| English Language Arts 4  |
| --- |
| Strategies and Skills (to Support Indicators) | Outcomes | Performance/Assessment Indicators |
| ([*Strategies*](https://docs.google.com/a/gnspes.ca/document/d/1F9WXVnh8IWZ_KnDqet9oY_hDUHTPjDIoZG160JeDq6Q/edit?usp=sharing) *and* [*Skills*](https://docs.google.com/a/gnspes.ca/document/d/197EJooa7-4RgP1DtPZoFLuhNoxxfVtroGuuvQBTDGw4/edit?usp=sharing) *to Support Indicators*) |
| * clearly expressing a personal opinion about an event, item, information, or text
* clarifying information for listeners by responding to questions
* asking questions to clarify information
* [asking questions](https://drive.google.com/file/d/0B6cLqtIK0G_0Ymk3aFBMYkVrMEk/view?usp=sharing) to gather additional information
* expressing possible approaches or solutions to problems
* demonstrating good listening habits (as posted on a co-constructed anchor chart)
* respectfully responding to the opinions of others
* taking turns appropriately when engaged in listening and speaking
* verbally giving specific directions that have several parts
* following verbal directions that have several parts
* making mindful comments to and asking questions of a guest speaker or peer presenter
* orally presenting information to whole class or small groups and answering questions
* making mindful comments to and ask questions of presenters/speakers
* asking questions and making comments in a variety of small-group settings
* beginning to use more sophisticated vocabulary to engage an audience
 | Outcome 1: Listening and SpeakingStudents will communicate effectively and clearly and respond personally and critically, respecting cultural contexts. (CZ, COM, CI, CT, PCD) | * Actively listen in a variety of collaborative learning experiences showing an awareness of when to listen and when to speak. ([Active Listening](https://docs.google.com/a/gnspes.ca/document/d/1YHdhJq75xUo3q8GYyZgOcPGWy0EbFGhGwIwGmINSsTI/preview), [Collaborative Learning](https://docs.google.com/document/d/1oiMoUQeNed6aTzMLy-NoRG4IU-FKsj8LjnlCx1GSLkM/edit))
* Respond personally and critically to clarify information.
* Identify the main idea when directly stated and identify a number of key and supporting details.
* Describe a personal experience in sequential order.
* Explain personal opinions and respond to questions of others.
* Consider others’ responses and offer opinions supported by one or two reasons.
* Clarify opinions by responding to the questions and ideas/opinions of others.
* Use intonation, expression, and tone in a range of conversations, with some awareness of various nonverbal cues.([Nonverbal Communication](https://docs.google.com/a/gnspes.ca/document/d/1jNIFkrmOG23jKGGu89ee-c6WKvkB_IcvRBIYl37ywzs/edit?usp=sharing))
* Reflect upon a variety of oral presentations considering the speaker’s perspective. ([Point of View vs Perspective](https://docs.google.com/document/d/1yD_QOmeTgznNfHP05jrtI0OtdEa8pps2E61iRIkJ63c/preview))
* Use complex sentences that/use grade-appropriate vocabulary with some detail.
* Begin to use transition words.
* Respond to and give sequential multi-step directions.
 |
| * collaborating ([Collaboration Strategies](https://docs.google.com/a/gnspes.ca/document/d/1oiMoUQeNed6aTzMLy-NoRG4IU-FKsj8LjnlCx1GSLkM/edit?usp=sharing) and skills)
* taking turns listening and speaking in group-work situations
* giving “I messages” about personal feelings
* using appropriate volume of voice inside the classroom and other school spaces
* disagreeing respectfully with a classmate
* demonstrating respectful interactions with peers, other students in the school and adults
 | Outcome 2: Listening and SpeakingStudents will interact with sensitivity and respect, considering cultural contexts, audience, purpose, and situation. (CZ, COM, CI, CT, PCD) | * Converse and collaborate in a variety of situations with growing sensitivity and respect, considering cultural contexts, audience, and purpose.
* Begin to use intonation, tone, and expression to communicate ideas and feelings in a variety of situations, considering audience, and purpose.
* Continue to make language choices that affirm sensitivity and respect to the ideas and experiences of others.
* Use language showing a growing awareness of audiences and situations.
 |
| * selecting appropriate culturally relevant (“just right”) texts from class and school library (with guidance and support when necessary)
* beginning to articulate what makes a particular book appropriate for a given purpose
* selecting and reading a variety of text types and various authors over time
* using all sources of information (cueing systems) when reading
* monitoring their own comprehension and using a “fix-up” strategy when meaning breaks down such as
* predicting—using prior knowledge and text clues to think about what the text may be about
* confirming—while reading, check to see if the text matches the predictions
* monitoring—while reading, check to see if the text is too difficult or too easy
* self-correcting—when stuck, try rereading, reading on, asking for help, or using context clues
* word solving—using a variety of strategies to “unlock” unfamiliar words, such as looking for smaller words in the word, common rimes, context
* sampling/gathering—noting the parts of the text that are helpful
* maintaining fluency—paying attention to punctuation and reading smoothly with expression
* using a variety of methods and techniques when searching for information in nonfiction text
* reading longer, more complex text to develop strategies to support understanding
* demonstrating understanding of text read through conversations and written responses
* setting goals for reading
* demonstrating awareness of their learning needs as they relate to reading
* when conferring, describe comprehension strategies that support understanding such as
* making connections—recognizing relationships that exist between the text, other experiences, other texts, and the world
* visualizing—creating mental pictures/images to support understanding
* inferring—looking for hints and “reading between the lines” to uncover the meaning of the text
* questioning—asking questions about the text that help with comprehension
* determining importance—thinking about the purpose for reading and reading for key information
* analyzing—examining the text (construction, ideas, and content) to develop a greater understanding of what was written and how it was written
* synthesizing—combining information from a variety of sources to create new understandings and ideas
 | Outcome 3: Reading and ViewingStudents will demonstrate a variety of ways to select and comprehend from a range of [culturally diverse print and digital texts.](https://docs.google.com/a/gnspes.ca/document/d/1yKxIM8HYmtlGxKz8vO-MKCJjRm5gmrZmEIrAKMXnXsw/edit?usp=sharing)(CZ, COM, CI, CT, PCD, TF) | * Use all sources of information (meaning, structure, visual) to search, check, self-monitor, and self-correct with grade-appropriate, instructional-level text. ([Cueing Systems](https://drive.google.com/file/d/0B6cLqtIK0G_0SjkwWGdLMHB5N1k/preview); [Reading Record](https://drive.google.com/file/d/0B6cLqtIK0G_0Qk9zcjQzOGNya0k/preview))
* Choose “just right” texts according to interests from a growing range of genres. ([Choosing "Just Right" Text](https://docs.google.com/a/gnspes.ca/document/d/1mXJMdyqmcSHcCNi2ABcukyPYm4qp_eQ1LqKhe8lzCAE/preview)s)
* Monitor and self-correct with growing independence and automaticity with grade-appropriate, instructional-level text.
* Build stamina through reading grade appropriate, independent level texts. ([Stamina](https://docs.google.com/document/d/1_-5n6tXKXwtasty8tlOGxMKQQJUHaCvApIrgoGsZkww/preview))
* Apply a variety of word-solving strategies with growing independence. ([Word-Solving Strategies](https://docs.google.com/document/d/1pY00xXKSA6fTQqtthHrTgYDDWlDjTlpaCB_GQBk2VaU/preview))
* Use punctuation to enhance comprehension and fluency with increasing awareness.
* Use a range of fiction and nonfiction text features to support comprehension, using grade-appropriate texts. ([Text Features](https://drive.google.com/file/d/0B6cLqtIK0G_0UkZTU3FBLXhYdmM/preview))
* Retell a narrative, using relevant details and events. ([Narrative](https://docs.google.com/a/gnspes.ca/document/d/1YoD_u52SBs4uweI5PZ0yTcg2w9BBkiVAeOwDss7FBO0/preview))
* Explain and/or represent an understanding of texts from a variety of genres. ([Suggested Genre Studies and Writing Options 4-6](https://drive.google.com/file/d/0B6cLqtIK0G_0SGtZQ0VFTzNDNFUwamcwc3RndFFJWUVNUzRF/preview))
* Discuss text with reference to author’s and illustrator’s message. ([Style](https://docs.google.com/document/d/1pmAZghJSV8qk6xSpW64MSPZnVuqAAx9dhh9f5-pW1L0/preview))
* Apply a repertoire of comprehension strategies to actively construct meaning with grade-appropriate texts. ([Repertoire of Strategies](https://docs.google.com/document/d/1ZyqmXwcG-USBt0iGdPmqHiNIPyDBzMEeK3KGKFVt_yg/preview))
* Discuss how applying comprehension strategies enhances understanding. ([Metacognition](https://docs.google.com/a/gnspes.ca/document/d/1xt5vz_qDilpYmbjRVtDQ2PomVjZwx6RgGtKVMZbra1o/edit?usp=sharing))
* Use graphic organizers to build meaning.
