; publishing online; submitting work to school/community newsletter) ▪ demonstrating increasing writing stamina and commitment to their writing ▪ taking some pieces of writing from prewriting through to publication ▪ producing writing that is appropriate based on audience and purpose because the writer has used many of the conventions specified in this outcome, such as <ul style="list-style-type: none"> – a variety of simple and more complex structures – periods at the ends of sentences and for abbreviations – commas in a series and in dates – apostrophes for possessives and contractions – question marks, exclamation marks, and quotation marks – capitals for proper names, titles, places, days, months, holidays, starting sentences – meaning and syntax patterns as well as sound cues to spell words – a range of spelling strategies <i>Spelling Primary–9: A Teaching Resource</i>) – subjects and verbs agree – simple paragraphing – pronouns appropriately – many words spelled conventionally – pieces of writing are legible and enjoyable for others to read 		<ul style="list-style-type: none"> ▪ Select and use a range of digital tools in writing and other forms of representing. ▪ Use the traits of writing (ideas, organization, voice, word choice, sentence fluency, conventions). (The Traits of Writing)

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English Language Arts 5		
Strategies and Skills (to Support Indicators)	Outcomes	Performance/Assessment Indicators
<ul style="list-style-type: none"> ▪ editing/fixing for readability ▪ with increasing proficiency, using a variety of technologies to create a range of products such as <ul style="list-style-type: none"> – email – sending emails with attachments – multimedia presentations – video clips – digital stories – blogs ▪ using software to make changes to text, such as stylistic effects (fonts, colours, etc.), layouts, and graphics ▪ deciding on a topic of inquiry ▪ developing questions to direct their investigation ▪ searching for answers to questions in various texts and the Internet ▪ recording jot notes about important information ▪ developing jot notes into complete thoughts and sentences ▪ publishing their work in a variety of ways including posters, pamphlets, written reports, photo essays, PowerPoint presentations, etc., or using their research to support discussions and debates 		

English Language Arts 6		
Strategies and Skills (to Support Indicators)	Outcomes	Performance/Assessment Indicators
<i>(Strategies and Skills to Support Indicators)</i>		
<ul style="list-style-type: none"> ▪ clearly expressing a personal opinion about an event, item, information, or text ▪ clarifying information for listeners by responding to questions ▪ asking questions to clarify information ▪ asking questions to gather additional information ▪ expressing possible approaches or solutions to problems ▪ demonstrating good listening habits ▪ respectfully responding to the opinions of others ▪ respectfully defending their opinions and viewpoints with evidence ▪ listening to others' ideas in a respectful manner ▪ showing flexibility with communication (e.g., matching language style and language used to the audience, topic, or conversation) ▪ taking turns appropriately when engaged in speaking and listening ▪ fully engaging in conversation, paying attention to verbal and nonverbal cues ▪ verbally giving specific directions that have several parts ▪ following verbal directions that have several parts ▪ offering opinions and asking questions in a variety of small-group settings ▪ making comments to and asking questions of a guest speaker or peer presenter ▪ orally presenting information to the whole class or small groups and answering questions ▪ evaluating the oral presentations of others with increasing independence ▪ understanding and using appropriate body language in different speaking situations ▪ purposefully selecting effective and sophisticated language for oral presentations 	<p>Outcome 1: Listening and Speaking Students will communicate effectively and clearly and respond personally and critically, respecting cultural contexts. (CZ, COM, CI, CT, PCD)</p>	<ul style="list-style-type: none"> ▪ Critically listen to others' ideas or opinions and perspectives in a variety of collaborative learning experiences, showing control of when to listen and when to speak. (Active Listening, Collaborative Learning) ▪ Respond personally and critically to clarify information. ▪ Identify main ideas including key and supporting details and identify conclusions with supporting evidence. ▪ Describe a personal experience in sequential order, defend and/or support ideas with evidence and respond to the questions and opinions of others. ▪ Consider others' responses and offer thoughtful opinions supported with evidence. ▪ Clarify opinions by responding to the questions and opinions/ideas of others by providing a variety of reasons to support thinking. ▪ Use intonation, expression, and tone in a range of conversations, responding to various nonverbal cues with increasing independence. (Nonverbal Communication) ▪ Reflect critically upon a variety of oral presentations evaluating and responding to the speaker's perspective. (Point of View vs Perspective) ▪ Use complex sentences that incorporate grade-appropriate vocabulary with detail, using transition words with some independence. ▪ Respond to and give sequential multi-step directions with increasing detail and complexity.

