| English Language Arts 4 | | |
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| Strategies and Skills (to Support Indicators) | Outcomes | Performance/Assessment Indicators |
| ([*Strategies*](https://docs.google.com/a/gnspes.ca/document/d/1F9WXVnh8IWZ_KnDqet9oY_hDUHTPjDIoZG160JeDq6Q/edit?usp=sharing) *and* [*Skills*](https://docs.google.com/a/gnspes.ca/document/d/197EJooa7-4RgP1DtPZoFLuhNoxxfVtroGuuvQBTDGw4/edit?usp=sharing) *to Support Indicators*) | | |
| * 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](https://drive.google.com/file/d/0B6cLqtIK0G_0Ymk3aFBMYkVrMEk/view?usp=sharing) 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 | Outcome 1: Listening and Speaking  Students will communicate effectively and clearly and respond personally and critically, respecting cultural contexts.  (CZ, COM, CI, CT, PCD) | * Actively listen in a variety of collaborative learning experiences showing an awareness of when to listen and when to speak.  ([Active Listening](https://docs.google.com/a/gnspes.ca/document/d/1YHdhJq75xUo3q8GYyZgOcPGWy0EbFGhGwIwGmINSsTI/preview), [Collaborative Learning](https://docs.google.com/document/d/1oiMoUQeNed6aTzMLy-NoRG4IU-FKsj8LjnlCx1GSLkM/edit)) * 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](https://docs.google.com/a/gnspes.ca/document/d/1jNIFkrmOG23jKGGu89ee-c6WKvkB_IcvRBIYl37ywzs/edit?usp=sharing)) * Reflect upon a variety of oral presentations considering the speaker’s perspective. ([Point of View vs Perspective](https://docs.google.com/document/d/1yD_QOmeTgznNfHP05jrtI0OtdEa8pps2E61iRIkJ63c/preview)) * Use complex sentences that/use grade-appropriate vocabulary with some detail. * Begin to use transition words. * Respond to and give sequential multi-step directions. |
| * collaborating ([Collaboration Strategies](https://docs.google.com/a/gnspes.ca/document/d/1oiMoUQeNed6aTzMLy-NoRG4IU-FKsj8LjnlCx1GSLkM/edit?usp=sharing) 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 | Outcome 2: Listening and Speaking  Students will interact with sensitivity and respect, considering cultural contexts, audience, purpose, and situation.  (CZ, COM, CI, CT, PCD) | * 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. |
| * 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 * 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 * 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 * 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 | 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.](https://docs.google.com/a/gnspes.ca/document/d/1yKxIM8HYmtlGxKz8vO-MKCJjRm5gmrZmEIrAKMXnXsw/edit?usp=sharing) (CZ, COM, CI, CT, PCD, TF) | * Use all sources of information (meaning, structure, visual) to search, check, self-monitor, and self-correct with grade-appropriate, instructional-level text.  ([Cueing Systems](https://drive.google.com/file/d/0B6cLqtIK0G_0SjkwWGdLMHB5N1k/preview); [Reading Record](https://drive.google.com/file/d/0B6cLqtIK0G_0Qk9zcjQzOGNya0k/preview)) * Choose “just right” texts according to interests from a growing range of genres. ([Choosing "Just Right" Text](https://docs.google.com/a/gnspes.ca/document/d/1mXJMdyqmcSHcCNi2ABcukyPYm4qp_eQ1LqKhe8lzCAE/preview)s) * 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](https://docs.google.com/document/d/1_-5n6tXKXwtasty8tlOGxMKQQJUHaCvApIrgoGsZkww/preview)) * Apply a variety of word-solving strategies with growing independence. ([Word-Solving Strategies](https://docs.google.com/document/d/1pY00xXKSA6fTQqtthHrTgYDDWlDjTlpaCB_GQBk2VaU/preview)) * 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](https://drive.google.com/file/d/0B6cLqtIK0G_0UkZTU3FBLXhYdmM/preview)) * Retell a narrative, using relevant details and events. ([Narrative](https://docs.google.com/a/gnspes.ca/document/d/1YoD_u52SBs4uweI5PZ0yTcg2w9BBkiVAeOwDss7FBO0/preview)) * Explain and/or represent an understanding of texts from a variety of genres. ([Suggested Genre Studies and Writing Options 4-6](https://drive.google.com/file/d/0B6cLqtIK0G_0SGtZQ0VFTzNDNFUwamcwc3RndFFJWUVNUzRF/preview)) * Discuss text with reference to author’s and illustrator’s message. ([Style](https://docs.google.com/document/d/1pmAZghJSV8qk6xSpW64MSPZnVuqAAx9dhh9f5-pW1L0/preview)) * Apply a repertoire of comprehension strategies to actively construct meaning with grade-appropriate texts.  ([Repertoire of Strategies](https://docs.google.com/document/d/1ZyqmXwcG-USBt0iGdPmqHiNIPyDBzMEeK3KGKFVt_yg/preview)) * Discuss how applying comprehension strategies enhances understanding. ([Metacognition](https://docs.google.com/a/gnspes.ca/document/d/1xt5vz_qDilpYmbjRVtDQ2PomVjZwx6RgGtKVMZbra1o/edit?usp=sharing)) * Use graphic organizers to build meaning. * Demonstrate an understanding of the grade-appropriate text by reading aloud and using intonation, rhythm, and phrasing. |
