

# **English Language Arts P-6**

At a Glance Documents

Implementation Draft 2019



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# English Language Arts Primary

Learners will interact using effective oral language skills considering audience, purpose, and situation.

## Listening and Speaking

### Rationale

Learners develop their oral language skills through varied experiences. They need multiple opportunities to practise listening and speaking, asking and responding to questions, and sharing ideas and opinions.

### Competencies

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

### Indicators

- begin to demonstrate active listening habits (skills) in multiple cultural contexts
- begin to ask and respond to questions and seek information
- describe a personal experience with at least one detail
- share ideas, express feelings, give simple descriptions, and express opinions (e.g I like, I don't like...) with others in a variety of ways
- engage in small- and whole-group conversation
- engage in and respond to simple, informal oral presentation
- usually use simple, complete sentences
- begin to respond to and give simple directions or instructions
- begin to develop an awareness of social conventions (turn-taking, politeness, when to speak, and when to listen) in group work and co-operative play, in multiple cultural contexts
- begin to use expression and appropriate volume to communicate ideas and feelings
- begin to develop an awareness of respectful and non-hurtful vocabulary choices
- begin to demonstrate that different kinds of language are appropriate to different situations, dependent upon audience and purpose

## Concepts (and Guiding Questions)

### Active Listening

- What does it look and sound like if you are listening to someone?
- How do you know someone is listening to you?

### Conversation

- What can you say to help others be part of a conversation?
- How can you make sure that you are part of a conversation?

### Ideas

- How can the word because help to explain why you agree or disagree with others?
- What can you say if you agree or disagree with the ideas of others?

### Information

- What questions can you ask to get more information about a topic?
- How could you get others to read a book you really liked?

### Opinions

- Which book/song/poem do you prefer and why?
- Why are the pictures important in a book?

### Expression and volume

- How would your voice change if you are angry/sad/excited?
- How does your voice change if you are talking to a person or a group?

### Vocabulary Choice

- What words could you use if you disagree with someone?
- What words could you use if you agree with someone?

### Audience and purpose

- How do you change your voice if you are speaking to one person or a large group?
- What should it look and sound like if you are sharing with the class?

# English Language Arts Primary

Learners will demonstrate a variety of ways to comprehend and select from a range of culturally diverse texts.

## Reading and Viewing

### Rationale

Learners need to understand what they see and view to make meaning of the world around them. Learners grow as readers by making connections between and among texts and selecting purposeful texts.

### Competencies

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

### Indicators

#### Strategic Processing

- understand beginning concepts about print
- begin to search using meaning (picture and background knowledge), structure/syntax, and visual information (sometimes uses beginning consonants, ending consonants, or known word parts to word solve)
- begin to monitor and self-correct using meaning, structure, and/or visual information
- begin to read with increasing stamina
- identify punctuation and describe its use
- read simple patterned texts and non-patterned texts, within levels C–D

#### View with Understanding (Print and Digital Text)

- use picture cues to support understanding
- talk about a narrative in terms of what happens in the beginning, middle, and end
- talk about information in a non-fiction text
- talk about a character's personality in a fiction text
- make predictions about what a text might be about or what might happen next
- make personal connections to understand a text
- discuss similarities and differences between texts written by the same author or on the same topic
- begin to visualize, to support comprehension, using a variety of culturally relevant texts

#### Selecting (Print and Digital Text)

- talk about why particular texts are interesting
- talk about learning from reading based on pictures and print
- select just-right\*\* texts with assistance and beginning independence
- reread a familiar text to practice reading smoothly and with expressions
- Imitate the fluent reading of a short, familiar passage of a text
- \*\*being mindful of interests, background knowledge, and level

#### Fluency (Accuracy/ Automaticity/ Prosody [Rhythm and Intonation])

- begin to show an awareness of what fluency sounds like

### Concepts (and Guiding Questions)

#### Strategic processing

- How do the pictures help to understand the story?
- What can you do if you come across a word you don't know?

#### Viewing with understanding

- What text to self connections can you make to this story?
- How is the character feeling in this story?

#### Selecting texts

- How do readers decide which books to read?
- What makes a text interesting to you?

#### Fluency

- What does it sounds like when you read smoothly?
- What does it sound like to read with expression?

# English Language Arts Primary

Learners will select, interpret, and combine information in multicultural contexts.

## Reading and Viewing

### Rationale

Learners use the research process to gather reliable information, question source(s) of information, and use this information to broaden understanding. The research process allows learners to gain insight into various topics.

### Competencies

- Citizenship (CZ)
- Communication (COM)
- Personal Career Development (PCD)
- Creativity and Innovation (CI)
- Critical Thinking (CT)

### Indicators

- identify print and digital texts that are fiction and those that are non-fiction
- find information in simple print and digital texts
- ask questions about topics of interest

## Concepts (and Guiding Questions)

### Fiction and Nonfiction

- How are fiction and nonfiction different?
- What do you think is the most important message from this book?

### Information

- Where can you find out more about something that interests you?
- What can you learn about the topic from looking at pictures/labels?
- What can you learn from this text?

# English Language Arts Primary

Learners will respond personally and critically to a range of culturally diverse texts.

## Reading and Viewing

### Rationale

Learners interact with various texts by sharing, supporting, or challenging ideas. Learners make connections and react to texts from and through multiple perspectives. By critically responding to texts, new understandings emerge.

### Competencies

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

### Indicators

- choose a face from a selection of faces (e.g., happy, sad, neutral) to represent feelings about a print and/or digital text
- draw pictures (or pictures with labels and/or text) about personal reactions
- talk about a personal reaction to a print and/or digital text (e.g., favourite part, character)
- back up an opinion with prior knowledge and/or experiences
- begin to ask questions of text
- Talk about print and/or digital texts written by the same author
- talk about print and/or digital text written about the same topic
- begin to develop an understanding and respect for diversity
- discuss what they are wondering about and questions they have of texts
- begin to recognize different points of view

## Concepts (and Guiding Questions)

### Feelings

- How can you tell what the characters in the book are feeling?
- How does this story make you feel?

### Opinions

- Which book/song/poem do you prefer and why?
- Why are the pictures important in a book?

### Diversity

- What can you learn about families from this book?
- How does this book help you to see yourself? (text to self)



# English Language Arts Primary

Learners will convey meaning by creating print and digital texts collaboratively and independently using imagination, personal experiences, and feelings.

## Writing and Representing

### Rationale

Learners communicate their ideas, experiences, and feelings through a variety of written and digital representations. Learners' written words convey their thoughts and ideas to an intended audience.

### Competencies

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

### Indicators

- understand that print carries a messages
- play with words and sounds to express an idea
- begin to label some drawings to explain some ideas/topics
- begin to understand readers'/listeners' comments to clarify meaning

## Concepts (and Guiding Questions)

### Message

- What is the main idea of this story?
- How can you make the ideas in your story clearer?

### Ideas

- Where can you get ideas for your writing?
- Where do authors get their ideas?
- How do the story and pictures match?

### Revision

- What could you add to your words to make them match the picture?
- What could you add to your picture to make it match the words?

# English Language Arts Primary

Learners will use writing and other forms of representation including, digital texts, to explore, clarify and reflect on their thoughts feeling and experiences and learnings.

## Writing and Representing

### Rationale

Learners explore, clarify, and reflect on their ideas, experiences, and feelings to confirm that representations accurately convey their thoughts and ideas to the audience.

### Competencies

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

### Indicators

- write, using drawings, a combination of letters with some sound associations, and known words to explain thinking, feelings, and ideas, to record experiences, record personal opinions, inform, and communicate information
- talk about writing and/or reading the text written
- begin to talk about word choice for specific reasons
- create and record questions in both print and/or digital format

## Concepts (and Guiding Questions)

### Thoughts, Feelings, and Ideas

- Where can you write about?
- How can drawing your thinking help you to write?

### Word Choice

- What is another way to say “I like”, “nice”, “good” ?
- What words can you use to start your story?
- What words can you use to make your writing more interesting, exciting, or funny?

# English Language Arts Primary

Learners will create text including digital collaboratively and independently using a variety of forms for a range of audiences and purposes.

## Writing and Representing

### Rationale

Learners understand and select appropriate communication forms to suit the intended message.

### Competencies

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

### Indicators

- identify audiences for some of their writing
- explain the reason for the writing (e.g., to remember an important event, to explain what happened, to thank a guest speaker, to share an idea with a classmate)
- work with a partner, in small groups, and independently to create writing (e.g., lists, notes, stories, poems)
- begin to use role plays to convey meaning (other ways of representing)

## Concepts (and Guiding Questions)

### Audience and Purpose

- Who do you think will read your writing?
- Why would someone want to read this book?

### Forms of Communication

- What are the reasons that you would write something?
- What is your favorite type of book? Why?

# English Language Arts Primary

Learners will use a range of strategies to develop effective writing and media products to enhance their clarity, precision and effectiveness.

## Writing and Representing

### Rationale

Learners use a range of strategies and processes to develop effective writing and other representations. Learners understand how ideas, organization, language use, and conventions impact their intended message and how it is received by an audience.

### Competencies

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

### Indicators

#### Writing Processes

##### Prewriting

- talk about the ideas they plan to write about
- begin to draw pictures to help develop ideas for writing

##### Drafting

- develop some complete thoughts through drawing, using letter-like forms, random letters, sound-symbol matching, and some words
- write left to right and top to bottom most of the time
- begin to use some conventional spacing
- begin to reread their writing to monitor meaning and message

##### Revision

- add details to a picture
- add labels to a picture

##### Editing

- observe and develop an awareness of a teacher-modelled editing process

##### Proofreading

- talk with teacher about scribbles/drawing and/or writing
- publishing/information sharing

- share and publish student-selected pieces of writing

#### Writing Traits

##### Ideas

- begin to develop a topic
- begin to tell a story related to a topic (storytelling, drawing, and/or writing)

##### Organization

- recognize a sense of flow (beginning, middle, and end) in writing
- understand that print and illustrations go together

##### language use (sentence fluency, word choice, voice)

- create a thought with a beginning and end
- begin to experiment with a variety of words
- recognize voice through shared reading/read-aloud
- begin to use personal expression through storytelling, drawing, and/or writing
- begin to experiment with a connection to audience through storytelling, drawing, and/or writing

##### writing conventions

- begin to write from left to right and from top to bottom
- begin to use spacing between words

#### Word Study (Word Work)

##### Rhyming

- generate rhyming words with a beginning sound prompt

##### Segmenting

- segment the sounds in a word with three sounds (CVC)

##### Isolating

- tell which word does not end with the same sound, with three spoken words

##### Deleting

- delete ending sounds from words

# English Language Arts Primary

Learners will use a range of strategies to develop effective writing and media products to enhance their clarity, precision and effectiveness.  
(cont.)