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English Language Arts 6		
Strategies and Skills (to Support Indicators)	Outcomes	Performance/Assessment Indicators
<ul style="list-style-type: none"> ▪ collaborating (Collaboration Strategies and skills) ▪ taking turns speaking and listening in group-work situations ▪ clearly articulating their personal feelings and listening sensitively to the feelings of others ▪ using appropriate volume of voice inside the classroom and other school spaces ▪ disagreeing respectfully with a classmate ▪ demonstrating respectful interactions with peers, other students in the school and adults ▪ using language that is sensitive to others' feelings ▪ analyzing language used in print text, digital text, film, video, and real-life situations that is prejudicial, stereotypical, or biased ▪ reflecting on the potential power of language for negative or positive influence 	<p>Outcome 2: Listening and Speaking Students will interact with sensitivity and respect, considering cultural contexts, audience, purpose, and situation. (CZ, COM, CI, CT, PCD)</p>	<ul style="list-style-type: none"> ▪ Converse and collaborate in a variety of situations with sensitivity and respect, considering cultural contexts, audience, and purpose. ▪ Intentionally use intonation, tone, and expression to communicate ideas and feelings in a variety of situations, considering audience and purpose. ▪ Make mindful language choices that affirm sensitivity and respect to the ideas and experiences of others. ▪ Use language consciously considering the needs and expectations of the audience and situations.
<ul style="list-style-type: none"> ▪ selecting appropriate culturally relevant (“just right”) texts from class and school library ▪ articulating what makes a particular book appropriate for a range of purposes ▪ selecting and reading a variety of text types and various authors over time ▪ demonstrating an understanding of the characteristics of a wide range of genres ▪ effectively using all sources of information (cueing systems) when reading ▪ monitoring their own comprehension and using the most appropriate “fix-up” strategy, or cluster of strategies, when meaning breaks down such as <ul style="list-style-type: none"> – predicting—using prior knowledge and text clues to think about what the text may be about 	<p>Outcome 3: Reading and Viewing Students will demonstrate a variety of ways to select and comprehend from a range of culturally diverse print and digital texts. (CZ, COM, CI, CT, PCD, TF)</p>	<ul style="list-style-type: none"> ▪ Use all sources of information (meaning, structure, visual) to search, check, self-monitor, and self-correct with grade-appropriate, instructional-level text. (Cueing Systems; Reading Record) ▪ Monitor and self-correct with independence and automaticity with grade-appropriate, instructional-level text. ▪ Choose “just right” texts according to interests from a growing range of genres with independence. (Choosing "Just Right" Texts) ▪ Build stamina through reading grade appropriate, independent level texts. (Stamina) ▪ Apply a variety of word-solving strategies with independence. (Word-Solving Strategies) ▪ Use punctuation to enhance comprehension and fluency with awareness and independence.

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English Language Arts 6		
Strategies and Skills (to Support Indicators)	Outcomes	Performance/Assessment Indicators
<ul style="list-style-type: none"> – confirming—while reading, check to see if the text matches the predictions – monitoring—while reading, check to see if the text is too difficult or too easy – self-correcting—when stuck, try rereading, reading on, asking for help, or using context clues – word solving—using a variety of strategies (including the use of a dictionary) to “unlock” unfamiliar words such as looking for smaller words in the word, common rimes, roots of words, prefixes and suffixes, and context – sampling/gathering—note the parts of the text that are helpful – maintaining fluency—pay attention to punctuation and read smoothly with expression ▪ persevering with text and selecting from an increasing variety of methods and techniques when searching for information ▪ persevering with longer and increasingly more complex text to develop strategies to support their understanding ▪ reading a wide variety of expository text (such as descriptive, compare and contrast, cause and effect, problem and solution, sequence and listing) ▪ demonstrating understanding of text read, through focused conversations and written responses ▪ setting goals for reading that demonstrate a deep understanding of themselves as a reader ▪ identifying and discussing their own learning needs as they relate to reading ▪ when conferring, describe and discuss a flexible web of comprehension strategies and how these strategies support the deep understanding of text. This web includes strategies such as <ul style="list-style-type: none"> – making connections—recognizing relationships that exist between the text, other experiences, other texts, and the world 		<ul style="list-style-type: none"> ▪ Use a range of fiction and nonfiction text features to support comprehension with increasing independence, using grade-appropriate texts. (Text Features) ▪ Retell a narrative, using, relevant details and events in sequential order with increasing independence. (Narrative) ▪ Explain and/or represent an understanding of texts from a variety of genres with increasing detail. (Suggested Genre Studies and Writing Options 4-6) ▪ Discuss text with reference to the author’s and illustrator's message, perspective, and style. (Style) ▪ Apply a repertoire of comprehension strategies to actively construct meaning with grade-appropriate texts. (Repertoire of Strategies) ▪ Discuss and reflect on how applying comprehension strategies enhances understanding. (Metacognition) ▪ Use graphic organizers to enhance comprehension and demonstrate understanding. ▪ Demonstrate an understanding of the grade-appropriate text by reading aloud, using intonation, rhythm, and phrasing.