| * 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 | Outcome 4: Reading and Viewing  Students will select, interpret, and combine information from culturally diverse contexts.  (CZ, COM, CI, CT, PCD, TF) | * Formulate relevant questions that guide research to build a deeper understanding of a topic. ([Critical Thinking Skills Continuum](https://docs.google.com/document/d/12CNnqdIRNrCT2pfX9MkT56CYWyc7evhM5z_OhMiCOwg/preview)) * Use some text features in print and digital media to access information. ([Text Features](https://drive.google.com/file/d/0B6cLqtIK0G_0UkZTU3FBLXhYdmM/preview)) * 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](https://docs.google.com/document/d/12CNnqdIRNrCT2pfX9MkT56CYWyc7evhM5z_OhMiCOwg/preview)) * Interpret relevant information from selected sources, with guidance. * Combine information to enhance understanding, with guidance. * Give credit to sources of information, with guidance. |
| * 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 * 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 | Outcome 5: Reading and Viewing  Students will respond personally and critically to a range of culturally diverse texts. (CZ, COM, CI, CT, PCD, TF) | * 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](https://docs.google.com/document/d/1UqJv8sH6Chf4S1TTR9_Eop9MFR0wFf7CVJCpj7J6iQU/edit?usp=sharinghttps://docs.google.com/document/d/1UqJv8sH6Chf4S1TTR9_Eop9MFR0wFf7CVJCpj7J6iQU/preview)) * 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](https://docs.google.com/document/d/1efrCiPeckV0zJYuPSkLqB4_5-Ro5WZHu5rrA9rVHLD8/edit?usp=sharing)) * Begin to respond to stereotyping, bias, and/or prejudice, with guidance. ([Racial Equity Policy Definitions](https://docs.google.com/document/d/1efrCiPeckV0zJYuPSkLqB4_5-Ro5WZHu5rrA9rVHLD8/edit?usp=sharing)) * Recognize authors’ viewpoints, providing evidence from the text and personal experiences. ([Critical Literacy Strategies](https://docs.google.com/a/gnspes.ca/document/d/1UnexFD4wa3oAVWxALrf9ncrM4eBLnMw8NmQquWjf9lA/preview)) |
| * 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 * 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 * character development * plot * setting * theme * perspective * style * illustrations * design (visual presentation of the text) * replicating craft in writing by exploring/studying * 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) * practicing writing drafts to develop editing strategies and skills  focusing on * 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 | Outcome 6: Reading and Writing Connection  Students will understand [the speaking, reading, and writing relationship](https://drive.google.com/file/d/0B6cLqtIK0G_0cURYN3BrWlZPU0E/view?usp=sharing) by independently and collaboratively creating diverse texts. (CZ, COM, CI, CT, PCD, TF) | * Explore and discuss elements that contribute to the authors’ craft in a variety of texts. ([Author’s Craft](https://docs.google.com/document/d/10B-3h5OkQoR5D4IBCcNVPqhuIQRajmEWWumOvXzjk7g/preview)) * Begin to experiment with author’s craft by incorporating elements in writing. ([Author’s Craft](https://docs.google.com/document/d/10B-3h5OkQoR5D4IBCcNVPqhuIQRajmEWWumOvXzjk7g/preview)) * 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. |
| * 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 | Outcome 7: Writing and Other Ways of Representing  Students will be expected to use [writing and other representations](https://docs.google.com/document/d/17G8XQXhe6Hu9iDqRYbW0hgV30GU-X7GqIDeq0CNWywY/edit) to explore, clarify and reflect upon thoughts and experiences.  (CZ, COM, CI, CT, PCD, TF) | * 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](https://drive.google.com/file/d/0B6cLqtIK0G_0MkRCNi1KZ19VSE0/preview)) |