* Demonstrate an understanding of the grade-appropriate text by reading aloud and using intonation, rhythm, and phrasing.
 |
| * generating questions that will help define a search for information
* using the best questions to plan the research (with support where appropriate)
* using tools for the collection of information (such as a matrix or other supports provided by the teacher)
* using a variety of sources and developing strategies for assessing the accuracy of the information
* working with others to find, analyze, organize, and present information
* reflecting on their learnings with increasing quality and depth
 | Outcome 4: Reading and ViewingStudents will select, interpret, and combine information from culturally diverse contexts. (CZ, COM, CI, CT, PCD, TF) | * Formulate relevant questions that guide research to build a deeper understanding of a topic. ([Critical Thinking Skills Continuum](https://docs.google.com/document/d/12CNnqdIRNrCT2pfX9MkT56CYWyc7evhM5z_OhMiCOwg/preview))
* Use some text features in print and digital media to access information. ([Text Features](https://drive.google.com/file/d/0B6cLqtIK0G_0UkZTU3FBLXhYdmM/preview))
* Begin to refine keyword choices in a search engine to access relevant information.
* Select relevant, dependable sources of information, with guidance. ([Critical Thinking Skills Continuum](https://docs.google.com/document/d/12CNnqdIRNrCT2pfX9MkT56CYWyc7evhM5z_OhMiCOwg/preview))
* Interpret relevant information from selected sources, with guidance.
* Combine information to enhance understanding, with guidance.
* Give credit to sources of information, with guidance.
 |
| * beginning to identify the point of view of the author of some texts and discussing how the author has positioned them as readers
* beginning to share their understanding of characteristics of a particular genre being studied
* beginning to share ideas about texts written by a particular author from an author study undertaken individually, with a small group, or as part of class discussion
* beginning to express their agreement or disagreement with information in a text, a character’s decision, etc., and supporting their view with evidence from the text or from their personal experience as it relates to the text
* making meaningful personal connections that enhance comprehension
* sharing their connections orally and/or in writing
* sharing their opinions about the text and give reasons for those opinions
* beginning to demonstrate an increasing awareness of a variety of authors and illustrators
* using prior knowledge to predict what messages might be contained in a text
* asking questions brought to mind while reading a text
* demonstrating an understanding that text carries a message and represents a particular viewpoint
* reading a text for bias and identifying whose voices are heard and whose are silenced
* discussing instances of prejudice and stereotyping when they occur in text
* when researching, including sources that represent various perspectives
 | Outcome 5: Reading and ViewingStudents will respond personally and critically to a range of culturally diverse texts.(CZ, COM, CI, CT, PCD, TF) | * Share meaningful, personal connections that support comprehension orally and/or in writing.
* Begin to ask critical-thinking questions to clarify understanding, with guidance. ([Critical-Thinking Questions](https://docs.google.com/document/d/1UqJv8sH6Chf4S1TTR9_Eop9MFR0wFf7CVJCpj7J6iQU/edit?usp=sharinghttps://docs.google.com/document/d/1UqJv8sH6Chf4S1TTR9_Eop9MFR0wFf7CVJCpj7J6iQU/preview))
* Explore and discuss the message(s) of the author.
* Support opinions with specific relevant evidence from the text.
* Support opinions with personal thoughts and feelings.
* Begin to develop an awareness of stereotyping, bias, and/or prejudice, with guidance. ([Racial Equity Policy Definitions](https://docs.google.com/document/d/1efrCiPeckV0zJYuPSkLqB4_5-Ro5WZHu5rrA9rVHLD8/edit?usp=sharing))
* Begin to respond to stereotyping, bias, and/or prejudice, with guidance. ([Racial Equity Policy Definitions](https://docs.google.com/document/d/1efrCiPeckV0zJYuPSkLqB4_5-Ro5WZHu5rrA9rVHLD8/edit?usp=sharing))
* Recognize authors’ viewpoints, providing evidence from the text and personal experiences. ([Critical Literacy Strategies](https://docs.google.com/a/gnspes.ca/document/d/1UnexFD4wa3oAVWxALrf9ncrM4eBLnMw8NmQquWjf9lA/preview))
 |
| * engaging in oral language interactions
* beginning to develop metacognitive/reflective strategies and skills through practicing talking and writing about their thinking
* selecting appropriate strategies to construct and refine meaning
* developing appropriate strategies to construct and refine meaning
* participating in genuine conversations about books and ideas (what was interesting, surprising, making connections, asking questions, etc.)
* communicating effectively in a variety of ways depending on purpose and audience
* beginning to develop critical-thinking questions to think about and discuss author’s craft
* practicing reading, rereading, and critiquing writing to refine writing
* talking about reading and writing through a variety of paired and small-group experiences
* drawing on prior knowledge to make better connections with new information
* beginning to share ideas and thoughts about reading and writing to clarify thinking
* beginning to build background knowledge through whole-group or small-group shared writing experiences
* talking about experiences and background knowledge through informal, exploratory talk to refine thinking
* beginning to recognize the techniques used by authors through talk
* beginning to develop oral and written vocabulary through exposure to author’s word choices in mentor texts
* experimenting with elements of author’s style through the use of mentor texts
* experimenting with the craft of writing through reading, listening to, and discussing quality literature (Read-Aloud, shared reading, guided reading)
* recognizing author’s craft through reading and talking about
* character development
* plot
* setting
* theme
* perspective
* style
* illustrations
* design (visual presentation of the text)
* replicating craft in writing by exploring/studying
* character development
* plot
* setting
* theme
* perspective
* style
* illustrations
* design (visual presentation of the text)
* beginning to work independently to apply listening, speaking, reading, and writing skills
* practicing talking and writing about strategies to develop metacognitive skills (Think Aloud)
* practicing writing drafts to develop editing strategies and skills focusing on
* circling words that appear to be misspelled
* checking the word wall, a word reference, dictionary, or spell check to correct spelling
* correctly using periods, exclamation marks, question marks, apostrophes in contractions and possessives, punctuation in abbreviations and initials
* drafting and revising writing with an awareness to audience
 | Outcome 6: Reading and Writing ConnectionStudents will understand [the speaking, reading, and writing relationship](https://drive.google.com/file/d/0B6cLqtIK0G_0cURYN3BrWlZPU0E/view?usp=sharing) by independently and collaboratively creating diverse texts. (CZ, COM, CI, CT, PCD, TF) | * Explore and discuss elements that contribute to the authors’ craft in a variety of texts. ([Author’s Craft](https://docs.google.com/document/d/10B-3h5OkQoR5D4IBCcNVPqhuIQRajmEWWumOvXzjk7g/preview))
* Begin to experiment with author’s craft by incorporating elements in writing. ([Author’s Craft](https://docs.google.com/document/d/10B-3h5OkQoR5D4IBCcNVPqhuIQRajmEWWumOvXzjk7g/preview))
* Identify how the elements of author’s craft contributes to writing style(s).
* Collaborate with peers, considering peers’ ideas and suggestions to craft writing.
* Reflect on writing using exemplars to self-evaluate, with support.
 |
| * using writing to support their thinking and learning in various ways, such as using charts, webs, or other graphic organizers when generating, developing, and organizing ideas
* using a matrix to organize their research
* with support, exploring various methods of note-making
* constructing and using a simple survey/questionnaire to gather information
* using a journal to explore and express their opinions and ideas
* using learning logs to explain what they have learned and reflect on themselves as learners
* using writer’s notebooks to explore possible topics and ideas for writing (e.g., expert’s list of topics for writing, interest list)
* using writing to explore various forms/genres of writing and to develop their imaginations
* using a writer’s notebook to develop detailed characters, settings, and story lines
* using a writer’s notebook to explore the nature of narrative
* exploring various forms of poetry
* using a writer’s notebook to explore effective word choice
* practicing different story leads and conclusions
* using revision as a tool to shape their writing
 | Outcome 7: Writing and Other Ways of RepresentingStudents will be expected to use [writing and other representations](https://docs.google.com/document/d/17G8XQXhe6Hu9iDqRYbW0hgV30GU-X7GqIDeq0CNWywY/edit) to explore, clarify and reflect upon thoughts and experiences. (CZ, COM, CI, CT, PCD, TF) | * Explore various forms/genres of writing to develop imagination.
* Experiment with the purpose(s) of specific pieces of writing.
* Consider the audience(s) for specific pieces of writing.
* Experiment by using descriptive language and word choice to enhance meaning with support.
* Propose questions to clarify thoughts, ideas, and feelings.
* Begin to write an effective lead, a descriptive middle, and a conclusion.