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English Language Arts 6		
Strategies and Skills (to Support Indicators)	Outcomes	Performance/Assessment Indicators
<ul style="list-style-type: none"> – visualizing—creating mental pictures/images to support understanding – inferring—looking for hints and “reading between the lines” to uncover the meaning of the text – questioning—asking questions about the text that help with comprehension – determining importance—thinking about the purpose for reading and reading for key information – analyzing—examining the text (construction, ideas, and content) to develop a greater understanding of what was written and how it was written – synthesizing—combining information from a variety of sources to create new understandings and ideas 		
<ul style="list-style-type: none"> ▪ generating questions that will help define a search for information ▪ answering the questions of others through research ▪ using the best questions to plan the research ▪ using tools for the collection of information (such as a matrix or other supports) ▪ making choices about what information is appropriate for the stated purpose of the research ▪ demonstrating the ability to find information from a variety of sources, including online sources ▪ using an increasing variety of sources and strategies for assessing the accuracy of the information ▪ working independently and with others to find, analyze, organize, and present information ▪ reflecting on their learnings with increasing quality and depth 	<p>Outcome 4: Reading and Viewing Students will select, interpret, and combine information from culturally diverse contexts. (CZ, COM, CI, CT, PCD, TF)</p>	<ul style="list-style-type: none"> ▪ Formulate critical questions that guide research to build a deeper understanding of a topic. (Critical-Thinking Skills Continuum) ▪ Use text features in print and digital media to access information independently. (Text Features) ▪ Use keywords effectively in a search engine to access relevant information. ▪ Select relevant, dependable sources of information, with growing independence. (Critical-Thinking Skills Continuum) ▪ Interpret relevant information from selected sources, with growing independence. ▪ Combine information to enhance understanding, with growing independence. ▪ Give credit to sources of information with guidance, with growing independence.

English Language Arts 6		
Strategies and Skills (to Support Indicators)	Outcomes	Performance/Assessment Indicators
<ul style="list-style-type: none"> ▪ identifying the point of view of the author of texts and discussing how the author has positioned them as readers ▪ sharing their understanding of characteristics of a particular genre being studied ▪ explaining ideas about texts written by a particular author from an author study undertaken individually, with a small group, or as part of class discussion ▪ expressing their agreement or disagreement with information in a text, a character’s decision, etc., and supporting their view with evidence from the text, or from their personal experience as it relates to the text ▪ making meaningful personal connections that enhance comprehension ▪ explaining connections between texts ▪ explaining their connections orally and/or in writing ▪ explaining their opinions about a range of text types and give reasons for those opinions ▪ supporting their opinions with information from the text and their personal experience ▪ demonstrating an awareness of a variety of authors and illustrators ▪ using prior knowledge to predict what messages might be contained in a text ▪ asking questions brought to mind while reading a text ▪ demonstrating an understanding that text carries a message and represents a particular perspective ▪ analyzing a text, through a close reading, to give their own interpretation of the text ▪ making it a habit to always consider the author and the author’s context, as well as how this might affect the author’s purpose and point of view 	<p>Outcome 5: Reading and Viewing Students will respond personally and critically to a range of culturally diverse texts. (CZ, COM, CI, CT, PCD, TF)</p>	<ul style="list-style-type: none"> ▪ Share meaningful, personal connections to deepen comprehension orally and/or in writing. ▪ Ask critical-thinking questions to clarify understanding, with increasing independence. (Critical-Thinking Questions) ▪ Explain with supporting evidence the messages(s) of the author. ▪ Support and justify opinions with specific relevant evidence from the text. ▪ Support and justify opinions with personal thoughts and feelings. ▪ Recognize stereotyping, bias, and/or prejudice, with guidance. (Racial Equity Policy Definitions) ▪ Respond to stereotyping, bias, and/or prejudice, with some guidance. (Racial Equity Policy Definitions) ▪ Begin to support or challenge authors’ viewpoints providing evidence from the text and personal experiences. (Critical Literacy Strategies)