| * selecting different types of writing forms to suit the purpose and audience, such as * 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 * ideas * organization * 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 * 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](https://docs.google.com/document/d/10B-3h5OkQoR5D4IBCcNVPqhuIQRajmEWWumOvXzjk7g/preview)) * voice * 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 * vary the sentence type and tenses * conventions * use capitalization, punctuation, and spelling, with growing 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 | 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) | * Experiment by using types of writing that are appropriate to specific purposes and audiences with support. ([Types of Writing](https://docs.google.com/document/d/1n9e_ia4E4J53EyBQ_fCipfsQV_zRoVw7b13B8xDPh40/preview)) * 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. |
| * developing a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies, for example, * 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) * 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 * 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 *Spelling Primary–9: A Teaching Resource*) * 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 * email * sending emails with attachments * multimedia presentations * video clips * digital stories * blogs * 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 | 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) | * Experiment with a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies with peers and independently. ([The Writing Processes](https://docs.google.com/document/d/1gyJVT5XODbIly5VunS4tA5w_njvfPfaN1kFLX2SWImw/preview)) * Use the conventions of written language in final products with support. ([Conventions](https://drive.google.com/a/gnspes.ca/file/d/0B6cLqtIK0G_0MUpNVzdzOGZyVUFUVVBseXpna2gwUjBGSkZn/preview); [Grammar, Spelling, Punctuation, Mechanics](https://drive.google.com/file/d/0B6cLqtIK0G_0WUFyeThIZjZYNlU/preview)) * Use a range of problem-solving strategies to spell accurately, with support (see *Spelling Primary–9: A Teaching Resource*). * Build word knowledge by manipulating, searching, and sorting (see *Spelling Primary–9: A Teaching Resource*). * Show commitment to shaping pieces of writing and other representations through stages of writing development.  ([Stages of Writing Development](https://docs.google.com/document/d/11rvNT9g8wsfqSRy3p3H9adFz-u_wMrgVzN2OgMF-vhA/preview)) * 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](https://docs.google.com/document/d/160iO61wdAkD42_s-UYwXbxFsovaxjF63BB-bMiVSqgo/preview)) |

| English Language Arts 5 | | |
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| Strategies and Skills (to Support Indicators) | Outcomes | Performance/Assessment Indicators |
| ([*Strategies*](https://docs.google.com/a/gnspes.ca/document/d/1F9WXVnh8IWZ_KnDqet9oY_hDUHTPjDIoZG160JeDq6Q/edit?usp=sharing) *and* [*Skills*](https://docs.google.com/a/gnspes.ca/document/d/197EJooa7-4RgP1DtPZoFLuhNoxxfVtroGuuvQBTDGw4/edit?usp=sharing) *to Support Indicators*) | | |
| * 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 | Outcome 1: Listening and Speaking  Students will communicate effectively and clearly and respond personally and critically, respecting cultural contexts.  (CZ, COM, CI, CT, PCD) | * 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](https://docs.google.com/a/gnspes.ca/document/d/1YHdhJq75xUo3q8GYyZgOcPGWy0EbFGhGwIwGmINSsTI/edit?usp=sharing); [Collaborative Learning](https://docs.google.com/document/d/1oiMoUQeNed6aTzMLy-NoRG4IU-FKsj8LjnlCx1GSLkM/edit)) * 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](https://docs.google.com/a/gnspes.ca/document/d/1jNIFkrmOG23jKGGu89ee-c6WKvkB_IcvRBIYl37ywzs/edit?usp=sharing)) * Reflect critically upon a variety of oral presentations evaluating the speaker’s perspective. ([Point of View vs Perspective](https://docs.google.com/document/d/1yD_QOmeTgznNfHP05jrtI0OtdEa8pps2E61iRIkJ63c/preview)) * 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. |
| * collaborating ([Collaboration Strategies](https://docs.google.com/a/gnspes.ca/document/d/1oiMoUQeNed6aTzMLy-NoRG4IU-FKsj8LjnlCx1GSLkM/edit?usp=sharing) 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 | Outcome 2: Listening and Speaking  Students will interact with sensitivity and respect, considering cultural contexts, audience, purpose, and situation.  (CZ, COM, CI, CT, PCD) | * 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. |