## Blending

- blend three sounds to make a word

## Substituting

- add sounds to the beginning and ending of words, use the names of letters to spell words, begin to use letters to represent sound, demonstrate an awareness of letter-sound relationship (most)

## Concepts (and Guiding Questions)

### Writing Processes

- How do you make sure that your pictures match your writing?
- Why is it important to talk about your ideas before you write?

### Writing Traits

- What can you add to your picture to make it clearer?
- What can you add to your writing to make it clearer?

### Word Study

- What strategies can you use to write new words?
- How can words you know help you to write new words? (analogies).

# English Language Arts Grade 1

Learners will interact using effective oral language skills considering audience, purpose, and situation.

## Listening and Speaking

### Rationale

Learners develop their oral language skills through varied experiences. They need multiple opportunities to practise listening and speaking, asking and responding to questions, and sharing ideas and opinions.

### Competencies

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

### Indicators

- demonstrate active listening habits (skills) in keeping with the student's cultural context
- ask and respond to questions to clarify information or gather further information
- describe a personal experience in sequential order with at least two details. [Note to Teacher: Be mindful of different communication styles.]
- express opinions and give simple explanations
- begin to talk in focused one-to-one conversations and contribute to small- and large-group interactions
- begin to demonstrate comprehension of oral language by engaging in, responding to, and reflecting upon informal oral presentations with a growing awareness of audience and purpose
- use simple, complete sentences with a growing vocabulary, using some parts of speech and grammar correctly
- demonstrate a growing awareness of social conventions (turn-taking, politeness, when to speak, and when to listen) in group work and co-operative play, in multiple cultural contexts
- begin to use expression and tone to communicate ideas and feelings in small- and whole-group situations considering purpose and audience
- demonstrate a growing awareness of respectful and non-hurtful vocabulary choices

- begin to use different kinds of language as appropriate to different situations, dependent upon audience and purpose

## Concepts (and Guiding Questions)

### Active Listening

- Why is listening important?
- What does active listening look like and sound like?

### Ideas and Feelings

- How could you get others to read a book you really like?
- How can you express enthusiasm when speaking with others?

### Information

- What questions can you ask someone to get more information?
- What is the most important information that you learned from the text?

### Opinions

- Which book/song/poem do you prefer and why?
- What is your favorite part of the book and why?

### Communication Styles

- What types of gestures/body language can we use to communicate?
- Why is it important to tell a story in order?

### Conversation

- How can you participate in conversations with others?
- How can you disagree with someone without hurting their feelings?

### Audience and purpose

- How do you change your voice if you are speaking to one person or a large group?
- What should it look and sound like if you are sharing with the class?

# English Language Arts Grade 1

Learners will interact using effective oral language skills considering audience, purpose, and situation. (cont.)

## Social Awareness

- What can we do to help others feel included in conversation, group work, and play?
- How does it feel when you are not included in conversation, group work, and play?
- When and why do I have to use an inside voice/outside voice?

## Expression and tone

- How would your voice change if you are angry/sad/excited?
- How does your voice change if you are talking to a person or a group?

## Vocabulary choice

- How can you use your words to show your feelings? (angry, happy, frustrated)
- What words can you use to show that you agree or disagree with someone?

# English Language Arts Grade 1

Learners will demonstrate a variety of ways to comprehend and select from a range of culturally diverse texts.

## Reading and Viewing

### Rationale

Learners need to understand what they see and view to make meaning of the world around them. Learners grow as readers by making connections between and among texts and selecting purposeful texts.

### Competencies

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

### Indicators

#### Strategic Processing

- expand understanding of beginning concepts about print
- use finger pointing when reading
- identify a growing number of high-frequency words
- use all sources of information (meaning, structure, visual) to search, monitor, check, and self-correct
- predict on the basis of what makes sense, what sounds right, and what looks right
- monitor and self-correct more consistently, considering if it makes sense, sounds right, and looks right
- read independently with increasing stamina
- use beginning consonants, ending consonants, or known word parts to word solve
- begin to use punctuation to appropriately guide reading with pauses and appropriate inflection
- use some text features (e.g., Table of Contents to predict and locate information in a text, labels, glossary)
- read texts with understanding, within levels H–I

#### View With Understanding (Print and Digital Text)

- use picture cues to support understanding
- retell a simple narrative, making reference to vocabulary such as characters, problem, and solution
- identify the major points in a non-fiction text

- talk about a character's personality in a fiction text
- make predictions about what a text might be about or what might happen next
- make personal connections to better understand a text
- discuss similarities and differences between texts written by the same author or on the same topic
- visualize, to support comprehension, a variety of culturally relevant texts
- begin to question culturally relevant texts
- follow simple written directions

#### Selecting (Print and Digital Text)

- talk about why particular texts are interesting to them
- talk about information in texts based on print and pictures
- select just-right\*\* texts with assistance and beginning independence
- talk about one or more favourite authors
- talk about texts with reference to titles, authors, and/or illustrators
- identify whether a text is a poem, poster, letter, story, or information text
- identify whether a text is a poem, poster, letter, story, or information text

\*\*being mindful of interests, background knowledge, and level

#### Fluency (Accuracy/Automaticity/Prosody [Rhythm and Intonation])

- begin to use punctuation to guide intonation and expression, change the tone, and emphasis for bold print

## Concepts (and Guiding Questions)

### Strategic processing

- How do the images help to understand the story?
- How do your reading strategies change between fiction and non-fiction?
- What strategies can you use to figure out an unfamiliar word?

### Viewing with understanding

- How can your questions before, during, and after the story, help you to understand the story?



# English Language Arts Grade 1

Learners will demonstrate a variety of ways to comprehend and select from a range of culturally diverse texts. (cont.)

- What text to self connections can you make to this story?

## Selecting texts

- How do readers decide which books to read?
- How do you select a “just right” text?

## Fluency

- How does it sound if you are reading with expression/reading smoothly?
- How does your voice change when you read commas, question marks, and periods.

# English Language Arts Grade 1

Learners will select, interpret, and combine information in multicultural contexts.

## Reading and Viewing

### Rationale

Learners use the research process to gather reliable information, question source(s) of information, and use this information to broaden understanding. The research process allows learners to gain insight into various topics.

### Competencies

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

### Indicators

- identify print and digital texts that are fiction and those that are non-fiction
- ask questions about topics they are interested in
- gather information from non-fiction print and digital texts and/or other sources
- talk about information they have found in print and digital texts about a topic

## Concepts (and Guiding Questions)

### Research strategies

- Where can you find information about something that interests you?
- How can we organize our information about a topic?
- How do you choose a topic for research?

### Ways to gather information

- Where can you find out more about something that interests you?
- What can we learn about the topic by looking at pictures or illustrations?
- How can you record information that you learn on a topic?
- How would your methods for gathering information be different for fiction/non-fiction?

# English Language Arts Grade 1

Learners will respond personally and critically to a range of culturally diverse texts.

## Reading and Viewing

### Rationale

Learners interact with various texts by sharing, supporting, or challenging ideas. Learners make connections and react to texts from and through multiple perspectives. By critically responding to texts, new understandings emerge.

### Competencies

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

### Indicators

- discuss personal reaction to a print and/or digital text (e.g., favourite part, character)
- talk about print and/or digital texts written about the same topic
- begin to ask questions of text
- talk about print and/or digital texts written by the same author or illustrated by the same illustrator
- identify and use some text features of fiction and non-fiction texts that support comprehension
- begin to develop an understanding and respect for diversity
- back up opinions with prior knowledge and/or experiences
- begin to recognize different points of view

## Concepts (and Guiding Questions)

### Text features

- How do text features help you to understand a text?
- How are the text features different in fiction and nonfiction texts?

### Diversity

- What does this book tell you about different types of families?
- What can a book teach you about different cultures?

### Opinions

- Which book/song/poem do you prefer and why?
- What do you think is the most important message from this text?
- How do the pictures add to the story?
- What is your favorite part of the book and why?

### Point of View

- Who's telling the story?
- How could you have two different stories about the same event.

# English Language Arts Grade 1

Learners will convey meaning by creating print and digital texts collaboratively and independently using imagination, personal experiences, and feelings.

## Writing and Representing

### Rationale

Learners communicate their ideas, experiences, and feelings through a variety of written and digital representations. Learners' written words convey their thoughts and ideas to an intended audience.

### Competencies

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

### Indicators

- understand that writing and other forms of representing convey meaning
- express ideas in complete thoughts
- label drawings to explain ideas/topics
- understand readers'/listeners' comments to clarify meaning

## Concepts (and Guiding Questions)

### Communication forms

- What are the different ways to communicate your ideas?
- How do the comments of others help you revise your text?
- What are different ways that you can communicate your ideas to others?

### Ideas

- How do you add detail to your writing?
- How do the pictures support your writing?

# English Language Arts Grade 1

Learners will use writing and other forms of representation including, digital texts, to explore, clarify and reflect on their thoughts feeling and experiences and learnings.

## Writing and Representing

### Rationale

Learners explore, clarify, and reflect on their ideas, experiences, and feelings to confirm that representations accurately convey their thoughts and ideas to the audience.

### Competencies

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

### Indicators

- write, using drawings, a combination of letters with some sound associations, and known words, a variety of poetry, fiction, and non-fiction texts to explain thinking, feelings, and ideas; record experiences (e.g., recounts) and personal opinions in both print and/or digital format; and to inform and communicate information
- begin to explain the purpose for the writing
- begin to make decisions about word choice for specific reasons—concrete nouns, precise verbs, description, etc.
- create print and digital texts (draw or write) with a beginning, middle, and end

## Concepts (and Guiding Questions)

### Thoughts, Feelings, and Ideas

- Where can you get ideas for your writing?
- Where do authors get their ideas?
- Why do you think the author wrote this book?
- How does thinking about your own thinking help you understand?
- How can drawing your thinking help you to write?