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English Language Arts 6		
Strategies and Skills (to Support Indicators)	Outcomes	Performance/Assessment Indicators
<ul style="list-style-type: none"> ▪ reading a text for bias and demonstrating whose voices are heard and whose are silenced ▪ analyzing and responding critically to instances of prejudice and stereotyping when they occur in text ▪ when researching, including a variety of sources that represent various perspectives 		
<ul style="list-style-type: none"> ▪ engaging in oral-language interactions ▪ choosing metacognitive/reflective strategies and skills through practicing talking and writing about their thinking ▪ using appropriate strategies to construct and refine meaning ▪ implementing appropriate strategies to construct and refine meaning ▪ participating in genuine conversations about books and ideas (what was interesting, surprising, making connections, asking questions, etc.) ▪ communicating effectively in a variety of ways depending on purpose and audience ▪ using critical-thinking questions to think about and discuss author’s craft ▪ reading, rereading, and critiquing writing to refine writing ▪ talking about reading and writing through a variety of paired and small-group experiences ▪ using prior knowledge to make connections with new information ▪ voicing ideas and thoughts about reading and writing to clarify thinking ▪ building background knowledge through whole-group or small-group shared writing experiences ▪ using experiences and background knowledge in informal, exploratory talk to refine thinking ▪ relating the techniques used by authors through talk 	<p>Outcome 6: Reading and Writing Connection Students will understand the speaking, reading, and writing relationship by independently and collaboratively creating diverse texts. (CZ, COM, CI, CT, PCD, TF)</p>	<ul style="list-style-type: none"> ▪ Compare and discuss elements that contribute to the authors’ craft in a variety of texts. (Author’s Craft) ▪ Experiment with author’s craft by incorporating elements in writing with increasing independence. (Author’s Craft) ▪ Examine and discuss how elements of the author’s craft contribute to writing style(s). ▪ Collaborate with peers, evaluating and selecting ideas and suggestions to craft writing. ▪ Reflect on writing, using exemplars to self-evaluate, with increasing independence.

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English Language Arts 6		
Strategies and Skills (to Support Indicators)	Outcomes	Performance/Assessment Indicators
<ul style="list-style-type: none"> ▪ building oral and written vocabulary through exposure to author’s word choices in mentor texts ▪ replicating elements of author’s style through the use of mentor texts ▪ crafting writing through reading, listening to, and discussing quality literature (Read-Aloud, shared reading, guided reading) ▪ recognizing author’s craft through reading and talking about <ul style="list-style-type: none"> – character development – plot – setting – theme – perspective – style – illustrations – design (visual presentation of the text) ▪ replicating craft in writing by exploring/studying <ul style="list-style-type: none"> – character development – plot – setting – theme – perspective – style – illustrations – design (visual presentation of the text) ▪ working independently to apply listening, speaking, reading, and writing skills ▪ talking and writing about strategies to develop metacognitive skills (Think Aloud) ▪ writing drafts to develop editing strategies and skills focusing on <ul style="list-style-type: none"> – circling words that appear to be misspelled – checking the word wall, a word reference, dictionary, or spell check to correct spelling 		