| * 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 * 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, 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 * 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 | 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.](https://docs.google.com/a/gnspes.ca/document/d/1yKxIM8HYmtlGxKz8vO-MKCJjRm5gmrZmEIrAKMXnXsw/edit?usp=sharing) (CZ, COM, CI, CT, PCD, TF) | * Use all sources of information (meaning, structure, visual) to search, check, self-monitor, and self-correct with grade-appropriate, instructional-level text.  ([Cueing Systems](https://drive.google.com/file/d/0B6cLqtIK0G_0SjkwWGdLMHB5N1k/preview); [Reading Record](https://drive.google.com/file/d/0B6cLqtIK0G_0Qk9zcjQzOGNya0k/preview)) * Choose “just right” texts according to interest from a growing range of genres with increasing independence.  ([Choosing "Just Right" Text](https://docs.google.com/a/gnspes.ca/document/d/1mXJMdyqmcSHcCNi2ABcukyPYm4qp_eQ1LqKhe8lzCAE/preview)s) * 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](https://docs.google.com/document/d/1_-5n6tXKXwtasty8tlOGxMKQQJUHaCvApIrgoGsZkww/preview)) * Apply a variety of word-solving strategies with increasing independence. ([Word-Solving Strategies](https://docs.google.com/document/d/1pY00xXKSA6fTQqtthHrTgYDDWlDjTlpaCB_GQBk2VaU/preview)) * Use punctuation to enhance comprehension and fluency with awareness and increasing independence. * Use a range of fiction and nonfiction text features to support comprehension, using grade-appropriate texts. ([Text Features](https://drive.google.com/file/d/0B6cLqtIK0G_0UkZTU3FBLXhYdmM/preview)) * Retell a narrative, using relevant details and events in sequential order. ([Narrative](https://docs.google.com/a/gnspes.ca/document/d/1YoD_u52SBs4uweI5PZ0yTcg2w9BBkiVAeOwDss7FBO0/preview)) * Explain and/or represent an understanding of texts from a variety of genres with growing detail.  ([Suggested Genre Studies and Writing Options 4-6](https://drive.google.com/file/d/0B6cLqtIK0G_0SGtZQ0VFTzNDNFUwamcwc3RndFFJWUVNUzRF/preview)) * Discuss text with reference to author's and illustrator’s message and style. ([Style](https://docs.google.com/document/d/1pmAZghJSV8qk6xSpW64MSPZnVuqAAx9dhh9f5-pW1L0/preview)) * Apply a repertoire of comprehension strategies to actively construct meaning with grade-appropriate texts.  ([Repertoire of Strategies](https://docs.google.com/document/d/1ZyqmXwcG-USBt0iGdPmqHiNIPyDBzMEeK3KGKFVt_yg/preview)) * Discuss and begin to reflect on how applying comprehension strategies enhances understanding. ([Metacognition](https://docs.google.com/a/gnspes.ca/document/d/1xt5vz_qDilpYmbjRVtDQ2PomVjZwx6RgGtKVMZbra1o/edit?usp=sharing)) * Use graphic organizers to enhance comprehension. * Demonstrate an understanding of the grade-appropriate text by reading aloud, using intonation, rhythm, and phrasing. |
| * 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 | Outcome 4: Reading and Viewing  Students will select, interpret, and combine information from culturally diverse contexts.  (CZ, COM, CI, CT, PCD, TF) | * Formulate relevant questions that guide research to build a deeper understanding of a topic. ([Critical-Thinking Skills Continuum](https://docs.google.com/document/d/12CNnqdIRNrCT2pfX9MkT56CYWyc7evhM5z_OhMiCOwg/preview)) * Use a variety of text features in print and digital media to access information with increasing independence. ([Text Features](https://drive.google.com/file/d/0B6cLqtIK0G_0UkZTU3FBLXhYdmM/preview)) * Refine keyword choices in a search engine to access relevant information. * Select relevant dependable sources of information, with beginning independence. ([Critical-Thinking Skills Continuum](https://docs.google.com/document/d/12CNnqdIRNrCT2pfX9MkT56CYWyc7evhM5z_OhMiCOwg/preview)) * 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. |
| * 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 * 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 | Outcome 5: Reading and Viewing  Students will respond personally and critically to a range of culturally diverse texts. (CZ, COM, CI, CT, PCD, TF) | * 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](https://docs.google.com/document/d/1UqJv8sH6Chf4S1TTR9_Eop9MFR0wFf7CVJCpj7J6iQU/edit?usp=sharinghttps://docs.google.com/document/d/1UqJv8sH6Chf4S1TTR9_Eop9MFR0wFf7CVJCpj7J6iQU/preview)) * 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](https://docs.google.com/document/d/1efrCiPeckV0zJYuPSkLqB4_5-Ro5WZHu5rrA9rVHLD8/edit?usp=sharing)) * Respond to stereotyping, bias, and/or prejudice, with guidance. ([Racial Equity Policy Definitions](https://docs.google.com/document/d/1efrCiPeckV0zJYuPSkLqB4_5-Ro5WZHu5rrA9rVHLD8/edit?usp=sharing)) * Recognize and interpret authors’ viewpoints providing evidence from the text and personal experiences. ([Critical Literacy Strategies](https://docs.google.com/a/gnspes.ca/document/d/1UnexFD4wa3oAVWxALrf9ncrM4eBLnMw8NmQquWjf9lA/preview)) |