### Opinions

- Which book/song/poem do you prefer and why?
- What do you think is the most important message from this text?
- How do the pictures add to the story?
- What is your favorite part of the book and why?
- Word Choice
- How can you use your words to show your feelings? (angry, happy, frustrated)
- What words can you use to show that you agree or disagree with someone?
- How do you show respect in your word choices?

# English Language Arts Grade 1

Learners will create text including digital collaboratively and independently using a variety of forms for a range of audiences and purposes.

## Writing and Representing

### Rationale

Learners understand and select appropriate communication forms to suit the intended message.

### Competencies

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

### Indicators

- identify different forms of print and digital writing that are appropriate to specific purposes and audiences
- identify print and digital information that is relevant and purposeful for an intended audience
- work with a partner, in small groups and independently, to create writing in both print and digital format
- use role plays to convey and enhance meaning (other ways of representing)

## Concepts (and Guiding Questions)

### Audience and Purpose

- Why do you think the author wrote this text?
- What did the author do to make children want to read this book?

### Information

- What can we learn about other cultures from this book?
- What is the most important information that you learned from this book/video/audio?

### Communication Forms

- Where could you find facts about a topic?
- Where could you find opinions about a topic?
- How do you share your ideas and opinions?

# English Language Arts Grade 1

Learners will use a range of strategies to develop effective writing and media products to enhance their clarity, precision and effectiveness.

## Writing and Representing

### Rationale

Learners use a range of strategies and processes to develop effective writing and other representations. Learners understand how ideas, organization, language use, and conventions impact their intended message and how it is received by an audience.

### Competencies

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

### Indicators

#### WRITING PROCESSES

##### Prewriting

- talk about the ideas they plan to write about
- draw pictures to help develop ideas for writing
- begin to use simple graphic organizers (such as the five-finger plan)

##### Drafting

- write some complete thoughts
- match text to their drawings
- write from left to right and from top to bottom consistently
- use some conventional spacing
- reread their writing to monitor meaning and message

##### Revision

- recognize where they can make changes to writing to clarify meaning

##### Editing

- use environmental print to check some high-frequency words
- begin to add a few grade-level conventions

##### Proofreading

- reread with a partner and/or teacher
- publishing/information sharing

- publish student-selected final pieces of writing that demonstrate grade-level traits and conventions

#### Writing Traits

##### Ideas

- write several sentences on an identifiable topic, begin to elaborate on the topic

##### Organization

- experiment with a sense of flow, create a “how-to list.”

##### language use (sentence fluency, word choice, voice)

- show some variety in sentence beginnings
- continue to experiment with a variety of words
- experiment with using attribute words—colour, size, shape, texture
- experiment with using multi-sensory words (hearing, smell)
- begin to use comparison words to distinguish one thing from another—size, shape, texture
- use expressive language through storytelling, drawing, and/or writing
- recognize voice across a growing range of texts
- experiment through writing a growing connection to audience

##### writing conventions

- write from left to right and from top to bottom
- use spacing between words
- begin to use capitals at the beginning of sentences and capital “I”
- begin to write simple sentences as one complete thought

#### Word Study (Word Work)

##### Rhyming

- recognize and generate spoken words that rhyme

##### Segmenting

- segment the sounds in a word with three to four sounds

##### Isolating

- identify the beginning, middle, and ending sounds in words

##### Deleting

- delete beginning or ending sounds from words

# English Language Arts Grade 1

Learners will use a range of strategies to develop effective writing and media products to enhance their clarity, precision and effectiveness.  
(cont.)

## Blending

- blend an increasing number of sounds to make a word (three to four or more)

## Substituting

- use an increasing number of letters to represent sound)

## Concepts (and Guiding Questions)

### Writing Processes

- How do you make sure that your pictures match your writing?
- What can you add to your writing so that it better matches your ideas/picture?
- What can you add to your picture so that it better matches your ideas/writing?
- What “buddy sentence” could you write to add more detail to your story?
- How do you know when people have understood your message?
- What can you do if someone does not understand your message?

### Writing Traits

- How does the author use punctuation/words/expressions for emphasis?
- What do different stories by the same author have in common?
- What makes a sentence?
- What are different ways that an author can start a sentence to make it more interesting?
- What are the parts of a story?

## Word Study

- How do parts of words that you know, help you to write new words?
- What are some strategies you could use to write a new word?



# English Language Arts Grade 2

Learners will interact using effective oral language skills considering audience, purpose, and situation.

## Listening and Speaking

### Rationale

Learners develop their oral language skills through varied experiences. They need multiple opportunities to practise listening and speaking, asking and responding to questions, and sharing ideas and opinions.

### Competencies

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

### Indicators

- demonstrate active listening habits (skills) in keeping with the student's cultural context
- ask and respond to questions to seek clarification of others' ideas to gather further information
- describe a personal experience in sequential order, and offer an opinion about an idea with at least two to three supporting details [Note to Teacher: Be mindful of different communication styles.]
- express and explain opinions, and respond to questions of others
- sustain focused one-to-one conversations and actively contribute to small- and large-group interaction
- demonstrate comprehension of oral language by engaging in, responding to, and reflecting upon informal oral presentations with sensitivity and respect, considering audience and purpose
- use complex sentences that begin to incorporate rich vocabulary and transition words to connect phrases
- use social conventions, in a range of conversations and co-operative play situations, (turn taking, politeness, when to speak, and when to listen) in multiple cultural contexts
- use intonation, expression, and tone to communicate ideas and feelings in small- and whole-group situations

- recognize and apply respectful and non-hurtful vocabulary, and begin to make vocabulary choices that affirm sensitivity to the personal ideas and experiences of others
- use different kinds of language dependent upon audience and purpose)

## Concepts (and Guiding Questions)

### Active Listening

- What does active listening look and sound like?
- How do you know when someone is actively listening to you?

### Ideas and Information

- How does talking to others help you develop your ideas?
- What questions can you ask to get more information from teachers and classmates?

### Opinions

- What do you think is the most important message from this text?
- What is your favorite part of the book and why?

### Communication Forms

- What are the different ways that you can communicate with a person? A group?
- How would you communicate differently to a class, a friend, or an assembly?

### Intonation, expression, and tone

- How does your expression change when you are happy, sad, angry, excited?
- How does your voice change when presenting a play, reading a poem, sharing your reading?

### Audience and purpose

- What are the different purposes for communication?
- What information do you think the reader will want to know about your story?

# English Language Arts Grade 2

Learners will interact using effective oral language skills considering audience, purpose, and situation. (cont.)

## Vocabulary and transition Words

- How does your choice of words make your message more effective?
- What words could you use if you disagree with someone?
- What language could you use if you agree with someone?

## Social Awareness

- What does it look like to take part in a conversation?
- What does it sound like to take part in a conversation?

# English Language Arts Grade 2

Learners will demonstrate a variety of ways to comprehend and select from a range of culturally diverse texts.

## Reading and Viewing

### Rationale

Learners need to understand what they see and view to make meaning of the world around them. Learners grow as readers by making connections between and among texts and selecting purposeful texts.

### Competencies

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

### Indicators

#### STRATEGIC PROCESSING

- make minimal use of finger pointing when reading
- use all sources of information (meaning, structure, visual) to search, monitor, check, and self-correct
- monitor and self-correct with consistency
- read independently with increasing stamina
- use a variety of word-solving strategies
- use punctuation to appropriately guide reading with pauses, appropriate inflection of what makes sense, looks right, and sounds right
- use a variety of text features to locate information (table of contents, index)
- predict on the basis of what makes sense, looks right, and sounds right
- read texts with understanding, within levels K–M through a variety of genres
- expand understanding of beginning concepts about print
- identify a growing number of high-frequency words
- use all sources of information (meaning, structure, visual) to search, monitor, check, and self-correct
- predict on the basis of what makes sense, what sounds right, and what looks right

- monitor and self-correct more consistently, considering if it makes sense, sounds right, and looks right
- read independently with increasing stamina
- use beginning consonants, ending consonants, or known word parts to word solve
- begin to use punctuation to appropriately guide reading with pauses and appropriate inflection
- use some text features (e.g., Table of Contents to predict and locate information in a text)
- read texts with understanding, within levels H–I

#### VIEW WITH UNDERSTANDING (Print and Digital Text)

- use picture cues to support understanding
- retell a narrative, making reference to vocabulary, such as characters, problem, and solution
- explain understanding of fiction, non-fiction, and poetry texts orally
- talk about texts with reference to titles, authors, and illustrators
- demonstrate understanding within and beyond the text
- visualize, to support comprehension, with a variety of culturally relevant texts
- begin to infer meaning within and beyond a variety of culturally relevant texts
- begin to discuss how prior knowledge supports comprehension of culturally relevant text
- talk about how using comprehension strategies enhanced their understanding
- demonstrate literal comprehension about and within culturally relevant text
- begin to apply a variety of comprehension strategies to synthesize meaning of texts
- use before-, during-, and after-reading strategies with culturally relevant texts

#### SELECTING (Print and Digital Text)

- talk about why particular texts are interesting to them
- talk about what makes a text just right\*\* for them
- select just-right\*\* texts with assistance, with growing independence
- talk about one or more favourite authors

# English Language Arts Grade 2

Learners will demonstrate a variety of ways to comprehend and select from a range of culturally diverse texts. (cont.)

- describe how a non-fiction text is usually illustrated (photographs) versus a fiction text (drawings)

\*\*being mindful of interests, background knowledge, and level

FLUENCY (Accuracy/Automaticity/Prosody [Rhythm and Intonation])

- use punctuation marks to guide intonation and expression
- begin to change the rate of reading, depending on the mood of the text)

## Concepts (and Guiding Questions)

Strategic processing

- What can you do if you encounter an unknown word when reading?
- What do you already know about \_\_\_\_\_ that could help you understand this text?

Viewing with understanding

- What new information did you learn by reading this text?
- What caused the problem in the text? Why did that happen?

Selecting texts

- How do readers decide which books to read?
- What makes a text interesting to you?
- How do you select a “just right” text?

Fluency

- How do punctuation marks change the way you read?
- How can words be grouped together, to create more rhythm in your reading?

# English Language Arts Grade 2

Learners will select, interpret, and combine information in multicultural contexts.

## Reading and Viewing

### Rationale

Learners use the research process to gather reliable information, question source(s) of information, and use this information to broaden understanding. The research process allows learners to gain insight into various topics.