* Explore ways to record, organize, and reflect on thinking and learning through writing and representing. ([The Writing Workshop](https://drive.google.com/file/d/0B6cLqtIK0G_0MkRCNi1KZ19VSE0/preview))
 |
| * selecting different types of writing forms to suit the purpose and audience, such as
* narrative writing (tells a story)
* expository writing (gives information or shows how)
* descriptive writing (uses words to create a clear picture of something in the reader’s mind)
* persuasive writing (convinces the reader to agree with a point of view)
* considering the traits of writing as they shape the piece, such as
* ideas
* organization
* use the structure of informational text to present information
* begin to demonstrate effective control of narrative
* begin to select the correct type to match the writing purpose
* word choice
* use a range of descriptive words
* begin to use active verbs and precise nouns
* begin to use transitional words
* experiment by using literary devices (simile, alliteration, onomatopoeia, imagery) ([Author’s Craft](https://docs.google.com/document/d/10B-3h5OkQoR5D4IBCcNVPqhuIQRajmEWWumOvXzjk7g/preview))
* voice
* write with their unique voice
* speak to the reader/reveal the writer
* show thought and enthusiasm
* write in a way that will engage the reader
* sentence fluency
* vary the sentence type and tenses
* conventions
* use capitalization, punctuation, and spelling, with growing accuracy
* include information that is relevant and purposeful for an intended audience
* seek feedback from others about the effectiveness of their writing
* listen to others’ ideas and use some of their ideas to strengthen a piece of writing
 | Outcome 8: WritingStudents will be expected to create text, independently and collaboratively, using a variety of types of writing for a range of audiences and purposes. (CZ, COM, CI, CT, PCD, TF) | * Experiment by using types of writing that are appropriate to specific purposes and audiences with support. ([Types of Writing](https://docs.google.com/document/d/1n9e_ia4E4J53EyBQ_fCipfsQV_zRoVw7b13B8xDPh40/preview))
* Include information and details that are relevant and purposeful for an intended audience with support.
* Invite responses to early drafts.
* Use print and digital graphic organizers to plan writing.
 |
| * developing a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies, for example,
* a variety of prewriting strategies for generating and organizing ideas for writing (e.g., brainstorming, webbing, story mapping, reading, researching, interviewing, reflecting)
* appropriate drafting techniques (focusing on getting ideas on paper, taking risks with temporary spelling when necessary, experimenting with new forms/techniques, keeping audience in mind, using a word processor to compose)
* revision techniques to ensure writing makes sense and is clear for the audience (e.g., reading/rereading, adding ideas, crossing out repetition or unnecessary information, sequencing ideas/information, rearranging, using feedback from conferences to help revise)
* editing strategies (e.g., checking punctuation and language usage; checking spelling by circling words that don’t look right, trying them another way, and checking with a resource such as a dictionary; using an editing checklist)
* using appropriate techniques for publishing/presenting (e.g., software to develop illustrations, charts, and diagrams to enhance writing where appropriate; sharing writing/ representing orally, publishing in a class newsletter, publishing online, submitting work to school/community newsletter)
* beginning to demonstrate writing stamina and commitment to their writing
* taking some pieces of writing from prewriting through to publication
* producing writing that is appropriate based on audience and purpose because the writer has used many of the conventions specified in this outcome, such as
* using a variety of simple and complex structures
* using periods at the ends of sentences and for abbreviations
* using commas
* using apostrophes for possessives and contractions
* using question marks and exclamation marks
* using capitals for proper names, titles, places, days, months, holidays, starting sentences
* using meaning and syntax patterns as well as sound cues to spell words
* using a range of spelling strategies (see *Spelling Primary–9: A Teaching Resource*)
* spelling many words conventionally
* beginning to use simple paragraphing
* creating pieces of writing that are legible and enjoyable for others to read
* editing/fixing for readability
* experimenting with a variety of technologies to create a range of products such as
* email
* sending emails with attachments
* multimedia presentations
* video clips
* digital stories
* blogs
* using software, making changes to text such as stylistic effects (fonts, colours, etc.), layout, and graphics
* deciding on a topic of inquiry
* developing questions to direct their investigation
* searching for answers to questions in various texts and the Internet
* recording jot notes about important information
* developing jot notes into complete thoughts and sentences
* publishing their work in a variety of ways including posters, pamphlets, written reports, photo essays, PowerPoint presentations, etc.
* using their research to support discussions and debates
 | Outcome 9: WritingStudents will use a range of strategies within the writing process to enhance the clarity, precision, and effectiveness of their writing. (CZ, COM, CI, CT, PCD, TF) | * Experiment with a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies with peers and independently. ([The Writing Processes](https://docs.google.com/document/d/1gyJVT5XODbIly5VunS4tA5w_njvfPfaN1kFLX2SWImw/preview))
* Use the conventions of written language in final products with support. ([Conventions](https://drive.google.com/a/gnspes.ca/file/d/0B6cLqtIK0G_0MUpNVzdzOGZyVUFUVVBseXpna2gwUjBGSkZn/preview); [Grammar, Spelling, Punctuation, Mechanics](https://drive.google.com/file/d/0B6cLqtIK0G_0WUFyeThIZjZYNlU/preview))
* Use a range of problem-solving strategies to spell accurately, with support (see *Spelling Primary–9: A Teaching Resource*).
* Build word knowledge by manipulating, searching, and sorting (see *Spelling Primary–9: A Teaching Resource*).
* Show commitment to shaping pieces of writing and other representations through stages of writing development. ([Stages of Writing Development](https://docs.google.com/document/d/11rvNT9g8wsfqSRy3p3H9adFz-u_wMrgVzN2OgMF-vhA/preview))
* Experiment with a range of digital tools in writing and other forms of representing.
* Use the traits of writing (ideas, organization, voice, word choice, sentence fluency, conventions). ([The Traits of Writing](https://docs.google.com/document/d/160iO61wdAkD42_s-UYwXbxFsovaxjF63BB-bMiVSqgo/preview))
 |

| English Language Arts 5  |
| --- |
| Strategies and Skills (to Support Indicators) | Outcomes | Performance/Assessment Indicators |
| ([*Strategies*](https://docs.google.com/a/gnspes.ca/document/d/1F9WXVnh8IWZ_KnDqet9oY_hDUHTPjDIoZG160JeDq6Q/edit?usp=sharing) *and* [*Skills*](https://docs.google.com/a/gnspes.ca/document/d/197EJooa7-4RgP1DtPZoFLuhNoxxfVtroGuuvQBTDGw4/edit?usp=sharing) *to Support Indicators*) |
| * clearly expressing a personal opinion about an event, item, information, or text
* clarifying information for listeners by responding to questions
* asking questions to clarify information
* asking questions to gather additional information
* orally presenting information to the whole class or small groups and answering questions
* making comments to and asking questions of student presenters/speakers
* expressing possible approaches or solutions to problems
* demonstrating good listening habits (as posted on a co-constructed anchor chart)
* respectfully responding to the opinions of others
* showing flexibility with communication (i.e., matching language style and language used to the audience, topic, or conversation)
* taking turns appropriately when engaged in listening and speaking
* engaging in a conversation paying attention to verbal and nonverbal cues
* verbally giving specific directions that have several parts
* following verbal directions that have several parts
* making mindful comments to and asking questions of a guest speaker or peer presenter
* with teacher support and guidance, evaluating the oral presentations of themselves and others
* understanding and using appropriate body language in different speaking situations
* using increasingly complex and sophisticated language to engage their listeners
 | Outcome 1: Listening and SpeakingStudents will communicate effectively and clearly and respond personally and critically, respecting cultural contexts. (CZ, COM, CI, CT, PCD) | * Critically listen to the ideas and perspectives of others in a variety of collaborative learning experiences showing growing control of when to listen and when to speak. ([Active Listening](https://docs.google.com/a/gnspes.ca/document/d/1YHdhJq75xUo3q8GYyZgOcPGWy0EbFGhGwIwGmINSsTI/edit?usp=sharing); [Collaborative Learning](https://docs.google.com/document/d/1oiMoUQeNed6aTzMLy-NoRG4IU-FKsj8LjnlCx1GSLkM/edit))
* Respond personally and critically to clarify information.
* Identify the main idea and key and supporting details and identify conclusions.
* Describe a personal experience in sequential order.
* Explain ideas and opinions with supporting details, and respond to others’ questions and ideas.
* Consider others’ responses and begin to offer opinions supported with some evidence.
* Clarify opinions by responding to the questions and ideas/opinions of others through providing evidence to support thinking.
* Use intonation, expression, and tone in a range of conversations, with growing awareness of various nonverbal cues. ([Nonverbal Communication](https://docs.google.com/a/gnspes.ca/document/d/1jNIFkrmOG23jKGGu89ee-c6WKvkB_IcvRBIYl37ywzs/edit?usp=sharing))
* Reflect critically upon a variety of oral presentations evaluating the speaker’s perspective. ([Point of View vs Perspective](https://docs.google.com/document/d/1yD_QOmeTgznNfHP05jrtI0OtdEa8pps2E61iRIkJ63c/preview))
* Use complex sentences that incorporate grade-appropriate vocabulary with increasing detail.
* Use transition words.
* Respond to and to give sequential multi-step directions with increasing detail.
 |
| * collaborating ([Collaboration Strategies](https://docs.google.com/a/gnspes.ca/document/d/1oiMoUQeNed6aTzMLy-NoRG4IU-FKsj8LjnlCx1GSLkM/edit?usp=sharing) and skills)
* taking turns listening and speaking in group-work situations
* giving “I messages” about personal feelings
* using appropriate volume of voice inside the classroom and other school spaces
* disagreeing respectfully with a classmate
* demonstrating respectful interactions with peers, other students in the school, and adults
* using language that is sensitive to others’ feelings
* responding personally to language used in print text, digital text, film, video, and real-life situations that is prejudicial, stereotypical, or biased
* reflecting on the potential power of language for negative or positive influence
 | Outcome 2: Listening and SpeakingStudents will interact with sensitivity and respect, considering cultural contexts, audience, purpose, and situation. (CZ, COM, CI, CT, PCD) | * Converse and collaborate in a variety of situations with increasing sensitivity and respect, considering cultural contexts, audience, and purpose.