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English Language Arts 6		
Strategies and Skills (to Support Indicators)	Outcomes	Performance/Assessment Indicators
<ul style="list-style-type: none"> – using quotation marks for a character’s speech – using commas in a series – using periods, exclamation marks, question marks, apostrophes in contractions and possessives; using periods in initials – using dashes, ellipses, hyphens, colons, semi-colons – drafting and revising writing through thoughtful dialogue with an awareness to audience 		
<ul style="list-style-type: none"> ▪ using writing to support their thinking and learning in various ways, such as <ul style="list-style-type: none"> – using charts, webs, or a wide variety of graphic organizers when they are generating, developing, and organizing ideas – using a matrix or other self-generated formats to organize their research – with increasing independence, use various methods of note making – constructing and using a simple survey/questionnaire to gather information and analyze and communicate data – using a journal to reflect, expand, and communicate their opinions and ideas giving support for their thinking – using learning logs to explain what they have learned and reflect on themselves as learners – using writer’s notebooks to explore, develop, and revise possible topics and ideas for writing (e.g., expert’s list of topics for writing, interest list) – using writing to explore various forms/genres of writing and to develop their imaginations – using a writer’s notebook to develop detailed characters, settings, and story lines 	<p>Outcome 7: Writing and Other Ways of Representing Students will be expected to use writing and other representations to explore, clarify, and reflect upon thoughts and experiences. (CZ, COM, CI, CT, PCD, TF)</p>	<ul style="list-style-type: none"> ▪ Use various forms/genres of writing to develop imagination with increasing independence. ▪ Develop the purpose(s) of specific pieces of writing. ▪ Choose the audience(s) for specific pieces of writing. ▪ Experiment by using descriptive language and word choice to enhance meaning, with increasing independence. ▪ Refine questions to clarify thoughts, ideas, and feelings. ▪ Write an engaging lead, a descriptive middle, and a satisfying conclusion. ▪ Refine ways to record, organize, and reflect on thinking and learning through writing and representing with increasing independence. (The Writing Workshop)

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Strategies and Skills (to Support Indicators)	Outcomes	Performance/Assessment Indicators
<ul style="list-style-type: none"> – using a writer’s notebook to explore the nature of narrative, especially different techniques such as flashback/flashforward, complex character development, and complex plot – effectively writing various forms of poetry – using a writer’s notebook to explore effective word choice – using different story leads and conclusions – using revision as a daily writing tool to shape their writing – understanding and demonstrating that revision is an integral part of writing 		
<ul style="list-style-type: none"> ▪ selecting different types of writing forms to suit the purpose and audience, such as <ul style="list-style-type: none"> – narrative writing (tells a story) – expository writing (gives information or shows how) – descriptive writing (uses words to create a clear picture of something in the reader’s mind) – persuasive writing (convinces the reader to agree with a point of view) ▪ considering the traits of writing as they shape the piece, such as <ul style="list-style-type: none"> – ideas – organization <ul style="list-style-type: none"> ○ use the structure of informational text to present information ○ demonstrate effective control of narrative ○ select the correct type to match the writing purpose ○ vary organizational structures to add interest where appropriate – word choice <ul style="list-style-type: none"> ○ select precise, effective words ○ use a range of descriptive words ○ use active verbs and precise nouns 	<p>Outcome 8: Writing Students will be expected to create text, independently and collaboratively, using a variety of types of writing for a range of audiences and purposes. (CZ, COM, CI, CT, PCD, TF)</p>	<ul style="list-style-type: none"> ▪ Use types of writing that are appropriate to specific purposes and audiences, with increasing independence. (Types of Writing) ▪ Include information and specific details that are relevant and purposeful for an intended audience, with increasing independence. ▪ Elaborate on responses to early drafts. ▪ Use print and digital graphic organizers to enhance writing.

Citizenship (CZ) Communication (Com) Creativity and Innovation (CI) Critical Thinking (CT) Personal Career Development (PCD) Technological Fluency (TF)

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Strategies and Skills (to Support Indicators)	Outcomes	Performance/Assessment Indicators
<ul style="list-style-type: none"> ○ use transitional words ○ use literary devices (simile, alliteration, onomatopoeia, personification, foreshadowing, imagery, symbolism) <u>(Author’s Craft)</u> ○ use memorable and vivid words ○ match word choice to the audience and to create effects – voice <ul style="list-style-type: none"> ○ write with their unique voice ○ speak to the reader/reveal the writer ○ show thought and enthusiasm ○ write in a way that will engage the reader ○ demonstrate energy ○ write in ways that reveal the writer’s stance ○ show individualistic style – sentence fluency <ul style="list-style-type: none"> ○ complex sentences with noun/verb agreement ○ embedded clauses ○ vary the sentence type and tenses ○ include dialogue ○ vary sentences for craft purpose ○ use a range of types of sentences – conventions <ul style="list-style-type: none"> ○ demonstrating control of capitalization, punctuation, and spelling ○ including information that is relevant and purposeful for an intended audience ○ seeking feedback from others about the effectiveness of their writing ○ listening to others’ ideas and using some of their ideas to strengthen a piece of writing 		