### Competencies

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

### Indicators

- formulate questions to guide their research
- use a table of contents and index (print) and navigation menus (digital) to locate information
- begin to determine important information in a text
- discuss how they researched and found answers to their questions

## Concepts (and Guiding Questions)

### Research strategies

- How do you choose a topic to research?
- How can you organize your research information?

### Information

- What is the most important information that you learned from this book/video/audio?
- What helps you to determine whether information is factual or fictional?

# English Language Arts Grade 2

Learners will respond personally and critically to a range of culturally diverse texts.

## Reading and Viewing

### Rationale

Learners interact with various texts by sharing, supporting, or challenging ideas. Learners make connections and react to texts from and through multiple perspectives. By critically responding to texts, new understandings emerge.

### Competencies

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

### Indicators

- make meaningful personal connections that enhance comprehension
- share connections orally
- share opinions about the print and/or digital text orally
- ask questions of texts and make connections between the text and their world
- recognize different points of view of the author of print and/or digital text
- identify and use text features of fiction and non-fiction texts that support comprehension
- begin to develop an understanding and respect for diversity
- recognize different points of view

## Concepts (and Guiding Questions)

### Personal Connections

- How does what you already know help you understand the text?
- What text to self/text to text/text world connections can you make with this text?

### Opinions

- Why do personal opinions matter?
- How would you describe your favorite text to someone else to convince them to read it?

### Text features

- How are the text features different in fiction and nonfiction?
- How do the text features help you understand the text?

### Diversity

- How can reading a variety of texts with diverse characters and situations help you to better understand the world?

### Point of View

- Who's telling the story?
- How could you have two different stories about the same event?

# English Language Arts Grade 2

Learners will convey meaning by creating print and digital texts collaboratively and independently using imagination, personal experiences, and feelings.

## Writing and Representing

### Rationale

Learners communicate their ideas, experiences, and feelings through a variety of written and digital representations. Learners' written words convey their thoughts and ideas to an intended audience.

### Competencies

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

### Indicators

- express ideas in complete thoughts using simple and compound sentences
- label drawings to explain ideas/topics
- understand and begin to use readers'/listeners' comments to clarify meaning

## Concepts (and Guiding Questions)

### Creative Writing Forms

- Why is imagination important to writers?
- What can you do to make your story more interesting to others?

### Ideas

- Where do authors get their ideas?
- Where can you get ideas for your writing?

# English Language Arts Grade 2

Learners will use writing and other forms of representation including, digital texts, to explore, clarify and reflect on their thoughts feeling and experiences and learnings.

## Writing and Representing

### Rationale

Learners explore, clarify, and reflect on their ideas, experiences, and feelings to confirm that representations accurately convey their thoughts and ideas to the audience.

### Competencies

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

### Indicators

- write a variety of poetry, fiction, and non-fiction texts
- explain the purpose for writing
- make decisions about word choice for specific reasons—concrete nouns, accurate verbs, description, etc.
- create and record questions, both in print and/or digital format
- write in both print and/or digital format an organized text with a beginning, middle, and end
- begin to select appropriate print and/or digital graphic organizers from several options
- recognize differing points of view in own writing and the writing of others

## Concepts (and Guiding Questions)

### Genres

- How is poetry different from other forms of writing?
- What are the different genres of text?

### Word Choice

- What are your favorite words to use when writing? Why?
- How do you include more “wow words”, “million dollar words”, “silver dollar words” in your writing?

### Organization

- What are some strategies for organizing your writing?
- What information do you think the audience will want to know?



# English Language Arts Grade 2

Learners will create text including digital collaboratively and independently using a variety of forms for a range of audiences and purposes.

## Writing and Representing

### Rationale

Learners understand and select appropriate communication forms to suit the intended message.

### Competencies

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

### Indicators

- begin to choose forms of writing that are appropriate to specific purposes and audiences
- begin to include information that is relevant and purposeful for an intended audience
- work with a partner, in small groups, and independently, to create writing
- use role plays to convey, enhance, and enrich meaning (other ways of representing)

## Concepts (and Guiding Questions)

### Audience and Purpose

- How does your writing change for different purposes?
- When reading your story, what information do you think the reader will want to know.

### Information

- How do you choose what information to include in your writing?
- How do you make sure the information you include in your writing is clear?

### Communication Forms

- What are the different forms of written communication? How do you decide what form of to use? Why?
- How is does your writing change if you are writing a note/story/puppet play/birthday card...?

# English Language Arts Grade 2

Learners will use a range of strategies to develop effective writing and media products to enhance their clarity, precision and effectiveness.

## Writing and Representing

### Rationale

Learners use a range of strategies and processes to develop effective writing and other representations. Learners understand how ideas, organization, language use, and conventions impact their intended message and how it is received by an audience.

### Competencies

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

### Indicators

#### Writing Processes

##### Prewriting

- talk about the ideas they plan to write about
- draw pictures to develop ideas for writing
- choose and use simple graphic organizers, such as the five-finger plan, web, list, five Ws

##### Drafting

- understand that writing is connected to prewriting
- write on a single topic
- begin to choose forms of writing that are appropriate to specific purposes and audiences (i.e., narrative, expository, descriptive, and persuasive)
- begin to include information that is relevant and purposeful for an intended audience
- reread my writing to monitor meaning and message

##### Revision

- make changes to writing to clarify meaning through strategies, such as inserting a word, using a caret, crossing out a word, and adding details

##### Editing

- use the word wall to check high-frequency words
- begin to use simple self-editing checklists to edit for conventions

##### Proofreading

- begin to use simple proofreading checklist
- make final corrections against edited draft

##### publishing/information sharing

- publish student-selected final pieces of writing that demonstrate grade-level traits and conventions

#### Writing Traits (Author's Craft)

##### Ideas

- write several sentences on a single, identifiable topic
- elaborate on a topic

##### Organization

- experiment with leads
- experiment with sequencing (first, next, then, finally)

##### language use (sentence fluency, word choice, voice)

- use varied sentence beginnings
- use simple sentences
- begin to use transitional words and phrases
- experiment with compound sentences (using “and” or “but”)
- use concrete nouns and avoid words like “stuff” or “things”
- use accurate verbs
- use attribute words—colour, size, shape, texture
- use multi-sensory words—hearing, smell
- use comparison words that compare one thing to another—size, shape, texture
- recognize voice through a broad range of texts
- begin to demonstrate a unique voice in writing
- demonstrate through writing a growing connection to audience

##### writing conventions

- use lower-case letters within words
- use capitals for proper nouns (names or places and days/months) with guidance
- begin to use commas in a date and series

# English Language Arts Grade 2

Learners will use a range of strategies to develop effective writing and media products to enhance their clarity, precision and effectiveness.  
(cont.)

- begin to use periods and capitals correctly
- use compound sentences (two simple sentences combined with a comma and conjunction)
- demonstrate an awareness of when to use quotation marks

## Word Study (Word Work)

- use meaning, syntax patterns, and sound cues to spell words
- spell many high-frequency words conventionally
- use a range of spelling strategies
- use a variety of strategies to edit for spelling
- demonstrate increasing knowledge of spelling patterns, including long vowel patterns (ai, ay, oa, ou, ee, ea)
- chunk words into syllables
- begin to use an appropriate short vowel in each syllable of a word
- begin to use apostrophes for contractions
- begin to use plurals and past tense
- sequence letters when spelling words
- use an increasing numbers of accurately spelled words
- apply a wider range of spelling strategies resulting in more conventional or close to conventional spellings

## Concepts (and Guiding Questions)

### Writing Processes

- How can talking about your ideas help you to write?
- What different prewriting strategies do you use to organize your thinking?

### Writing Traits

- How can I hook readers so that they will read my writing?
- How can I use words to show the passage of time in my writing?

### Word Study

- What strategies can be used to spell new words?
- How can the word wall support you when you are writing?

# English Language Arts Grade 3

Learners will interact using effective oral language skills considering audience, purpose, and situation.

## Listening and Speaking

### Rationale

Learners develop their oral language skills through varied experiences. They need multiple opportunities to practise listening and speaking, asking and responding to questions, and sharing ideas and opinions.

### Competencies

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

### Indicators

- demonstrate effective active listening habits (skills) in keeping with the student's cultural context
- ask and respond to questions to seek clarification of others' ideas to consolidate information
- describe a personal experience in sequential order, and offer an opinion about a topic with at least three supporting details  
Note to Teacher: Be mindful of different communication styles
- express and explain opinions, and respond to questions and reactions of others
- use intonation, expression, and tone in small- and whole-group interactions that contribute to conversation
- demonstrate comprehension of oral language by engaging in, responding to, and reflecting upon informal and formal oral presentations with sensitivity and respect, considering audience and purpose
- use complex sentences that incorporate rich vocabulary and transition words to connect phrases
- respond to and give directions that are multi-step with increased complexity
- use social conventions (turn-taking, politeness, when to speak, and when to listen) in a range of conversations and co-operative play situations, in multiple cultural contexts

- choose when and where to use intonation, tone, and expression to communicate ideas and feelings in selected small- and whole-group situations
- use thoughtful, respectful, and non-hurtful vocabulary, considering audience and purpose, and begin to make vocabulary choices that affirm sensitivity to the personal ideas and experiences of others
- use different kinds of language as appropriate to audience and purpose
- use established courtesies and conventions of conversation in group work and co-operative play situations with consideration for audience and purpose

## Concepts (and Guiding Questions)

### Active Listening

- What does active listening look and sound like?
- How do you know when someone is actively listening to you?

### Ideas and Information

- What questions can you ask to get more information from teachers and classmates?
- How could asking questions before, during, and after reading, help you to understand the story?

### Opinions

- What do you think is the most important message from this text?
- What is your favorite part of the book and why?

### Communication Forms

- What are the different ways that you can communicate with a person? A group?
- How would you communicate differently to a class, a friend, or an assembly?

### Intonation, expression, and tone

- How does your expression change when you are happy, sad, angry, excited?
- How does your voice change when presenting a play, reading a poem, sharing your reading?

# English Language Arts Grade 3

Learners will interact using effective oral language skills considering audience, purpose, and situation. (cont.)

## Audience and purpose

- What might be your reasons for communicating with someone?(to inform, entertain, amuse, persuade)
- What information do you think the reader will want to know about your story?

## Word Choice

- How does your choice of words make your message more interesting, entertaining, humorous?
- What influences what words you use when communicating?

## Social Awareness

- What does it look like to take part in a conversation?
- What does it sound like to take part in a conversation?