* Continue to use intonation, tone, and expression to communicate ideas and feelings in a variety of situations, considering audience and purpose.
* Make language choices that affirm sensitivity and respect the ideas and experiences of others.
* Use language selectively considering the needs and expectations of audience and situations.

  |
| * selecting appropriate culturally relevant (“just right”) texts from class and school library (with guidance and support when necessary)
* beginning to articulate what makes a particular book appropriate for a given purpose
* selecting and reading a variety of text types and various authors over time
* using all sources of information (cueing systems) when reading
* monitoring their own comprehension and using “fix-up” strategies when meaning breaks down, such as
* predicting—using prior knowledge and text clues to think about what the text may be about
* confirming—while reading, check to see if the text matches the predictions
* monitoring—while reading, check to see if the text is too difficult or too easy
* self-correcting—when stuck, try rereading, reading on, asking for help, or using context clues
* word solving—using a variety of strategies to “unlock” unfamiliar words, such as looking for smaller words in the word, common rimes, roots of words, prefixes and suffixes, and context
* sampling/gathering—note the parts of the text that are helpful
* maintaining fluency—pay attention to punctuation and read smoothly with expression
* persevering and using a variety of methods and techniques when searching for information, including using a dictionary to find the meaning of unknown words
* persevering with longer, more complex text to develop strategies to support their understanding
* reading a variety of expository texts (such as descriptive, compare and contrast, cause and effect, problem and solution, sequence and listing)
* demonstrating understanding of text read, through conversations and written responses
* setting appropriate goals for reading
* demonstrating awareness of their learning needs as they relate to reading
* when conferring, describe and discuss comprehension strategies and how the strategy supports understanding such as
* making connections—recognizing relationships that exist between the text, other experiences, other texts and the world
* visualizing—creating mental pictures/images to support understanding
* inferring—looking for hints and “reading between the lines” to uncover the meaning of the text
* questioning—asking questions about the text that help with comprehension
* determining importance—thinking about the purpose for reading and reading for key information
* analyzing—examining the text (construction, ideas, and content) to develop a greater understanding of what was written and how it was written
* synthesizing—combining information from a variety of sources to create new understandings and ideas
 | Outcome 3: Reading and ViewingStudents will demonstrate a variety of ways to select and comprehend from a range of [culturally diverse print and digital texts.](https://docs.google.com/a/gnspes.ca/document/d/1yKxIM8HYmtlGxKz8vO-MKCJjRm5gmrZmEIrAKMXnXsw/edit?usp=sharing) (CZ, COM, CI, CT, PCD, TF) | * Use all sources of information (meaning, structure, visual) to search, check, self-monitor, and self-correct with grade-appropriate, instructional-level text. ([Cueing Systems](https://drive.google.com/file/d/0B6cLqtIK0G_0SjkwWGdLMHB5N1k/preview); [Reading Record](https://drive.google.com/file/d/0B6cLqtIK0G_0Qk9zcjQzOGNya0k/preview))
* Choose “just right” texts according to interest from a growing range of genres with increasing independence. ([Choosing "Just Right" Text](https://docs.google.com/a/gnspes.ca/document/d/1mXJMdyqmcSHcCNi2ABcukyPYm4qp_eQ1LqKhe8lzCAE/preview)s)
* Monitor and self-correct with independence and automaticity with a grade-appropriate, instructional-level text.
* Build stamina through reading grade appropriate, independent-level texts. ([Stamina](https://docs.google.com/document/d/1_-5n6tXKXwtasty8tlOGxMKQQJUHaCvApIrgoGsZkww/preview))
* Apply a variety of word-solving strategies with increasing independence. ([Word-Solving Strategies](https://docs.google.com/document/d/1pY00xXKSA6fTQqtthHrTgYDDWlDjTlpaCB_GQBk2VaU/preview))
* Use punctuation to enhance comprehension and fluency with awareness and increasing independence.
* Use a range of fiction and nonfiction text features to support comprehension, using grade-appropriate texts. ([Text Features](https://drive.google.com/file/d/0B6cLqtIK0G_0UkZTU3FBLXhYdmM/preview))
* Retell a narrative, using relevant details and events in sequential order. ([Narrative](https://docs.google.com/a/gnspes.ca/document/d/1YoD_u52SBs4uweI5PZ0yTcg2w9BBkiVAeOwDss7FBO0/preview))
* Explain and/or represent an understanding of texts from a variety of genres with growing detail. ([Suggested Genre Studies and Writing Options 4-6](https://drive.google.com/file/d/0B6cLqtIK0G_0SGtZQ0VFTzNDNFUwamcwc3RndFFJWUVNUzRF/preview))
* Discuss text with reference to author's and illustrator’s message and style. ([Style](https://docs.google.com/document/d/1pmAZghJSV8qk6xSpW64MSPZnVuqAAx9dhh9f5-pW1L0/preview))
* Apply a repertoire of comprehension strategies to actively construct meaning with grade-appropriate texts. ([Repertoire of Strategies](https://docs.google.com/document/d/1ZyqmXwcG-USBt0iGdPmqHiNIPyDBzMEeK3KGKFVt_yg/preview))
* Discuss and begin to reflect on how applying comprehension strategies enhances understanding. ([Metacognition](https://docs.google.com/a/gnspes.ca/document/d/1xt5vz_qDilpYmbjRVtDQ2PomVjZwx6RgGtKVMZbra1o/edit?usp=sharing))
* Use graphic organizers to enhance comprehension.
* Demonstrate an understanding of the grade-appropriate text by reading aloud, using intonation, rhythm, and phrasing.
 |
| * generating questions that will help define a search for information
* using the best questions to plan the research
* using tools for the collection of information (such as a matrix or other supports)
* making choices about what information is appropriate for the stated purpose of the research
* demonstrating the ability to find information from a variety of sources
* using an increasing variety of sources and strategies for assessing the accuracy of the information
* working with others to find, analyze, organize, and present information
* reflecting on their learnings with increasing quality and depth
 | Outcome 4: Reading and ViewingStudents will select, interpret, and combine information from culturally diverse contexts. (CZ, COM, CI, CT, PCD, TF) | * Formulate relevant questions that guide research to build a deeper understanding of a topic. ([Critical-Thinking Skills Continuum](https://docs.google.com/document/d/12CNnqdIRNrCT2pfX9MkT56CYWyc7evhM5z_OhMiCOwg/preview))
* Use a variety of text features in print and digital media to access information with increasing independence. ([Text Features](https://drive.google.com/file/d/0B6cLqtIK0G_0UkZTU3FBLXhYdmM/preview))
* Refine keyword choices in a search engine to access relevant information.
* Select relevant dependable sources of information, with beginning independence. ([Critical-Thinking Skills Continuum](https://docs.google.com/document/d/12CNnqdIRNrCT2pfX9MkT56CYWyc7evhM5z_OhMiCOwg/preview))
* Interpret relevant information from selected sources, with beginning independence.
* Combine information to enhance understanding, with beginning independence.
* Give credit to sources of information, with beginning independence.
 |
| * identifying the point of view of the author of some texts and discussing how the author has positioned them as readers
* sharing their understanding of characteristics of a particular genre being studied
* sharing ideas about texts written by a particular author from an author study undertaken individually, with a small group or as part of class discussion
* expressing their agreement or disagreement with information in a text, a character’s decision, etc., and supporting their view with evidence from the text, or from their personal experience as it relates to the text
* making meaningful personal connections that enhance comprehension
* sharing their connections orally and/or in writing
* sharing their opinions about a range of text types and give reasons for those opinions
* supporting their opinions with information from the text and their personal experience
* demonstrating an increasing awareness of a variety of authors and illustrators
* using prior knowledge to predict what messages might be contained in a text
* asking questions brought to mind while reading a text
* demonstrating an understanding that text carries a message and represents a particular viewpoint
* analyzing a text, through a close reading, to give their own interpretation of the text
* making it a habit to always consider the author and the author’s context, as well as how this might affect the author’s purpose and point of view
* reading a text for bias and demonstrating whose voices are heard and whose are silenced
* expressing thoughts and feelings about instances of prejudice and stereotyping when they occur in text
* when researching, include sources that represent various perspectives
 | Outcome 5: Reading and ViewingStudents will respond personally and critically to a range of culturally diverse texts. (CZ, COM, CI, CT, PCD, TF) | * Share meaningful, personal connections that enhance comprehension orally and/or in writing.