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Strategies and Skills (to Support Indicators)	Outcomes	Performance/Assessment Indicators
<ul style="list-style-type: none"> ▪ independently selecting and using a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies, for example, <ul style="list-style-type: none"> – a variety of prewriting strategies for generating and organizing ideas for writing (e.g., brainstorming, webbing, story mapping, reading, researching, interviewing, reflecting) – appropriate drafting techniques – experimenting with new forms/techniques, keeping audience in mind – revision techniques to ensure writing makes sense and is clear for the audience (e.g., reading/rereading, adding ideas, crossing out repetition or unnecessary information, sequencing ideas/information, rearranging, using feedback from conferences to help revise) – editing strategies (e.g., checking punctuation and language usage, checking spelling by circling words that don't look right, trying them another way, and checking with a resource such as a dictionary; using an editing checklist) – appropriate techniques for publishing/presenting (e.g., software to develop illustrations, charts, and diagrams to enhance writing where appropriate; sharing writing/representing orally; publishing in a class newsletter; publishing online; submitting work to school/community newsletter) ▪ demonstrating writing stamina and commitment to their writing ▪ taking some pieces of writing from prewriting through to publication ▪ producing writing that is appropriate based on audience and purpose because the writer has used many of the conventions specified in this outcome, such as <ul style="list-style-type: none"> – a variety of simple and more complex structures – periods at the ends of sentences and for abbreviations – commas in a series and in dates 	<p>Outcome 9: Writing Students will use a range of strategies within the writing process to enhance the clarity, precision, and effectiveness of their writing. (CZ, COM, CI, CT, PCD, TF)</p>	<ul style="list-style-type: none"> ▪ Use a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies with peers and independently. (The Writing Processes) ▪ Use the conventions of written language in final products with increasing independence. (Conventions; Grammar, Spelling, Punctuation, Mechanics) ▪ Use a range of problem-solving strategies to spell accurately, with increasing independence (see <i>Spelling Primary–9: A Teaching Resource</i>). ▪ Apply and extend word knowledge by manipulating, searching, and sorting (see <i>Spelling Primary–9: A Teaching Resource</i>). ▪ Commit to shaping pieces of writing and other representations through stages of writing development. (Stages of Writing Development) ▪ Select and use a range digital tools with increasing proficiency in writing and other forms of representing. ▪ Use the traits of writing (ideas, organization, voice, word choice, sentence fluency, writing conventions) in writing. (The Traits of Writing)

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Strategies and Skills (to Support Indicators)	Outcomes	Performance/Assessment Indicators
<ul style="list-style-type: none"> – apostrophes for possessives and contractions – question marks, exclamation marks, and quotation marks – capitals for proper names, titles, places, days, months, holidays, starting sentences – meaning and syntax patterns as well as sound cues to spell words – a range of spelling strategies (see <i>Spelling Primary–9: A Teaching Resource</i>) – subjects and verbs agree – simple paragraphing – appropriate use of pronouns – most words spelled conventionally ▪ creating pieces of writing that are legible and enjoyable for others to read ▪ editing/fixing for readability ▪ using a variety of technologies to create a range of products such as <ul style="list-style-type: none"> – emails – sending emails with attachments – multimedia presentations – video clips – digital stories – blogs ▪ making changes to text using software, such as stylistic effects (fonts, colours, etc.), formats, and graphics ▪ deciding on a topic of inquiry ▪ developing questions to direct their investigation ▪ searching for answers to questions in various texts and the Internet ▪ recording jot notes about important information ▪ developing jot notes into complete thoughts and sentences 		

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<ul style="list-style-type: none"> publishing their work in a variety of ways including posters, pamphlets, written reports, photo essays, PowerPoint presentations, etc., or using their research to support discussions and debates 		