# English Language Arts Grade 3

Learners will demonstrate a variety of ways to comprehend and select from a range of culturally diverse texts.

## Reading and Viewing

### Rationale

Learners need to understand what they see and view to make meaning of the world around them. Learners grow as readers by making connections between and among texts and selecting purposeful texts.

### Competencies

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

### Indicators

#### Strategic Processing

- use all sources of information (meaning, structure, visual) to search, monitor, check, and self-correct)
- monitor and self-correct quickly, confidently, and independently with automaticity
- read independently with stamina
- apply a variety of word-solving strategies
- use punctuation to appropriately guide reading such as pausing, and use of inflection to support comprehension and fluency
- use text features to gather information and support comprehension (captions, diagrams, maps)
- read texts with understanding, at level P or beyond, through a variety of genres

#### View with Understanding (Print and Digital Text)

- use picture cues to support understanding
- retell a narrative, making reference to vocabulary, such as characters, problem, solution
- explain orally and/or in writing their understanding of and reactions to fiction, non-fiction, and poetry texts they are reading
- demonstrate comprehension—thinking within, thinking about, and thinking beyond the text

- visualize, to support comprehension, with a variety of culturally relevant texts
- infer meaning within and beyond a variety of texts
- discuss how prior knowledge supports comprehension of culturally relevant text
- talk about how using comprehension strategies enhanced their understanding
- use before-, during-, and after-reading strategies

#### Selecting (Print and Digital Text)

- recognize growing range of genres—narrative (realistic fiction, adventure, mysteries, etc.), non-fiction (information text, biography, procedural text), and poetry
- talk about what makes a text just right\*\* for them
- select just-right\*\* texts for independent reading
- explain how a non-fiction text is usually illustrated (photographs) versus a fiction text (drawings)

\*\*being mindful of interests, background knowledge, and level

#### Fluency (Accuracy/Automaticity/Prosody [Rhythm and Intonation])

- uses punctuation marks effectively to convey meaning
- change the rate of reading depending on the mood of the text
- chunk words into phrases to sound like talking
- change expression for dialogue when signalled by words such as “screamed,” “whispered,” and “murmured.”)

### Concepts (and Guiding Questions)

#### Strategic processing

- How do the text features help you to understand the information?
- How can you infer the meaning of new words based on the context?

#### Viewing with understanding

- How could you use this information in your life? (non-fiction)
- What do you predict will happen at the end of the story, video? (Fiction)

# English Language Arts Grade 3

Learners will demonstrate a variety of ways to comprehend and select from a range of culturally diverse texts. (cont.)

## Selecting texts

- How do you decide which books to select for independent reading?
- What are your favorite books? Why?
- Fluency
- How do punctuation marks change the way you read?
- How can words be grouped together, to create more rhythm in your reading?

# English Language Arts Grade 3

Learners will select, interpret, and combine information in multicultural contexts.

## Reading and Viewing

### Rationale

Learners use the research process to gather reliable information, question source(s) of information, and use this information to broaden understanding. The research process allows learners to gain insight into various topics.

### Competencies

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

### Indicators

- formulate questions to guide their research
- use a table of contents and index (print) and navigation menus (digital) to locate information
- generate higher-level thinking questions (“in the head” versus “in the text”)
- use key words in a search engine to locate information electronically
- discuss how they researched and found answers to their questions
- formulate questions to guide their research
- use a table of contents and index (print) and navigation menus (digital) to locate information
- begin to determine important information in a text
- discuss how they researched and found answers to their questions

## Concepts (and Guiding Questions)

### Research strategies

- How do you choose a topic to research?
- How can you organize your research information?

### Information

- What is the most important information that you learned from this book/video/audio?
- What helps you to determine whether information is factual or fictional?



# English Language Arts Grade 3

Learners will respond personally and critically to a range of culturally diverse texts.

## Reading and Viewing

### Rationale

Learners interact with various texts by sharing, supporting, or challenging ideas. Learners make connections and react to texts from and through multiple perspectives. By critically responding to texts, new understandings emerge.

### Competencies

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

### Indicators

- make meaningful personal connections that enhance comprehension
- share connections orally and/or in writing
- share opinions about the print and/or digital text and give reasons for those opinions in a variety of contexts
- ask critical-thinking questions such as, who/what group is included/considered/represented in this text?
- identify the point of view of the author of print and/or digital text
- identify and use text features of fiction and non-fiction texts that support comprehension
- give opinions about information in or message of a print and/or digital text based on a personal point of view
- identify examples of stereotyping, bias, or prejudice
- recognize different points of view

## Concepts (and Guiding Questions)

### Personal Connections

- How does what you already know help you understand the text?
- What text to self/text to text/text world connections can you make with this text?

### Opinions

- Why do personal opinions matter?
- How would you describe your favorite text to someone else to convince them to read it?

### Text features

- How are the text features different in fiction and nonfiction?
- How do the text features help you understand the text?

### Stereotyping, bias, or prejudice

- How do you know if something is a fact or an opinion?
- Why is it important for people to tell their personal stories?

### Point of View

- Who's telling the story?
- How could you have two different stories about the same event?

# English Language Arts Grade 3

Learners will convey meaning by creating print and digital texts collaboratively and independently using imagination, personal experiences, and feelings.

## Reading and Viewing

### Rationale

Learners communicate their ideas, experiences, and feelings through a variety of written and digital representations. Learners' written words convey their thoughts and ideas to an intended audience.

### Competencies

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

### Indicators

- express ideas in complete thoughts using simple, compound, and complex sentences
- label and define drawings to explain ideas/topics
- understand and apply readers'/listeners' comments to clarify meaning

## Concepts (and Guiding Questions)

### Creative Writing Forms

- Why is imagination important to writers?
- What can you do to make your story more interesting to others?

### Ideas

- Where do authors get their ideas?
- Where can you get ideas for your writing?

# English Language Arts Grade 3

Learners will use writing and other forms of representation including, digital texts, to explore, clarify and reflect on their thoughts feeling and experiences and learnings.

## Reading and Viewing

### Rationale

Learners explore, clarify, and reflect on their ideas, experiences, and feelings to confirm that representations accurately convey their thoughts and ideas to the audience.

### Competencies

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

### Indicators

- write a variety of poetry, fiction, and non-fiction texts
- explain the purpose for writing
- write with attention to descriptive detail and word choice (e.g., about a character)—concrete nouns, adjectives, adverbs, precise verbs, description, etc.
- create and record questions, both in print and/or digital format
- write an organized text with a beginning, middle, and end; write an effective lead, write a descriptive middle, write a satisfying conclusion
- select appropriate print and digital graphic organizers from several options
- begin to make their own print and digital graphic organizers to plan their writing

## Concepts (and Guiding Questions)

### Genres

- How is poetry different from other forms of writing?
- What are the different genres of text?

### Word Choice

- What are your favorite words to use when writing? Why?
- How do you include more “wow words”, “million dollar words”, “silver dollar words” in your writing?

### Organization

- What are some strategies for organizing your writing?
- What information do you think the audience will want to know?

# English Language Arts Grade 3

Learners will create text including digital collaboratively and independently using a variety of forms for a range of audiences and purposes.

## Reading and Viewing

### Rationale

Learners understand and select appropriate communication forms to suit the intended message.

### Competencies

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

### Indicators

- choose forms of writing that are appropriate to specific purposes and audiences (e.g., narrative, expository, descriptive, and persuasive)
- include information that is relevant and purposeful for an intended audience
- work with a partner, in small groups, and independently to create writing
- use role plays to convey, enhance, and enrich meaning (other ways of representing)

## Concepts (and Guiding Questions)

### Audience and Purpose

- How does your writing change for different purposes?
- When reading your story, what information do you think the reader will want to know.

### Information

- How do you choose what information to include in your writing?
- How do you make sure the information you include in your writing is clear?

### Communication Forms

- What are the different forms of written communication? How do you decide what form of to use? Why?
- How is does your writing change if you are writing a procedural/persuasive/narrative/poetic text?

# English Language Arts Grade 3

Learners will use a range of strategies to develop effective writing and media products to enhance their clarity, precision and effectiveness.

## Reading and Viewing

### Rationale

Learners use a range of strategies and processes to develop effective writing and other representations. Learners understand how ideas, organization, language use, and conventions impact their intended message and how it is received by an audience.

### Competencies

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

### Indicators

#### Writing Processes

##### Prewriting

- talk about the ideas they plan to write about
- draw pictures to develop ideas for writing
- choose, use, and create simple graphic organizers (such as the five-finger plan, story map, web, list, five Ws, and graphic organizers for specific forms of writing.)
- create jot notes for research writing

##### Drafting

- recognize that writing is reflective of prewriting
- write on a single topic, with a beginning, middle, and end; some elaboration and organization
- reread their writing to monitor meaning and message

##### Revision

- make changes to writing to clarify meaning through strategies, such as crossing out words, inserting words using a caret, adding details, and replacing overused words (e.g., said, good, like)
- begin to use a thesaurus

##### Editing

- use the word wall and personal spelling references to check high-frequency words

- use self-editing checklists to edit for grade-level conventions

##### Proofreading

- use a co-created anchor chart of proofreading strategies
- conduct a final reread of their draft before publishing
- publishing/information sharing
- publish student-selected final pieces of writing that demonstrate grade-level traits and conventions

#### Writing Traits (Author's Craft)

##### Ideas

- write about specific topics with elaboration
- begin to experiment with dialogue

##### Organization

- experiment with a sense of flow throughout a piece, experimenting with leads, using sequencing (first, next, then, finally) when appropriate for the text
- develop a sense of flow throughout a piece of writing
- experiment with effective leads
- experiment with transitional words (in the morning, later that day, etc.)
- experiment with conclusions

##### language use (sentence fluency, word choice, voice)

- use a variety of sentence beginnings (including people's names)
- use transitional words and phrases
- use a variety of simple and compound sentences
- use concrete nouns
- use precise verbs
- use multi-sensory details
- use comparison words
- begin to demonstrate a unique, energetic voice in writing
- recognize voice through a comprehensive range of texts
- demonstrate through writing a connection to audience

##### writing conventions

# English Language Arts Grade 3

Learners will use a range of strategies to develop effective writing and media products to enhance their clarity, precision and effectiveness. (cont)

- use proper page margins
- use lower-case letters within words
- use capitals for proper nouns (names or places and days/months)
- use a comma in a date and series
- edit for end punctuation and capitals
- use compound sentences (two simple sentences combined with a comma and conjunction)
- begin to use apostrophes for singular possessives and contractions
- begin to use quotation marks (simple quote)
- begin to use new paragraphs when starting a new idea/topic
- use verb tense correctly

## Word Study (Word Work)

- demonstrate an increasing knowledge of spelling patterns and use patterns from simple words to spell more complex multisyllabic words
- use increasing numbers of accurately spelled high-frequency words
- use meaning and syntax patterns as well as sound cues to spell words
- use a range of spelling strategies with independence
- begin to use other vowel combinations (au, aw, ui, oo, oy, oi, ow)
- begin to spell the r-controlled vowels (ir, er, or, ur, ar) with more consistency
- use apostrophes for contractions
- begin to use possessives
- begin to consider meanings of homophones
- begin to use double consonants when necessary
- use plurals and past tense consistently
- spell many words conventionally

## Concepts (and Guiding Questions)

### Writing Processes

- How can talking about your ideas help you to write?
- How do you decide what your main idea will be in your writing?
- What different prewriting strategies do you use to organize your thinking?