| * 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 * developing oral and written vocabulary through exposure to author’s word choices in [mentor texts](https://docs.google.com/document/d/1ZU1HMGMEv9skqMfBFfnuw-JmOCKTKQfpSYxFSpB93BQ/preview) * modelling elements of author’s style through the use of [mentor texts](https://docs.google.com/document/d/1ZU1HMGMEv9skqMfBFfnuw-JmOCKTKQfpSYxFSpB93BQ/preview) * 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 * character development * plot * setting * theme * perspective * style * illustrations * design (visual presentation of the text) * replicating craft in writing by exploring/studying * 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 * circling words that appear to be misspelled * checking the word wall, a word reference, dictionary, or spell check to correct spelling * 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 | Outcome 6: Reading and Writing Connection  Students will understand [the speaking, reading, and writing relationship](https://drive.google.com/file/d/0B6cLqtIK0G_0cURYN3BrWlZPU0E/view?usp=sharing) by independently and collaboratively creating diverse texts. (CZ, COM, CI, CT, PCD, TF) | * Identify and discuss elements that contribute to the authors’ craft in a variety of texts. ([Author’s Craft](https://docs.google.com/document/d/10B-3h5OkQoR5D4IBCcNVPqhuIQRajmEWWumOvXzjk7g/preview)) * Continue to experiment with author’s craft by incorporating elements in writing. ([Author’s Craft](https://docs.google.com/document/d/10B-3h5OkQoR5D4IBCcNVPqhuIQRajmEWWumOvXzjk7g/preview)) * 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. |
| * using writing to support their thinking and learning in various ways, such as * 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 * 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 | Outcome 7: Writing and other Ways of Representing  Students will be expected to use [writing and other representations](https://docs.google.com/document/d/17G8XQXhe6Hu9iDqRYbW0hgV30GU-X7GqIDeq0CNWywY/edit) to explore, clarify and reflect upon thoughts and experiences. (CZ, COM, CI, CT, PCD, TF) | * 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](https://drive.google.com/file/d/0B6cLqtIK0G_0MkRCNi1KZ19VSE0/preview)) |
| * selecting different types of writing forms to suit their purpose and audience, such as * 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 * ideas * organization * 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 * 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](https://docs.google.com/document/d/10B-3h5OkQoR5D4IBCcNVPqhuIQRajmEWWumOvXzjk7g/preview)) * voice * 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 * complex sentences with noun/verb agreement * embed clauses * vary the sentence type and tenses * conventions * 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 | 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) | * Experiment by using types of writing that are appropriate to specific purposes and audiences, with growing independence. ([Types of Writing](https://docs.google.com/document/d/1n9e_ia4E4J53EyBQ_fCipfsQV_zRoVw7b13B8xDPh40/preview)) * 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. |