* Ask critical-thinking questions to clarify understanding, with some guidance. ([Critical-Thinking Questions](https://docs.google.com/document/d/1UqJv8sH6Chf4S1TTR9_Eop9MFR0wFf7CVJCpj7J6iQU/edit?usp=sharinghttps://docs.google.com/document/d/1UqJv8sH6Chf4S1TTR9_Eop9MFR0wFf7CVJCpj7J6iQU/preview))
* Interpret and explain the message(s) of the author.
* Support and explain opinions with specific relevant evidence from the text.
* Support and explain opinions with personal thoughts and feelings.
* Begin to recognize stereotyping, bias, and/or prejudice, with guidance. ([Racial Equity Policy Definitions](https://docs.google.com/document/d/1efrCiPeckV0zJYuPSkLqB4_5-Ro5WZHu5rrA9rVHLD8/edit?usp=sharing))
* Respond to stereotyping, bias, and/or prejudice, with guidance. ([Racial Equity Policy Definitions](https://docs.google.com/document/d/1efrCiPeckV0zJYuPSkLqB4_5-Ro5WZHu5rrA9rVHLD8/edit?usp=sharing))
* Recognize and interpret authors’ viewpoints providing evidence from the text and personal experiences. ([Critical Literacy Strategies](https://docs.google.com/a/gnspes.ca/document/d/1UnexFD4wa3oAVWxALrf9ncrM4eBLnMw8NmQquWjf9lA/preview))
 |
| * engaging in oral language interactions
* developing metacognitive/reflective strategies and skills through practicing talking and writing about their thinking
* applying appropriate strategies to construct and refine meaning
* beginning to implement appropriate strategies to construct and refine meaning
* participating in genuine conversations about books and ideas (what was interesting, surprising, making connections, asking questions, etc.)
* communicating effectively in a variety of ways depending on purpose and audience
* designing critical-thinking questions to think about and discuss author’s craft
* reading, rereading, and critique writing to refine writing
* talking about reading and writing through a variety of paired and small-group experiences
* using prior knowledge to make connections with new information
* sharing ideas and thoughts about reading and writing to clarify thinking
* building background knowledge in whole-group or small-group shared writing experiences
* sharing experiences and background knowledge through informal, exploratory talk to refine thinking
* recognizing techniques used by authors through talk
* developing oral and written vocabulary through exposure to author’s word choices in [mentor texts](https://docs.google.com/document/d/1ZU1HMGMEv9skqMfBFfnuw-JmOCKTKQfpSYxFSpB93BQ/preview)
* modelling elements of author’s style through the use of [mentor texts](https://docs.google.com/document/d/1ZU1HMGMEv9skqMfBFfnuw-JmOCKTKQfpSYxFSpB93BQ/preview)
* crafting writing through reading, listening to, and discussing quality literature (Read-Aloud, shared reading, guided reading)
* recognizing author’s craft through reading and talking about
* character development
* plot
* setting
* theme
* perspective
* style
* illustrations
* design (visual presentation of the text)
* replicating craft in writing by exploring/studying
* character development
* plot
* setting
* theme
* perspective
* style
* illustrations
* design (visual presentation of the text)
* working with increasing independence to apply listening, speaking, reading, and writing skills
* talking and writing about strategies to develop metacognitive skills (Think Aloud)
* writing drafts to develop editing strategies and skills focusing on
* circling words that appear to be misspelled
* checking the word wall, a word reference, dictionary, or spell check to correct spelling
* using commas in a series
* using periods, exclamation marks, question marks, apostrophes in contractions and possessives, dashes, ellipses, hyphens, punctuation in abbreviations and initials
* drafting and revising writing, experimenting with dialogue with an awareness to audience
 | Outcome 6: Reading and Writing ConnectionStudents will understand [the speaking, reading, and writing relationship](https://drive.google.com/file/d/0B6cLqtIK0G_0cURYN3BrWlZPU0E/view?usp=sharing) by independently and collaboratively creating diverse texts. (CZ, COM, CI, CT, PCD, TF) | * Identify and discuss elements that contribute to the authors’ craft in a variety of texts. ([Author’s Craft](https://docs.google.com/document/d/10B-3h5OkQoR5D4IBCcNVPqhuIQRajmEWWumOvXzjk7g/preview))
* Continue to experiment with author’s craft by incorporating elements in writing. ([Author’s Craft](https://docs.google.com/document/d/10B-3h5OkQoR5D4IBCcNVPqhuIQRajmEWWumOvXzjk7g/preview))
* Explain how the elements of author’s craft contributes to writing style(s).
* Collaborate with peers, selecting ideas, and suggestions to craft writing.
* Reflect on writing using exemplars to self-evaluate growing independence.
 |
| * using writing to support their thinking and learning in various ways, such as
* using charts, webs, or a variety of graphic organizers when they are generating, developing, and organizing ideas
* using a matrix to organize their research
* with increasing independence, use various methods of note-making
* constructing and using a simple survey/questionnaire to gather information, and analyzing the data collected
* using a journal to explore and express their opinions and ideas and giving reasons for their thinking
* using learning logs to explain what they have learned and reflect on themselves as learners
* using writer’s notebooks to explore and develop possible topics and ideas for writing (e.g., expert’s list of topics for writing, interest list)
* using writing to explore various forms/genres of writing and to develop their imaginations
* using a writer’s notebook to develop and revise detailed characters, settings, and story lines
* using a writer’s notebook to explore the nature of narrative, especially different techniques such as foreshadowing, passage of time and compelling leads
* experimenting using dialogue
* exploring various forms of poetry
* using a writer’s notebook to explore effective word choice
* practicing different story leads and conclusions
* using revision as a tool to shape their writing in an ongoing way
 | Outcome 7: Writing and other Ways of RepresentingStudents will be expected to use [writing and other representations](https://docs.google.com/document/d/17G8XQXhe6Hu9iDqRYbW0hgV30GU-X7GqIDeq0CNWywY/edit) to explore, clarify and reflect upon thoughts and experiences. (CZ, COM, CI, CT, PCD, TF) | * Use various forms/genres of writing to develop imagination with growing independence.
* Examine the purpose(s) of specific pieces of writing.
* Identify the audience(s) for specific pieces of writing.
* Experiment by using descriptive language and word choice to enhance meaning with growing independence.
* Choose questions to clarify thoughts, ideas, and feelings.
* Write an effective lead, with a descriptive middle, and a conclusion.
* Choose ways to record, organize, and reflect on thinking and learning through writing and representing. ([The Writing Workshop](https://drive.google.com/file/d/0B6cLqtIK0G_0MkRCNi1KZ19VSE0/preview))
 |
| * selecting different types of writing forms to suit their purpose and audience, such as
* narrative writing (tells a story)
* expository writing (gives information or shows how)
* descriptive writing (uses words to create a clear picture of something in the reader’s mind)
* persuasive writing (convinces the reader to agree with a point of view)
* considering the traits of writing as they shape the piece, such as
* ideas
* organization
* use the structure of informational text to present information
* continue to demonstrate effective control of narrative
* continue to select an appropriate type to match the writing purpose
* word choice
* select precise, effective words
* use a range of descriptive words
* continue to use active verbs and precise nouns
* continue to use transitional words
* use literary devices (simile, alliteration, onomatopoeia, personification, imagery, foreshadowing) ([Author’s Craft](https://docs.google.com/document/d/10B-3h5OkQoR5D4IBCcNVPqhuIQRajmEWWumOvXzjk7g/preview))
* voice
* write with their unique voice
* speak to the reader/reveal the writer
* show thought and enthusiasm
* write in a way that will engage the reader
* sentence fluency
* complex sentences with noun/verb agreement
* embed clauses
* vary the sentence type and tenses
* conventions
* use capitalization, punctuation, and spelling with increased accuracy
* include information that is relevant and purposeful for an intended audience
* seek feedback from others about the effectiveness of their writing
* listen to others’ ideas and use some of their ideas to strengthen a piece of writing
 | Outcome 8: WritingStudents will be expected to create text, independently and collaboratively, using a variety of types of writing for a range of audiences and purposes. (CZ, COM, CI, CT, PCD, TF) | * Experiment by using types of writing that are appropriate to specific purposes and audiences, with growing independence. ([Types of Writing](https://docs.google.com/document/d/1n9e_ia4E4J53EyBQ_fCipfsQV_zRoVw7b13B8xDPh40/preview))
* Include information and details that are relevant and purposeful for an intended audience, with growing independence.
* Invite and incorporate responses to early drafts.