### Writing Traits

- How does an author convey information about the characters?
- How can you develop the characters in your writing?

### Word Study

- What strategies can be used to spell new words?
- How does the prefix/suffix/root of the word, help you to use related words in your writing?

# English Language Arts Grade 4

## Overarching Statement

Learners develop communication skills through listening/speaking, reading/viewing, and writing/other ways of representing. Listening and reading engage learners in the input of thoughts and ideas, while learners establish their thoughts and ideas through the output of speaking and writing. The exchange between and integration of listening/speaking, reading/viewing, and writing/other ways of representing is essential to growth in literacy learning.

# English Language Arts Grade 4

Learners will communicate effectively and clearly respecting cultural contexts.

## Listening and Speaking

### Rationale

Learners develop their oral language skills through varied experiences. They need multiple opportunities to practise listening and speaking, asking and responding to questions, and sharing ideas and opinions.

### Competencies

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

### Indicators

- demonstrate effective active listening habits (skills) in keeping with the student's cultural context
- ask and respond to questions to seek clarification of others' ideas to consolidate information
- describe a personal experience in sequential order, and offer an opinion about a topic with at least three supporting details  
Note to Teacher: Be mindful of different communication styles
- express and explain opinions, and respond to questions and reactions of others
- use intonation, expression, and tone in small- and whole-group interactions that contribute to conversation
- demonstrate comprehension of oral language by engaging in, responding to, and reflecting upon informal and formal oral presentations with sensitivity and respect, considering audience and purpose
- use complex sentences that incorporate rich vocabulary and transition words to connect phrases
- respond to and give directions that are multi-step with increased complexity
- use social conventions (turn-taking, politeness, when to speak, and when to listen) in a range of conversations and co-operative play situations, in multiple cultural contexts

- choose when and where to use intonation, tone, and expression to communicate ideas and feelings in selected small- and whole-group situations
- use thoughtful, respectful, and non-hurtful vocabulary, considering audience and purpose, and begin to make vocabulary choices that affirm sensitivity to the personal ideas and experiences of others
- use different kinds of language as appropriate to audience and purpose
- use established courtesies and conventions of conversation in group work and co-operative play situations with consideration for audience and purpose

## Concepts (and Guiding Questions)

### Listening Skills

- How can you actively listen with a partner, in a small group, and in a large group?
- How can you present information to encourage others to listen to you?

### Ideas and Information

- How do you find evidence from the text to support your ideas?
- What parts of the text help you to understand the mood or atmosphere?

### Opinions

- How can you disagree with someone with a different opinion?
- How can we listen to the opinions of others and add our ideas?

### Communication Forms

- How would you communicate differently to a class, a friend, or an assembly?



# English Language Arts Grade 4

Learners will communicate effectively and clearly respecting cultural contexts. (cont.)

## Intonation, Expression, and Tone

- How does speaking with expression, intonation, and volume contribute to a speaker's message?
- How can you express meaning without using your voice?

## Audience and Purpose

- What might be your reasons for communicating with someone?(to inform, entertain, amuse, persuade)
- What strategies can be used to present information?

## Language choices

- How does your language choice make your message more interesting, entertaining, humorous?
- How does your language change when speaking to a friend, a teacher, a parent?

# English Language Arts Grade 4

Learners will demonstrate a variety of ways to select and comprehend from a range of culturally diverse print and digital texts.

## Reading and Writing

### Rationale

Learners need to understand what they see and view to make meaning of the world around them. Learners grow as readers by making connections between and among texts and selecting purposeful texts.

### Competencies

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

### Indicators

#### Strategic Processing

- Use all sources of information (meaning, structure, visual) to search,
- check, self-monitor
- Monitor and self-correct with growing independence and automaticity
- with grade-appropriate, instructional-level text
- Apply a variety of word-solving strategies with growing independence

#### View with Understanding (Print and Digital Text)

- Use a range of fiction and nonfiction text features to support
- comprehension, using grade-appropriate texts
- Retell a narrative, using relevant details and events
- Explain and/or represent an understanding of texts from a variety of
- genres
- Discuss text with reference to author's and illustrator's message
- Apply a repertoire of comprehension strategies to actively construct
- meaning with grade-appropriate texts
- Discuss how applying comprehension strategies enhances understanding
- Use graphic organizers to build meaning.

#### Selecting (Print and Digital Text)

- Choose “just right” texts according to interests from a growing range of genres
- Build stamina through reading grade appropriate, independent level texts

#### Fluency (Accuracy/Automaticity/Prosody [Rhythm and Intonation])

- Use punctuation to enhance comprehension and fluency with increasing awareness
- Demonstrate an understanding of the grade-appropriate text by reading
- aloud and using intonation, rhythm, and phrasing

### Concepts (and Guiding Questions)

#### Strategic processing

- How can you infer the meaning of new words based on the context?
- What strategies can you use to help you read a text?

#### Comprehension Strategies

- How could asking questions before, during, and after reading, help you to understand the story?
- How can you “read between the lines” to infer meaning that is not written in the text?

#### Selecting texts

- Why is it important to read different genres?
- What books would you recommend to a friend and why?

#### Fluency

- What do fluent readers sound like?
- What are some strategies that you can use to monitor your reading fluency?
- How would you use intonation and expression if you were participating in Reader's Theatre?

# English Language Arts Grade 4

Learners will select, interpret, and combine information from culturally diverse contexts.

## Reading and Writing

### Rationale

Learners use the research process to gather reliable information, question source(s) of information, and use this information to broaden understanding. The research process allows learners to gain insight into various topics.

### Competencies

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

### Indicators

- Formulate relevant questions that guide research to build a deeper understanding of a topic
- Use some text features in print and digital media to access information
- Begin to refine keyword choices in a search engine to access relevant information
- Select relevant, dependable sources of information, with guidance
- Interpret relevant information from selected sources, with guidance
- Combine information to enhance understanding, with guidance
- Give credit to sources of information, with guidance

## Concepts (and Guiding Questions)

### Research strategies

- How do you choose a topic to research?
- What research strategies can you use to find information?

### Ways to Gather Information

- What How can you determine if information is fact or opinion?
- How can you determine what information is most important?
- How can you gather information using technology?
- is the most important information that you learned from this book/video/audio?
- What helps you to determine whether information is factual or fictional?

# English Language Arts Grade 4

Learners will respond personally and critically to a range of culturally diverse texts.

## Reading and Writing

### Rationale

Learners interact with various texts by sharing, supporting, or challenging ideas. Learners make connections and react to texts from and through multiple perspectives. By critically responding to texts, new understandings emerge.

### Competencies

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

### Indicators

- Share meaningful, personal connections that support comprehension orally and/or in writing
- Begin to ask critical-thinking questions to clarify understanding, with guidance
- 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
- Begin to respond to stereotyping, bias, and/or prejudice, with guidance
- Recognize authors' viewpoints, providing evidence from the text and personal experiences

## Concepts (and Guiding Questions)

### Opinions

- How do opinions differ from facts?
- When would you seek an opinion about something and when would you want facts about something?

### Diversity

- Why is it important to read books which present the perspectives of a variety of cultures and peoples?
- What is stereotyping, bias, and prejudice?
- How are stereotyping, bias, and prejudice different?
- How can I identify stereotyping, bias, and prejudice in texts?

### Text features

- How do text features help you understand the text?
- How do your reading strategies change when reading Fiction and Non-Fiction?

### Point of View

- Who's telling the story?
- How could you have two different stories about the same event?

# English Language Arts Grade 4

Learners will use writing and other representations to explore, clarify and reflect upon thoughts and experiences.

## Writing and Representing

### Rationale

Learners explore, clarify, and reflect on their ideas, experiences, and feelings to confirm that representations accurately convey their thoughts and ideas to the audience.

### Competencies

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

### Indicators

- 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
- Explore and discuss elements that contribute to the authors' craft in a
  - variety of texts
- Begin to experiment with author's craft by incorporating elements in writing
- 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

## Concepts (and Guiding Questions)

### Communication Forms

- What are the different forms of written communication?
- How do you decide what form of to use?
- How does your writing change if you are writing a procedural/persuasive/narrative/poetic text?

### Author's Craft

- How does an author use description in a story, poem, or other texts?
- How does an author convey information about the characters?
- How can an author create a well-rounded character?

# English Language Arts Grade 4

Learners will create text, independently and collaboratively, using a variety of types of writing for a range of audiences and purposes.

## Writing and Representing

### Rationale

Learners understand and select appropriate communication forms to suit the intended message.

### Competencies

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

### Indicators

- Experiment by using types of writing that are appropriate to specific purposes and audiences with support
- 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

## Concepts (and Guiding Questions)

### Forms of Communication

- How do you know if your communication form is appropriate for the audience and purpose?
- How can the same message be relayed through different communication forms? (song, poetry, dance, narrative, etc...)

### Audience and Purpose

- How does your writing change for different audiences and purposes?
- When writing your story, what information do you think the reader will want to know?

### The Writing Process

- How do you choose what information to include in your writing?
- How do you make sure the information you include in your writing is clear?
- How do you use feedback to revise your text?

# English Language Arts Grade 4

Learners will use a range of strategies within the writing process to enhance the clarity, precision, and effectiveness of their writing.

## Rationale

Learners use a range of strategies and processes to develop effective writing and other representations. Learners understand how ideas, organization, language use, and conventions impact their intended message and how it is received by an audience.