| * using a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies, for example, * 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) * 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 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 * 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 *Spelling Primary–9: A Teaching Resource*) * subjects and verbs agree * simple paragraphing * pronouns appropriately * many words spelled conventionally * pieces of writing are legible and enjoyable for others to read * editing/fixing for readability * with increasing proficiency, using a variety of technologies to create a range of products such as * 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 | 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) | * Use a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies with peers and independently. ([The Writing Processes](https://docs.google.com/document/d/1gyJVT5XODbIly5VunS4tA5w_njvfPfaN1kFLX2SWImw/preview)) * Use the conventions of written language in final products with growing independence.  ([Conventions](https://drive.google.com/a/gnspes.ca/file/d/0B6cLqtIK0G_0MUpNVzdzOGZyVUFUVVBseXpna2gwUjBGSkZn/preview); [Grammar, Spelling, Punctuation, Mechanics](https://drive.google.com/file/d/0B6cLqtIK0G_0WUFyeThIZjZYNlU/preview)) * Use a range of problem-solving strategies to spell accurately with growing independence (see *Spelling Primary–9: A Teaching Resource*). * Build and apply word knowledge by manipulating, searching, and sorting words (see *Spelling Primary–9: A Teaching Resource*). * Show commitment to shaping pieces of writing and other representations through stages of writing development. ([Stages of Writing Development](https://docs.google.com/document/d/11rvNT9g8wsfqSRy3p3H9adFz-u_wMrgVzN2OgMF-vhA/preview)) * 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](https://docs.google.com/document/d/160iO61wdAkD42_s-UYwXbxFsovaxjF63BB-bMiVSqgo/preview)) |

| English Language Arts 6 | | |
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| Strategies and Skills (to Support Indicators) | Outcomes | Performance/Assessment Indicators |
| ([*Strategies*](https://docs.google.com/a/gnspes.ca/document/d/1F9WXVnh8IWZ_KnDqet9oY_hDUHTPjDIoZG160JeDq6Q/edit?usp=sharing) *and* [*Skills*](https://docs.google.com/a/gnspes.ca/document/d/197EJooa7-4RgP1DtPZoFLuhNoxxfVtroGuuvQBTDGw4/edit?usp=sharing) *to Support Indicators*) | | |
| * 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 | Outcome 1: Listening and Speaking  Students will communicate effectively and clearly and respond personally and critically, respecting cultural contexts.  (CZ, COM, CI, CT, PCD) | * 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](https://docs.google.com/a/gnspes.ca/document/d/1YHdhJq75xUo3q8GYyZgOcPGWy0EbFGhGwIwGmINSsTI/edit?usp=sharing), [Collaborative Learning](https://docs.google.com/document/d/1oiMoUQeNed6aTzMLy-NoRG4IU-FKsj8LjnlCx1GSLkM/edit)) * 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](https://docs.google.com/a/gnspes.ca/document/d/1jNIFkrmOG23jKGGu89ee-c6WKvkB_IcvRBIYl37ywzs/edit?usp=sharing)) * Reflect critically upon a variety of oral presentations evaluating and responding to the speaker’s perspective. ([Point of View vs Perspective](https://docs.google.com/document/d/1yD_QOmeTgznNfHP05jrtI0OtdEa8pps2E61iRIkJ63c/preview)) * 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. |
| * collaborating ([Collaboration Strategies](https://docs.google.com/a/gnspes.ca/document/d/1oiMoUQeNed6aTzMLy-NoRG4IU-FKsj8LjnlCx1GSLkM/edit?usp=sharing) 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 | Outcome 2: Listening and Speaking  Students will interact with sensitivity and respect, considering cultural contexts, audience, purpose, and situation.  (CZ, COM, CI, CT, PCD) | * 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. |
| * 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 * 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 (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 * 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 | 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.](https://docs.google.com/a/gnspes.ca/document/d/1yKxIM8HYmtlGxKz8vO-MKCJjRm5gmrZmEIrAKMXnXsw/edit?usp=sharing) (CZ, COM, CI, CT, PCD, TF) | * Use all sources of information (meaning, structure, visual) to search, check, self-monitor, and self-correct with grade-appropriate, instructional-level text.  ([Cueing Systems](https://drive.google.com/file/d/0B6cLqtIK0G_0SjkwWGdLMHB5N1k/preview); [Reading Record](https://drive.google.com/file/d/0B6cLqtIK0G_0Qk9zcjQzOGNya0k/preview)) * 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" Text](https://docs.google.com/a/gnspes.ca/document/d/1mXJMdyqmcSHcCNi2ABcukyPYm4qp_eQ1LqKhe8lzCAE/preview)s) * Build stamina through reading grade appropriate, independent level texts. ([Stamina](https://docs.google.com/document/d/1_-5n6tXKXwtasty8tlOGxMKQQJUHaCvApIrgoGsZkww/preview)) * Apply a variety of word-solving strategies with independence. ([Word-Solving Strategies](https://docs.google.com/document/d/1pY00xXKSA6fTQqtthHrTgYDDWlDjTlpaCB_GQBk2VaU/preview)) * Use punctuation to enhance comprehension and fluency with awareness and independence. * Use a range of fiction and nonfiction text features to support comprehension with increasing independence, using grade-appropriate texts. ([Text Features](https://drive.google.com/file/d/0B6cLqtIK0G_0UkZTU3FBLXhYdmM/preview)) * Retell a narrative, using, relevant details and events in sequential order with increasing independence. ([Narrative](https://docs.google.com/a/gnspes.ca/document/d/1YoD_u52SBs4uweI5PZ0yTcg2w9BBkiVAeOwDss7FBO0/preview)) * Explain and/or represent an understanding of texts from a variety of genres with increasing detail.  ([Suggested Genre Studies and Writing Options 4-6](https://drive.google.com/file/d/0B6cLqtIK0G_0SGtZQ0VFTzNDNFUwamcwc3RndFFJWUVNUzRF/preview)) * Discuss text with reference to the author’s and illustrator's message, perspective, and style. ([Style](https://docs.google.com/document/d/1pmAZghJSV8qk6xSpW64MSPZnVuqAAx9dhh9f5-pW1L0/preview)) * Apply a repertoire of comprehension strategies to actively construct meaning with grade-appropriate texts.  ([Repertoire of Strategies](https://docs.google.com/document/d/1ZyqmXwcG-USBt0iGdPmqHiNIPyDBzMEeK3KGKFVt_yg/preview)) * Discuss and reflect on how applying comprehension strategies enhances understanding. ([Metacognition](https://docs.google.com/a/gnspes.ca/document/d/1xt5vz_qDilpYmbjRVtDQ2PomVjZwx6RgGtKVMZbra1o/edit?usp=sharing)) * 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. |
| * 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 | Outcome 4: Reading and Viewing  Students will select, interpret, and combine information from culturally diverse contexts.  (CZ, COM, CI, CT, PCD, TF) | * Formulate critical questions that guide research to build a deeper understanding of a topic. ([Critical-Thinking Skills Continuum](https://docs.google.com/document/d/12CNnqdIRNrCT2pfX9MkT56CYWyc7evhM5z_OhMiCOwg/preview)) * Use text features in print and digital media to access information independently. ([Text Features](https://drive.google.com/file/d/0B6cLqtIK0G_0UkZTU3FBLXhYdmM/preview)) * Use keywords effectively in a search engine to access relevant information. * Select relevant, dependable sources of information, with growing independence. ([Critical-Thinking Skills Continuum](https://docs.google.com/document/d/12CNnqdIRNrCT2pfX9MkT56CYWyc7evhM5z_OhMiCOwg/preview)) * 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. |
| * 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 * 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 | Outcome 5: Reading and Viewing  Students will respond personally and critically to a range of culturally diverse texts. (CZ, COM, CI, CT, PCD, TF) | * 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](https://docs.google.com/document/d/1UqJv8sH6Chf4S1TTR9_Eop9MFR0wFf7CVJCpj7J6iQU/edit?usp=sharinghttps://docs.google.com/document/d/1UqJv8sH6Chf4S1TTR9_Eop9MFR0wFf7CVJCpj7J6iQU/preview)) * 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](https://docs.google.com/document/d/1efrCiPeckV0zJYuPSkLqB4_5-Ro5WZHu5rrA9rVHLD8/edit?usp=sharing)) * Respond to stereotyping, bias, and/or prejudice, with some guidance. ([Racial Equity Policy Definitions](https://docs.google.com/document/d/1efrCiPeckV0zJYuPSkLqB4_5-Ro5WZHu5rrA9rVHLD8/edit?usp=sharing)) * Begin to support or challenge authors’ viewpoints providing evidence from the text and personal experiences. ([Critical Literacy Strategies](https://docs.google.com/a/gnspes.ca/document/d/1UnexFD4wa3oAVWxALrf9ncrM4eBLnMw8NmQquWjf9lA/preview)) |
| * 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 * building oral and written vocabulary through exposure to author’s word choices in [mentor texts](https://docs.google.com/document/d/1ZU1HMGMEv9skqMfBFfnuw-JmOCKTKQfpSYxFSpB93BQ/preview) * replicating elements of author’s style through the use of [mentor texts](https://docs.google.com/document/d/1ZU1HMGMEv9skqMfBFfnuw-JmOCKTKQfpSYxFSpB93BQ/preview) * 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 * character development * plot * setting * theme * perspective * style * illustrations * design (visual presentation of the text) * replicating craft in writing by exploring/studying * 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 * circling words that appear to be