* Use print and digital graphic organizers to write.
 |
| * using a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies, for example,
* a variety of prewriting strategies for generating and organizing ideas for writing (e.g., brainstorming, webbing, story mapping, reading, researching, interviewing, reflecting)
* appropriate drafting techniques
* experimenting with new forms/techniques, keeping audience in mind, using word processing software to compose)
* revision techniques to ensure writing makes sense and is clear for the audience (e.g., reading/rereading, adding ideas, crossing out repetition or unnecessary information, sequencing ideas/information, rearranging, using feedback from conferences to help revise)
* editing strategies (e.g., checking punctuation and language usage, checking spelling by circling words that don’t look right, trying them another way, and checking with a resource such as a dictionary; using an editing checklist)
* appropriate techniques for publishing/presenting (e.g., software for developing illustrations, charts, and diagrams to enhance writing where appropriate; sharing writing/representing orally; publishing in a class newsletter; publishing online; submitting work to school/community newsletter)
* demonstrating increasing writing stamina and commitment to their writing
* taking some pieces of writing from prewriting through to publication
* producing writing that is appropriate based on audience and purpose because the writer has used many of the conventions specified in this outcome, such as
* a variety of simple and more complex structures
* periods at the ends of sentences and for abbreviations
* commas in a series and in dates
* apostrophes for possessives and contractions
* question marks, exclamation marks, and quotation marks
* capitals for proper names, titles, places, days, months, holidays, starting sentences
* meaning and syntax patterns as well as sound cues to spell words
* a range of spelling strategies *Spelling Primary–9: A Teaching Resource*)
* subjects and verbs agree
* simple paragraphing
* pronouns appropriately
* many words spelled conventionally
* pieces of writing are legible and enjoyable for others to read
* editing/fixing for readability
* with increasing proficiency, using a variety of technologies to create a range of products such as
* email
* sending emails with attachments
* multimedia presentations
* video clips
* digital stories
* blogs
* using software to make changes to text, such as stylistic effects (fonts, colours, etc.), layouts, and graphics
* deciding on a topic of inquiry
* developing questions to direct their investigation
* searching for answers to questions in various texts and the Internet
* recording jot notes about important information
* developing jot notes into complete thoughts and sentences
* publishing their work in a variety of ways including posters, pamphlets, written reports, photo essays, PowerPoint presentations, etc., or using their research to support discussions and debates
 | Outcome 9: WritingStudents will use a range of strategies within the writing process to enhance the clarity, precision, and effectiveness of their writing. (CZ, COM, CI, CT, PCD, TF) | * Use a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies with peers and independently.([The Writing Processes](https://docs.google.com/document/d/1gyJVT5XODbIly5VunS4tA5w_njvfPfaN1kFLX2SWImw/preview))
* Use the conventions of written language in final products with growing independence. ([Conventions](https://drive.google.com/a/gnspes.ca/file/d/0B6cLqtIK0G_0MUpNVzdzOGZyVUFUVVBseXpna2gwUjBGSkZn/preview); [Grammar, Spelling, Punctuation, Mechanics](https://drive.google.com/file/d/0B6cLqtIK0G_0WUFyeThIZjZYNlU/preview))
* Use a range of problem-solving strategies to spell accurately with growing independence (see *Spelling Primary–9: A Teaching Resource*).
* Build and apply word knowledge by manipulating, searching, and sorting words (see *Spelling Primary–9: A Teaching Resource*).
* Show commitment to shaping pieces of writing and other representations through stages of writing development.([Stages of Writing Development](https://docs.google.com/document/d/11rvNT9g8wsfqSRy3p3H9adFz-u_wMrgVzN2OgMF-vhA/preview))
* Select and use a range of digital tools in writing and other forms of representing.
* Use the traits of writing (ideas, organization, voice, word choice, sentence fluency, conventions). ([The Traits of Writing](https://docs.google.com/document/d/160iO61wdAkD42_s-UYwXbxFsovaxjF63BB-bMiVSqgo/preview))
 |

| English Language Arts 6  |
| --- |
| Strategies and Skills (to Support Indicators) | Outcomes | Performance/Assessment Indicators |
| ([*Strategies*](https://docs.google.com/a/gnspes.ca/document/d/1F9WXVnh8IWZ_KnDqet9oY_hDUHTPjDIoZG160JeDq6Q/edit?usp=sharing) *and* [*Skills*](https://docs.google.com/a/gnspes.ca/document/d/197EJooa7-4RgP1DtPZoFLuhNoxxfVtroGuuvQBTDGw4/edit?usp=sharing) *to Support Indicators*) |
| * clearly expressing a personal opinion about an event, item, information, or text
* clarifying information for listeners by responding to questions
* asking questions to clarify information
* asking questions to gather additional information
* expressing possible approaches or solutions to problems
* demonstrating good listening habits
* respectfully responding to the opinions of others
* respectfully defending their opinions and viewpoints with evidence
* listening to others’ ideas in a respectful manner
* showing flexibility with communication (e.g., matching language style and language used to the audience, topic, or conversation)
* taking turns appropriately when engaged in speaking and listening
* fully engaging in conversation, paying attention to verbal and nonverbal cues
* verbally giving specific directions that have several parts
* following verbal directions that have several parts
* offering opinions and asking questions in a variety of small-group settings
* making comments to and asking questions of a guest speaker or peer presenter
* orally presenting information to the whole class or small groups and answering questions
* evaluating the oral presentations of others with increasing independence
* understanding and using appropriate body language in different speaking situations
* purposefully selecting effective and sophisticated language for oral presentations
 | Outcome 1: Listening and SpeakingStudents will communicate effectively and clearly and respond personally and critically, respecting cultural contexts. (CZ, COM, CI, CT, PCD) | * Critically listen to others’ ideas or opinions and perspectives in a variety of collaborative learning experiences, showing control of when to listen and when to speak. ([Active Listening](https://docs.google.com/a/gnspes.ca/document/d/1YHdhJq75xUo3q8GYyZgOcPGWy0EbFGhGwIwGmINSsTI/edit?usp=sharing), [Collaborative Learning](https://docs.google.com/document/d/1oiMoUQeNed6aTzMLy-NoRG4IU-FKsj8LjnlCx1GSLkM/edit))
* Respond personally and critically to clarify information.
* Identify main ideas including key and supporting details and identify conclusions with supporting evidence.
* Describe a personal experience in sequential order, defend and/or support ideas with evidence and respond to the questions and opinions of others.
* Consider others’ responses and offer thoughtful opinions supported with evidence.
* Clarify opinions by responding to the questions and opinions/ideas of others by providing a variety of reasons to support thinking.
* Use intonation, expression, and tone in a range of conversations, responding to various nonverbal cues with increasing independence. ([Nonverbal Communication](https://docs.google.com/a/gnspes.ca/document/d/1jNIFkrmOG23jKGGu89ee-c6WKvkB_IcvRBIYl37ywzs/edit?usp=sharing))
* Reflect critically upon a variety of oral presentations evaluating and responding to the speaker’s perspective.([Point of View vs Perspective](https://docs.google.com/document/d/1yD_QOmeTgznNfHP05jrtI0OtdEa8pps2E61iRIkJ63c/preview))
* Use complex sentences that incorporate grade-appropriate vocabulary with detail, using transition words with some independence.
* Respond to and give sequential multi-step directions with increasing detail and complexity.
 |
| * collaborating ([Collaboration Strategies](https://docs.google.com/a/gnspes.ca/document/d/1oiMoUQeNed6aTzMLy-NoRG4IU-FKsj8LjnlCx1GSLkM/edit?usp=sharing) and skills)
* taking turns speaking and listening in group-work situations
* clearly articulating their personal feelings and listening sensitively to the feelings of others
* using appropriate volume of voice inside the classroom and other school spaces
* disagreeing respectfully with a classmate
* demonstrating respectful interactions with peers, other students in the school and adults
* using language that is sensitive to others’ feelings
* analyzing language used in print text, digital text, film, video, and real-life situations that is prejudicial, stereotypical, or biased
* reflecting on the potential power of language for negative or positive influence
 | Outcome 2: Listening and SpeakingStudents will interact with sensitivity and respect, considering cultural contexts, audience, purpose, and situation. (CZ, COM, CI, CT, PCD) | * Converse and collaborate in a variety of situations with sensitivity and respect, considering cultural contexts, audience, and purpose.
* Intentionally use intonation, tone, and expression to communicate ideas and feelings in a variety of situations, considering audience and purpose.
* Make mindful language choices that affirm sensitivity and respect to the ideas and experiences of others.
* Use language consciously considering the needs and expectations of the audience and situations.