## Competencies

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

## Indicators

- Experiment with a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies with peers and independently
- Use the conventions of written language in final products with support
- Use a range of problem-solving strategies to spell accurately, with support
- Build word knowledge by manipulating, searching, and sorting
- Show commitment to shaping pieces of writing and other representations through 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)

## Concepts (and Guiding Questions)

### Writing Processes

- How does the writing process advance your writing?
- How can talking about your ideas help you to write?
- How do you decide what your main idea will be in your writing?
- What different prewriting strategies can you use to organize your thinking?
- How can digital tools be used to create and revise a text?

### Writing Traits

- How do conventions influence the intention of your message/writing?
- How do conventions help the reader to understand your message?
- How do you embed your voice in your writing?
- What organizational structures can you use in your writing?

### Word Study

- What strategies can be used to spell new words?
- How does the prefix/suffix/root of the word, help you to use related words in your writing?

# English Language Arts Grade 5

## Overarching Statement

Learners develop communication skills through listening/speaking, reading/viewing, and writing/other ways of representing. Listening and reading engage learners in the input of thoughts and ideas, while learners establish their thoughts and ideas through the output of speaking and writing. The exchange between and integration of listening/speaking, reading/viewing, and writing/other ways of representing is essential to growth in literacy learning.



# English Language Arts Grade 5

Learners will communicate effectively and clearly respecting cultural contexts.

## Listening and Speaking

### Rationale

Learners develop their oral language skills through varied experiences. They need multiple opportunities to practise listening and speaking, asking and responding to questions, and sharing ideas and opinions.

### Competencies

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

### Indicators

- 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
- 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
- Reflect critically upon a variety of oral presentations evaluating the speaker's 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

- 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

## Concepts (and Guiding Questions)

### Listening Skills

- How can you actively listen with a partner, in a small group, and in a large group?
- How can you present information in a way that encourages others to listen to you?

### Ideas and Information

- How do you find evidence from the text to support your ideas?
- What parts of the text help you to understand the mood or atmosphere?

### Opinions

- How can you disagree with someone with a different opinion?
- How can listening to the opinions of others help you develop your ideas?
- What questions would you ask to better understand someone's opinion?

### Communication Forms

- How would your communication differ in casual and formal situations?
- How do you communicate to inform, entertain, amuse, and persuade?
- Why is it important to organize information before communicating your ideas to others?

### Intonation, Expression, and Tone

- How do expression, intonation, and tone, enhance a message?
- How can you express meaning without using your voice?
- How can body language convey a message?

# English Language Arts Grade 5

Learners will communicate effectively and clearly respecting cultural contexts. (cont.)

## Audience and Purpose

- What might be your reasons for communicating with someone?
- How do you select presentation style depending on audience and purpose?

## Word Choice and Language Usage

- Why is language choice important?
- How does the author's choice of words impact the reader?
- How can word choice engage or disengage your audience?

# English Language Arts Grade 5

Learners will demonstrate a variety of ways to select and comprehend from a range of culturally diverse print and digital texts.

## Reading and Writing

### Rationale

Learners need to understand what they see and view to make meaning of the world around them. Learners grow as readers by making connections between and among texts and selecting purposeful texts.

### Competencies

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

### Indicators

#### Strategic Processing

- Use all sources of information (meaning, structure, visual) to search, check, self-monitor, and self-correct with grade appropriate, instructional-level text
- Monitor and self-correct with independence and automaticity with a grade-appropriate, instructional-level text
- Apply a variety of word-solving strategies with increasing Independence.

#### View with Understanding (Print and Digital Text)

- Use a range of fiction and nonfiction text features to support comprehension, using grade-appropriate texts
- Retell a narrative, using relevant details and events in sequential order
- Explain and/or represent an understanding of texts from a variety of genres with growing detail
- Discuss text with reference to author's and illustrator's message and style
- Apply a repertoire of comprehension strategies to actively construct meaning with grade-appropriate texts
- Discuss and begin to reflect on how applying comprehension strategies enhances understanding

- Use graphic organizers to enhance comprehension

#### Selecting (Print and Digital Text)

- Choose “just right” texts according to interest from a growing range of genres with increasing independence
- Build stamina through reading grade appropriate, independent level texts

#### Fluency (Accuracy/Automaticity/Prosody [Rhythm and Intonation])

- Use punctuation to enhance comprehension and fluency with awareness and increasing independence
- Demonstrate an understanding of the grade-appropriate text by reading aloud, using intonation, rhythm, and phrasing)

### Concepts (and Guiding Questions)

#### Strategic processing

- How can you infer the meaning of new words based on the context?
- What strategies can you use to monitor your understanding of a text?

#### Comprehension Strategies

- How are summarizing and synthesizing different?
- How does synthesizing enhance meaning?
- How can you “read between the lines” to infer meaning that is not written in the text?

#### Selecting texts

- Why is it important to read different genres?
- How can you learn about a topic through a variety of genres?
- Why is it helpful to choose a book series rather than individual books?
- How do your reading strategies change between genres?
- Why would you choose a book series?

#### Fluency

- How does fluency help you to enhance meaning?
- What are some strategies that you can use to monitor your reading fluency?

# English Language Arts Grade 5

Learners will select, interpret, and combine information in multicultural contexts.

## Reading and Writing

### Rationale

Learners use the research process to gather reliable information, question source(s) of information, and use this information to broaden understanding. The research process allows learners to gain insight into various topics.

### Competencies

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

### Indicators

- Formulate relevant questions that guide research to build a deeper understanding of a topic
- Use a variety of text features in print and digital media to access information with increasing independence
- Refine keyword choices in a search engine to access relevant information
- Select relevant dependable sources of information, with beginning independence
- 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

## Concepts (and Guiding Questions)

### Research strategies

- Why is your choice of topic important to the research that you do?
- How can you use your interests to choose a topic of research?
- How do the questions that you ask guide your research?

### Ways to Gather Information

- How do I know if information is from a reliable source?
- How can you select information from various sources that is relevant to your topic?

# English Language Arts Grade 5

Learners will respond personally and critically to a range of culturally diverse texts.

## Reading and Writing

### Rationale

Learners interact with various texts by sharing, supporting, or challenging ideas. Learners make connections and react to texts from and through multiple perspectives. By critically responding to texts, new understandings emerge.

### Competencies

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

### Indicators

- Share meaningful, personal connections that enhance comprehension orally and/or in writing
- Ask critical-thinking questions to clarify understanding, with some guidance
- 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
- Respond to stereotyping, bias, and/or prejudice, with guidance
- Recognize and interpret authors' viewpoints providing evidence from the text and personal experiences

## Concepts (and Guiding Questions)

### Opinions

- What information could you provide to make your opinion more convincing?
- When would you seek an opinion about something and when would you want facts about something?
- Why is it important to gather information from multiple perspectives before forming an opinion?

### Diversity

- Why is it important to read books which present the perspectives of a variety of cultures and peoples?
- What is stereotyping, bias, and prejudice?
- How are stereotyping, bias, and prejudice different?
- How can I identify stereotyping, bias, and prejudice in texts?

### Text features

- How do charts and graphs/labeled diagrams/cutaways and cross sections/pictures and captions help you understand the text?
- How are the text features different for fiction and nonfiction texts?

### Point of View

- Whose point of view is present in the text and whose is not?
- How is point of view different from perspective?

# English Language Arts Grade 5

Learners will use writing and other representations to explore, clarify and reflect upon thoughts and experiences.

## Writing and Representing

### Rationale

Learners explore, clarify, and reflect on their ideas, experiences, and feelings to confirm that representations accurately convey their thoughts and ideas to the audience.

### Competencies

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

### Indicators

- 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
- Identify and discuss elements that contribute to the author's craft in a variety of texts
- Continue to experiment with author's craft by incorporating elements in writing
- 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

## Concepts (and Guiding Questions)

### Communication Forms

- How does your writing change if you are writing a procedural/persuasive/narrative/poetic text?
- How does feedback and reflection influence the quality of your writing?
- How does using a mentor text (from the teacher, peers, published books) help you to improve your work?

### Author's Craft

- How and why do authors use foreshadowing/flashbacks/story structure to organize the plot of the story?
- How does the author use sensory words and imagery to enhance the story?
- How does an author's word choice (formal, informal, or a combination of both) impact their writing?
- How do sound devices (alliteration, rhythm) and figurative language (simile, metaphor) make your writing more interesting?

# English Language Arts Grade 5

Learners will create text, independently and collaboratively, using a variety of types of writing for a range of audiences and purposes.

## Writing and Representing Rationale

Learners understand and select appropriate communication forms to suit the intended message.

## Competencies

- Experiment by using types of writing that are appropriate to specific purposes and audiences, with growing independence
- 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

## Indicators

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

## Concepts (and Guiding Questions)

### Forms of Communication

- How do you know if your communication form is appropriate for the audience and purpose?
- How can the same message be relayed through different communication forms? (song, poetry, dance, narrative, etc...)

### Audience and Purpose

- How does your writing change for different audiences and purposes?
- When writing your story, what information do you think the reader will want to know?

### The Writing Process

- How do you organize your thoughts and ideas before writing?
- How do you make sure that your writing is clear?
- How do you use feedback to revise your text?

# English Language Arts Grade 5

Learners will use a range of strategies within the writing process to enhance the clarity, precision, and effectiveness of their writing.

## Writing and Representing

### Rationale

Learners use a range of strategies and processes to develop effective writing and other representations. Learners understand how ideas, organization, language use, and conventions impact their intended message and how it is received by an audience.

### Competencies

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

### Indicators

- Use a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies with peers and independently
- Use the conventions of written language in final products with growing independence
- Use a range of problem-solving strategies to spell accurately with growing independence
- Build and apply word knowledge by manipulating, searching, and sorting words
- Show commitment to shaping pieces of writing and other representations through stages of writing development

## Concepts (and Guiding Questions)

### Writing Processes

- How does the writing process advance your writing?
- How can talking about your ideas help you to write?
- How do you decide what your main idea will be in your writing?
- What different prewriting strategies can you use to organize your thinking?
- How can digital tools be used to create and revise a text?

### Writing Traits

- How do conventions influence the intention of your message/writing?
- How do conventions help the reader to understand your message?
- How do you embed your voice in your writing?
- What organizational structures can you use in your writing?