misspelled * checking the word wall, a word reference, dictionary, or spell check to correct spelling * 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 | Outcome 6: Reading and Writing Connection  Students will understand [the speaking, reading, and writing relationship](https://drive.google.com/file/d/0B6cLqtIK0G_0cURYN3BrWlZPU0E/view?usp=sharing) by independently and collaboratively creating diverse texts. (CZ, COM, CI, CT, PCD, TF) | * Compare and discuss elements that contribute to the authors’ craft in a variety of texts. ([Author’s Craft](https://docs.google.com/document/d/10B-3h5OkQoR5D4IBCcNVPqhuIQRajmEWWumOvXzjk7g/preview)) * Experiment with author’s craft by incorporating elements in writing with increasing independence. ([Author’s Craft](https://docs.google.com/document/d/10B-3h5OkQoR5D4IBCcNVPqhuIQRajmEWWumOvXzjk7g/preview)) * 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. |
| * using writing to support their thinking and learning in various ways, such as * 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 * 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 | Outcome 7: Writing and Other Ways of Representing  Students will be expected to use [writing and other representations](https://docs.google.com/document/d/17G8XQXhe6Hu9iDqRYbW0hgV30GU-X7GqIDeq0CNWywY/edit) to explore, clarify, and reflect upon thoughts and experiences. (CZ, COM, CI, CT, PCD, TF) | * 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](https://drive.google.com/file/d/0B6cLqtIK0G_0MkRCNi1KZ19VSE0/preview)) |
| * selecting different types of writing forms to suit the purpose and audience, such as * 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 * ideas * organization * 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 * select precise, effective words * use a range of descriptive words * use active verbs and precise nouns * use transitional words * use literary devices (simile, alliteration, onomatopoeia, personification, foreshadowing, imagery, symbolism)  ([Author’s Craft](https://docs.google.com/document/d/10B-3h5OkQoR5D4IBCcNVPqhuIQRajmEWWumOvXzjk7g/preview)) * use memorable and vivid words * match word choice to the audience and to create effects * voice * 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 * 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 * 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 | 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) | * Use types of writing that are appropriate to specific purposes and audiences, with increasing independence. ([Types of Writing](https://docs.google.com/document/d/1n9e_ia4E4J53EyBQ_fCipfsQV_zRoVw7b13B8xDPh40/preview)) * 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. |
| * independently selecting and using a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies, for example, * 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 * 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 (see *Spelling Primary–9:* *A Teaching Resource*) * 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 * 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 * 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 | 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) | * Use a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies with peers and independently.  ([The Writing Processes](https://docs.google.com/document/d/1gyJVT5XODbIly5VunS4tA5w_njvfPfaN1kFLX2SWImw/preview)) * Use the conventions of written language in final products with increasing independence.  ([Conventions](https://drive.google.com/a/gnspes.ca/file/d/0B6cLqtIK0G_0MUpNVzdzOGZyVUFUVVBseXpna2gwUjBGSkZn/preview); [Grammar, Spelling, Punctuation, Mechanics](https://drive.google.com/file/d/0B6cLqtIK0G_0WUFyeThIZjZYNlU/preview)) * Use a range of problem-solving strategies to spell accurately, with increasing independence (see *Spelling Primary–9: A Teaching Resource*). * Apply and extend word knowledge by manipulating, searching, and sorting (see *Spelling Primary–9: A Teaching Resource*). * Commit to shaping pieces of writing and other representations through stages of writing development.  ([Stages of Writing Development](https://docs.google.com/document/d/11rvNT9g8wsfqSRy3p3H9adFz-u_wMrgVzN2OgMF-vhA/preview)) * 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](https://docs.google.com/document/d/160iO61wdAkD42_s-UYwXbxFsovaxjF63BB-bMiVSqgo/preview)) |