 |
| * selecting appropriate culturally relevant (“just right”) texts from class and school library
* articulating what makes a particular book appropriate for a range of purposes
* selecting and reading a variety of text types and various authors over time
* demonstrating an understanding of the characteristics of a wide range of genres
* effectively using all sources of information (cueing systems) when reading
* monitoring their own comprehension and using the most appropriate “fix-up” strategy, or cluster of strategies, when meaning breaks down such as
* predicting—using prior knowledge and text clues to think about what the text may be about
* confirming—while reading, check to see if the text matches the predictions
* monitoring—while reading, check to see if the text is too difficult or too easy
* self-correcting—when stuck, try rereading, reading on, asking for help, or using context clues
* word solving—using a variety of strategies (including the use of a dictionary) to “unlock” unfamiliar words such as looking for smaller words in the word, common rimes, roots of words, prefixes and suffixes, and context
* sampling/gathering—note the parts of the text that are helpful
* maintaining fluency—pay attention to punctuation and read smoothly with expression
* persevering with text and selecting from an increasing variety of methods and techniques when searching for information
* persevering with longer and increasingly more complex text to develop strategies to support their understanding
* reading a wide variety of expository text (such as descriptive, compare and contrast, cause and effect, problem and solution, sequence and listing)
* demonstrating understanding of text read, through focused conversations and written responses
* setting goals for reading that demonstrate a deep understanding of themselves as a reader
* identifying and discussing their own learning needs as they relate to reading
* when conferring, describe and discuss a flexible web of comprehension strategies and how these strategies support the deep understanding of text. This web includes strategies such as
* making connections—recognizing relationships that exist between the text, other experiences, other texts, and the world
* visualizing—creating mental pictures/images to support understanding
* inferring—looking for hints and “reading between the lines” to uncover the meaning of the text
* questioning—asking questions about the text that help with comprehension
* determining importance—thinking about the purpose for reading and reading for key information
* analyzing—examining the text (construction, ideas, and content) to develop a greater understanding of what was written and how it was written
* synthesizing—combining information from a variety of sources to create new understandings and ideas
 | Outcome 3: Reading and ViewingStudents will demonstrate a variety of ways to select and comprehend from a range of [culturally diverse print and digital texts.](https://docs.google.com/a/gnspes.ca/document/d/1yKxIM8HYmtlGxKz8vO-MKCJjRm5gmrZmEIrAKMXnXsw/edit?usp=sharing) (CZ, COM, CI, CT, PCD, TF) | * Use all sources of information (meaning, structure, visual) to search, check, self-monitor, and self-correct with grade-appropriate, instructional-level text. ([Cueing Systems](https://drive.google.com/file/d/0B6cLqtIK0G_0SjkwWGdLMHB5N1k/preview); [Reading Record](https://drive.google.com/file/d/0B6cLqtIK0G_0Qk9zcjQzOGNya0k/preview))
* Monitor and self-correct with independence and automaticity with grade-appropriate, instructional-level text.
* Choose “just right” texts according to interests from a growing range of genres with independence. ([Choosing "Just Right" Text](https://docs.google.com/a/gnspes.ca/document/d/1mXJMdyqmcSHcCNi2ABcukyPYm4qp_eQ1LqKhe8lzCAE/preview)s)
* Build stamina through reading grade appropriate, independent level texts. ([Stamina](https://docs.google.com/document/d/1_-5n6tXKXwtasty8tlOGxMKQQJUHaCvApIrgoGsZkww/preview))
* Apply a variety of word-solving strategies with independence. ([Word-Solving Strategies](https://docs.google.com/document/d/1pY00xXKSA6fTQqtthHrTgYDDWlDjTlpaCB_GQBk2VaU/preview))
* Use punctuation to enhance comprehension and fluency with awareness and independence.
* Use a range of fiction and nonfiction text features to support comprehension with increasing independence, using grade-appropriate texts. ([Text Features](https://drive.google.com/file/d/0B6cLqtIK0G_0UkZTU3FBLXhYdmM/preview))
* Retell a narrative, using, relevant details and events in sequential order with increasing independence. ([Narrative](https://docs.google.com/a/gnspes.ca/document/d/1YoD_u52SBs4uweI5PZ0yTcg2w9BBkiVAeOwDss7FBO0/preview))
* Explain and/or represent an understanding of texts from a variety of genres with increasing detail. ([Suggested Genre Studies and Writing Options 4-6](https://drive.google.com/file/d/0B6cLqtIK0G_0SGtZQ0VFTzNDNFUwamcwc3RndFFJWUVNUzRF/preview))
* Discuss text with reference to the author’s and illustrator's message, perspective, and style. ([Style](https://docs.google.com/document/d/1pmAZghJSV8qk6xSpW64MSPZnVuqAAx9dhh9f5-pW1L0/preview))
* Apply a repertoire of comprehension strategies to actively construct meaning with grade-appropriate texts. ([Repertoire of Strategies](https://docs.google.com/document/d/1ZyqmXwcG-USBt0iGdPmqHiNIPyDBzMEeK3KGKFVt_yg/preview))
* Discuss and reflect on how applying comprehension strategies enhances understanding. ([Metacognition](https://docs.google.com/a/gnspes.ca/document/d/1xt5vz_qDilpYmbjRVtDQ2PomVjZwx6RgGtKVMZbra1o/edit?usp=sharing))
* Use graphic organizers to enhance comprehension and demonstrate understanding.
* Demonstrate an understanding of the grade-appropriate text by reading aloud, using intonation, rhythm, and phrasing.
 |
| * generating questions that will help define a search for information
* answering the questions of others through research
* using the best questions to plan the research
* using tools for the collection of information (such as a matrix or other supports)
* making choices about what information is appropriate for the stated purpose of the research
* demonstrating the ability to find information from a variety of sources, including online sources
* using an increasing variety of sources and strategies for assessing the accuracy of the information
* working independently and with others to find, analyze, organize, and present information
* reflecting on their learnings with increasing quality and depth
 | Outcome 4: Reading and ViewingStudents will select, interpret, and combine information from culturally diverse contexts. (CZ, COM, CI, CT, PCD, TF) | * Formulate critical questions that guide research to build a deeper understanding of a topic. ([Critical-Thinking Skills Continuum](https://docs.google.com/document/d/12CNnqdIRNrCT2pfX9MkT56CYWyc7evhM5z_OhMiCOwg/preview))
* Use text features in print and digital media to access information independently. ([Text Features](https://drive.google.com/file/d/0B6cLqtIK0G_0UkZTU3FBLXhYdmM/preview))
* Use keywords effectively in a search engine to access relevant information.
* Select relevant, dependable sources of information, with growing independence. ([Critical-Thinking Skills Continuum](https://docs.google.com/document/d/12CNnqdIRNrCT2pfX9MkT56CYWyc7evhM5z_OhMiCOwg/preview))
* Interpret relevant information from selected sources, with growing independence.
* Combine information to enhance understanding, with growing independence.
* Give credit to sources of information with guidance, with growing independence.
 |
| * identifying the point of view of the author of texts and discussing how the author has positioned them as readers
* sharing their understanding of characteristics of a particular genre being studied
* explaining ideas about texts written by a particular author from an author study undertaken individually, with a small group, or as part of class discussion
* expressing their agreement or disagreement with information in a text, a character’s decision, etc., and supporting their view with evidence from the text, or from their personal experience as it relates to the text
* making meaningful personal connections that enhance comprehension
* explaining connections between texts
* explaining their connections orally and/or in writing
* explaining their opinions about a range of text types and give reasons for those opinions
* supporting their opinions with information from the text and their personal experience
* demonstrating an awareness of a variety of authors and illustrators
* using prior knowledge to predict what messages might be contained in a text
* asking questions brought to mind while reading a text
* demonstrating an understanding that text carries a message and represents a particular perspective
* analyzing a text, through a close reading, to give their own interpretation of the text
* making it a habit to always consider the author and the author’s context, as well as how this might affect the author’s purpose and point of view
* reading a text for bias and demonstrating whose voices are heard and whose are silenced
* analyzing and responding critically to instances of prejudice and stereotyping when they occur in text
* when researching, including a variety of sources that represent various perspectives
 | Outcome 5: Reading and ViewingStudents will respond personally and critically to a range of culturally diverse texts. (CZ, COM, CI, CT, PCD, TF) | * Share meaningful, personal connections to deepen comprehension orally and/or in writing.
* Ask critical-thinking questions to clarify understanding, with increasing independence. ([Critical-Thinking Questions](https://docs.google.com/document/d/1UqJv8sH6Chf4S1TTR9_Eop9MFR0wFf7CVJCpj7J6iQU/edit?usp=sharinghttps://docs.google.com/document/d/1UqJv8sH6Chf4S1TTR9_Eop9MFR0wFf7CVJCpj7J6iQU/preview))
* Explain with supporting evidence the messages(s) of the author.
* Support and justify opinions with specific relevant evidence from the text.
* Support and justify opinions with personal thoughts and feelings.
* Recognize stereotyping, bias, and/or prejudice, with guidance.([Racial Equity Policy Definitions](https://docs.google.com/document/d/1efrCiPeckV0zJYuPSkLqB4_5-Ro5WZHu5rrA9rVHLD8/edit?usp=sharing))
* Respond to stereotyping, bias, and/or prejudice, with some guidance. ([Racial Equity Policy Definitions](https://docs.google.com/document/d/1efrCiPeckV0zJYuPSkLqB4_5-Ro5WZHu5rrA9rVHLD8/edit?usp=sharing))
* Begin to support or challenge authors’ viewpoints providing evidence from the text and personal experiences.([Critical Literacy Strategies](https://docs.google.com/a/gnspes.ca/document/d/1UnexFD4wa3oAVWxALrf9ncrM4eBLnMw8NmQquWjf9lA/preview))
 |
| * engaging in oral-language interactions
* choosing metacognitive/reflective strategies and skills through practicing talking and writing about their thinking
* using appropriate strategies to construct and refine meaning
* implementing appropriate strategies to construct and refine meaning
* participating in genuine conversations about books and ideas (what was interesting, surprising, making connections, asking questions, etc.)