### Word Study

- How do the word parts that you know help you to learn unfamiliar words?
- How does the prefix/suffix/root of the word, help you to use related words in your writing?



# English Language Arts Grade 6

## Overarching Statement

Learners develop communication skills through listening/speaking, reading/viewing, and writing/other ways of representing. Listening and reading engage learners in the input of thoughts and ideas, while learners establish their thoughts and ideas through the output of speaking and writing. The exchange between and integration of listening/speaking, reading/viewing, and writing/other ways of representing is essential to growth in literacy learning

# English Language Arts Grade 6

Learners will communicate effectively and clearly respecting cultural contexts.

## Listening and Speaking

### Rationale

Learners develop their oral language skills through varied experiences. They need multiple opportunities to practise listening and speaking, asking and responding to questions, and sharing ideas and opinions.

### Competencies

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

### Indicators

- 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
- 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
- Reflect critically upon a variety of oral presentations evaluating and responding to the speaker's 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

- 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

## Concepts (and Guiding Questions)

### Listening Skills

- How can you actively listen with a partner, in a small group, and in a large group?
- How can you present information in a way that encourages others to listen to you?
- When you are the speaker, how do you know if someone is not listening to you?

### Ideas and Information

- What is the main idea of the speech, book, presentation, video? How do you know?
- What information was provided to support the main idea of the article, book, speech, presentation, video?

### Opinions

- How can you disagree with someone with a different opinion?
- How can listening to the opinions of others help you develop your ideas?
- What questions would you ask to better understand someone's opinion?

### Communication Forms

- How would your communication differ in casual and formal situations?
- How do you communicate to inform, entertain, amuse, and persuade?
- Why is it important to organize information before communicating your ideas to others?

# English Language Arts Grade 6

Learners will communicate effectively and clearly respecting cultural contexts. (cont.)

## Intonation, Expression, and Tone

- How do expression, intonation, and tone, enhance a message?
- How can you express meaning without using your voice?
- How can body language convey a message?

## Audience and Purpose

- What might be your reasons for communicating with someone?(to inform, entertain, amuse, persuade)
- How do you select presentation style depending on audience and purpose?

# English Language Arts Grade 6

Learners will demonstrate a variety of ways to select and comprehend from a range of culturally diverse print and digital texts.

## Reading and Viewing

### Rationale

Learners need to understand what they see and view to make meaning of the world around them. Learners grow as readers by making connections between and among texts and selecting purposeful texts.

### Competencies

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

### Indicators

#### Strategic Processing

- Use all sources of information (meaning, structure, visual) to search, check, self-monitor, and self-correct with grade appropriate, instructional-level text
- Monitor and self-correct with independence and automaticity with grade-appropriate, instructional-level text
- Apply a variety of word-solving strategies with independence

#### View with Understanding (Print and Digital Text)

- Use a range of fiction and nonfiction text features to support comprehension with increasing independence, using grade appropriate texts
- Retell a narrative, using, relevant details and events in sequential order with increasing independence
- Explain and/or represent an understanding of texts from a variety of genres with increasing detail
- Discuss text with reference to the author's and illustrator's message, perspective, and style
- Apply a repertoire of comprehension strategies to actively construct meaning with grade-appropriate texts

- Discuss and reflect on how applying comprehension strategies enhances understanding
- Use graphic organizers to enhance comprehension and demonstrate understanding

#### Selecting (Print and Digital Text)

- Choose “just right” texts according to interest from a growing range of genres with increasing independence
- Build stamina through reading grade appropriate, independent level texts

#### Fluency (Accuracy/Automaticity/Prosody [Rhythm and Intonation])

- Use punctuation to enhance comprehension and fluency with awareness and independence
- Demonstrate an understanding of the grade-appropriate text by reading aloud, using intonation, rhythm, and phrasing)

## Concepts (and Guiding Questions)

### Strategic processing

- How can you infer the meaning of new words based on the context?
- What strategies can you use to monitor your understanding of a text?

### Comprehension Strategies

- How are summarizing and synthesizing different?
- How do you determine the important ideas from the interesting but less important details?
- How does synthesizing enhance meaning?
- How can you “read between the lines” to infer meaning that is not written in the text?

### Selecting texts

- How can you learn about a topic through a variety of genres?
- Why is it important to select and read “window” and “mirror” texts?
- What impact does the front/back cover, blurb, illustrations, author, synopsis have on your book selection?

# English Language Arts Grade 6

Learners will demonstrate a variety of ways to select and comprehend from a range of culturally diverse print and digital texts. (cont.)

## Fluency

- What are some strategies that you can use to monitor your reading fluency?
- What are some strategies that you can use to improve your reading fluency?

# English Language Arts Grade 6

Learners will select, interpret, and combine information in multicultural contexts.

## Reading and Viewing

### Rationale

Learners use the research process to gather reliable information, question source(s) of information, and use this information to broaden understanding. The research process allows learners to gain insight into various topics.

### Competencies

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

### Indicators

- Formulate critical questions that guide research to build a deeper understanding of a topic
- Use text features in print and digital media to access information Independently
- Use keywords effectively in a search engine to access relevant Information
- Select relevant, dependable sources of information, with growing Independence
- 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

## Concepts (and Guiding Questions)

### Research strategies

- Why is your choice of topic important to the research that you do?
- How can you use your interests to choose a topic of research?
- How do the questions that you ask guide your research?
- How do your questions evolve before, during, and after research?

### Ways to Gather Information

- How do you know if information is from a reliable source?
- What is plagiarism and how do you prevent it?
- How can you select information from various sources that is relevant to your topic?

# English Language Arts Grade 6

Learners will respond personally and critically to a range of culturally diverse texts.

## Reading and Viewing

### Rationale

Learners interact with various texts by sharing, supporting, or challenging ideas. Learners make connections and react to texts from and through multiple perspectives. By critically responding to texts, new understandings emerge.

### Competencies

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

### Indicators

- Share meaningful, personal connections to deepen comprehension orally and/or in writing
- Ask critical-thinking questions to clarify understanding, with increasing independence
- 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
- Respond to stereotyping, bias, and/or prejudice, with some guidance
- Begin to support or challenge authors' viewpoints providing evidence from the text and personal experience

## Concepts (and Guiding Questions)

### Opinions

- What information could you provide to make your opinion more convincing?
- When would you seek an opinion about something and when would you want facts about something?
- Why is it important to gather information from multiple perspectives before forming an opinion?

### Diversity

- Why is it important to read books which present the perspectives of a variety of cultures and peoples?
- What is stereotyping, bias, and prejudice?
- How are stereotyping, bias, and prejudice different?
- How can I identify stereotyping, bias, and prejudice in texts?

### Text features

- How do charts and graphs/labeled diagrams/cutaways and cross sections/pictures and captions help you understand the text?
- How are text features used differently for different purposes and communication forms (webpage, brochure, pamphlet, poster, chart)?

### Point of View

- How does point of view impact the way events are perceived?
- How are point of view and perspective different?

# English Language Arts Grade 6

Learners will use writing and other representations to explore, clarify and reflect upon thoughts and experiences.

## Writing and Representing

### Rationale

Learners explore, clarify, and reflect on their ideas, experiences, and feelings to confirm that representations accurately convey their thoughts and ideas to the audience.

### Competencies

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

### Indicators

- 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
- Compare and discuss elements that contribute to the author's craft in a variety of texts
- Experiment with author's craft by incorporating elements in writing with increasing independence
- 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

## Concepts (and Guiding Questions)

### Communication Forms

- How does your writing change if you are writing a procedural/persuasive/narrative/poetic text?
- How does feedback and reflection influence the quality of your writing?
- How does using a mentor text (from the teacher, peers, published books) help you to improve your work?

### Author's Craft

- How and why do authors use foreshadowing/flashbacks/story structure to organize the plot of the story?
- How does the author use sensory words and imagery to enhance the story?
- How does an author's word choice (formal, informal, or a combination of both) impact their writing?
- How do sound devices (alliteration, rhythm) and figurative language (simile, metaphor) make your writing more interesting?



# English Language Arts Grade 6

Learners will create text, independently and collaboratively, using a variety of types of writing for a range of audiences and purposes.

## Writing and Representing

### Rationale

Learners understand and select appropriate communication forms to suit the intended message.

### Competencies

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

### Indicators

- Use types of writing that are appropriate to specific purposes and audiences, with increasing independence
- 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

## Concepts (and Guiding Questions)

### Forms of Communication

- How does storyboarding organize your ideas for a play, video, or graphic novel?
- How can the same message be relayed through different communication forms? (song, poetry, dance, narrative, etc...)
- How are lyrics and poems similar? Different?

### Audience and Purpose

- Why is it important to write a script before filming a stop-motion video or performing a play/puppet show/role play?
- When writing a script or news clip, what other elements do you have to consider to make the message clear?

### The Writing Process

- How does visualizing your story enhance your writing?
- How does storyboarding help you to organize your ideas?
- How do you use feedback to revise your text?

# English Language Arts Grade 6

Learners will use a range of strategies within the writing process to enhance the clarity, precision, and effectiveness of their writing.

## Writing and Representing

### Rationale

Learners use a range of strategies and processes to develop effective writing and other representations. Learners understand how ideas, organization, language use, and conventions impact their intended message and how it is received by an audience.

### Competencies

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

### Indicators

- Use a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies with peers and independently
- Use the conventions of written language in final products with increasing independence
- Use a range of problem-solving strategies to spell accurately, with increasing independence
- Apply and extend word knowledge by manipulating, searching, and sorting
- Commit to shaping pieces of writing and other representations through stages of writing development
- Select and use a range of 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

## Concepts (and Guiding Questions)

### Writing Processes

- How can talking about your ideas help you to write?
- How are editing, revision, and proofreading different?
- How does the organization of your text clarify your main and supporting ideas?
- What different prewriting strategies can you use to organize your thinking?
- How can digital tools be used to create and revise a text?
- How do you use feedback to revise your text?

### Writing Traits

- How does language use influence the intention of your message/writing?
- How does language use help the reader to understand your message?
- How do you embed your voice in your writing?
- How can you use organizational structures (sentences, paragraphs, transitional devices) in your writing to clarify meaning?

### Word Study

- How can you use word patterns to write unfamiliar words?
- How can you grow your vocabulary (word categories, academic language, playing with words, word games, reading, word wall)?
- How does the prefix/suffix/root of the word, help you to use related words in your writing?