* communicating effectively in a variety of ways depending on purpose and audience
* using critical-thinking questions to think about and discuss author’s craft
* reading, rereading, and critiquing writing to refine writing
* talking about reading and writing through a variety of paired and small-group experiences
* using prior knowledge to make connections with new information
* voicing ideas and thoughts about reading and writing to clarify thinking
* building background knowledge through whole-group or small-group shared writing experiences
* using experiences and background knowledge in informal, exploratory talk to refine thinking
* relating the techniques used by authors through talk
* building oral and written vocabulary through exposure to author’s word choices in [mentor texts](https://docs.google.com/document/d/1ZU1HMGMEv9skqMfBFfnuw-JmOCKTKQfpSYxFSpB93BQ/preview)
* replicating elements of author’s style through the use of [mentor texts](https://docs.google.com/document/d/1ZU1HMGMEv9skqMfBFfnuw-JmOCKTKQfpSYxFSpB93BQ/preview)
* crafting writing through reading, listening to, and discussing quality literature (Read-Aloud, shared reading, guided reading)
* recognizing author’s craft through reading and talking about
* character development
* plot
* setting
* theme
* perspective
* style
* illustrations
* design (visual presentation of the text)
* replicating craft in writing by exploring/studying
* character development
* plot
* setting
* theme
* perspective
* style
* illustrations
* design (visual presentation of the text)
* working independently to apply listening, speaking, reading, and writing skills
* talking and writing about strategies to develop metacognitive skills (Think Aloud)
* writing drafts to develop editing strategies and skills focusing on
* circling words that appear to be misspelled
* checking the word wall, a word reference, dictionary, or spell check to correct spelling
* using quotation marks for a character’s speech
* using commas in a series
* using periods, exclamation marks, question marks, apostrophes in contractions and possessives; using periods in initials
* using dashes, ellipses, hyphens, colons, semi-colons
* drafting and revising writing through thoughtful dialogue with an awareness to audience
 | Outcome 6: Reading and Writing ConnectionStudents will understand [the speaking, reading, and writing relationship](https://drive.google.com/file/d/0B6cLqtIK0G_0cURYN3BrWlZPU0E/view?usp=sharing) by independently and collaboratively creating diverse texts. (CZ, COM, CI, CT, PCD, TF) | * Compare and discuss elements that contribute to the authors’ craft in a variety of texts. ([Author’s Craft](https://docs.google.com/document/d/10B-3h5OkQoR5D4IBCcNVPqhuIQRajmEWWumOvXzjk7g/preview))
* Experiment with author’s craft by incorporating elements in writing with increasing independence. ([Author’s Craft](https://docs.google.com/document/d/10B-3h5OkQoR5D4IBCcNVPqhuIQRajmEWWumOvXzjk7g/preview))
* Examine and discuss how elements of the author’s craft contribute to writing style(s).
* Collaborate with peers, evaluating and selecting ideas and suggestions to craft writing.
* Reflect on writing, using exemplars to self-evaluate, with increasing independence.
 |
| * using writing to support their thinking and learning in various ways, such as
* using charts, webs, or a wide variety of graphic organizers when they are generating, developing, and organizing ideas
* using a matrix or other self-generated formats to organize their research
* with increasing independence, use various methods of note making
* constructing and using a simple survey/questionnaire to gather information and analyze and communicate data
* using a journal to reflect, expand, and communicate their opinions and ideas giving support for their thinking
* using learning logs to explain what they have learned and reflect on themselves as learners
* using writer’s notebooks to explore, develop, and revise possible topics and ideas for writing (e.g., expert’s list of topics for writing, interest list)
* using writing to explore various forms/genres of writing and to develop their imaginations
* using a writer’s notebook to develop detailed characters, settings, and story lines
* using a writer’s notebook to explore the nature of narrative, especially different techniques such as flashback/flashforward, complex character development, and complex plot
* effectively writing various forms of poetry
* using a writer’s notebook to explore effective word choice
* using different story leads and conclusions
* using revision as a daily writing tool to shape their writing
* understanding and demonstrating that revision is an integral part of writing
 | Outcome 7: Writing and Other Ways of RepresentingStudents will be expected to use [writing and other representations](https://docs.google.com/document/d/17G8XQXhe6Hu9iDqRYbW0hgV30GU-X7GqIDeq0CNWywY/edit) to explore, clarify, and reflect upon thoughts and experiences. (CZ, COM, CI, CT, PCD, TF) | * Use various forms/genres of writing to develop imagination with increasing independence.
* Develop the purpose(s) of specific pieces of writing.
* Choose the audience(s) for specific pieces of writing.
* Experiment by using descriptive language and word choice to enhance meaning, with increasing independence.
* Refine questions to clarify thoughts, ideas, and feelings.
* Write an engaging lead, a descriptive middle, and a satisfying conclusion.
* Refine ways to record, organize, and reflect on thinking and learning through writing and representing with increasing independence. ([The Writing Workshop](https://drive.google.com/file/d/0B6cLqtIK0G_0MkRCNi1KZ19VSE0/preview))
 |
| * selecting different types of writing forms to suit the purpose and audience, such as
* narrative writing (tells a story)
* expository writing (gives information or shows how)
* descriptive writing (uses words to create a clear picture of something in the reader’s mind)
* persuasive writing (convinces the reader to agree with a point of view)
* considering the traits of writing as they shape the piece, such as
* ideas
* organization
* use the structure of informational text to present information
* demonstrate effective control of narrative
* select the correct type to match the writing purpose
* vary organizational structures to add interest where appropriate
* word choice
* select precise, effective words
* use a range of descriptive words
* use active verbs and precise nouns
* use transitional words
* use literary devices (simile, alliteration, onomatopoeia, personification, foreshadowing, imagery, symbolism) ([Author’s Craft](https://docs.google.com/document/d/10B-3h5OkQoR5D4IBCcNVPqhuIQRajmEWWumOvXzjk7g/preview))
* use memorable and vivid words
* match word choice to the audience and to create effects
* voice
* write with their unique voice
* speak to the reader/reveal the writer
* show thought and enthusiasm
* write in a way that will engage the reader
* demonstrate energy
* write in ways that reveal the writer’s stance
* show individualistic style
* sentence fluency
* complex sentences with noun/verb agreement
* embedded clauses
* vary the sentence type and tenses
* include dialogue
* vary sentences for craft purpose
* use a range of types of sentences
* conventions
* demonstrating control of capitalization, punctuation, and spelling
* including information that is relevant and purposeful for an intended audience
* seeking feedback from others about the effectiveness of their writing
* listening to others’ ideas and using some of their ideas to strengthen a piece of writing
 | Outcome 8: WritingStudents will be expected to create text, independently and collaboratively, using a variety of types of writing for a range of audiences and purposes. (CZ, COM, CI, CT, PCD, TF) | * Use types of writing that are appropriate to specific purposes and audiences, with increasing independence. ([Types of Writing](https://docs.google.com/document/d/1n9e_ia4E4J53EyBQ_fCipfsQV_zRoVw7b13B8xDPh40/preview))
* Include information and specific details that are relevant and purposeful for an intended audience, with increasing independence.
* Elaborate on responses to early drafts.
* Use print and digital graphic organizers to enhance writing.
 |
| * independently selecting and using a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies, for example,
* a variety of prewriting strategies for generating and organizing ideas for writing (e.g., brainstorming, webbing, story mapping, reading, researching, interviewing, reflecting)
* appropriate drafting techniques
* experimenting with new forms/techniques, keeping audience in mind
* revision techniques to ensure writing makes sense and is clear for the audience (e.g., reading/rereading, adding ideas, crossing out repetition or unnecessary information, sequencing ideas/information, rearranging, using feedback from conferences to help revise)
* editing strategies (e.g., checking punctuation and language usage, checking spelling by circling words that don’t look right, trying them another way, and checking with a resource such as a dictionary; using an editing checklist)
* appropriate techniques for publishing/presenting (e.g., software to develop illustrations, charts, and diagrams to enhance writing where appropriate; sharing writing/representing orally; publishing in a class newsletter; publishing online; submitting work to school/community newsletter)
* demonstrating writing stamina and commitment to their writing
* taking some pieces of writing from prewriting through to publication
* producing writing that is appropriate based on audience and purpose because the writer has used many of the conventions specified in this outcome, such as
* a variety of simple and more complex structures
* periods at the ends of sentences and for abbreviations
* commas in a series and in dates
* apostrophes for possessives and contractions
* question marks, exclamation marks, and quotation marks
* capitals for proper names, titles, places, days, months, holidays, starting sentences
* meaning and syntax patterns as well as sound cues to spell words
* a range of spelling strategies (see *Spelling Primary–9:* *A Teaching Resource*)
* subjects and verbs agree
* simple paragraphing
* appropriate use of pronouns
* most words spelled conventionally
* creating pieces of writing that are legible and enjoyable for others to read
* editing/fixing for readability
* using a variety of technologies to create a range of products such as
* emails
* sending emails with attachments
* multimedia presentations
* video clips
* digital stories
* blogs
* making changes to text using software, such as stylistic effects (fonts, colours, etc.), formats, and graphics
* deciding on a topic of inquiry
* developing questions to direct their investigation
* searching for answers to questions in various texts and the Internet
* recording jot notes about important information
* developing jot notes into complete thoughts and sentences
* publishing their work in a variety of ways including posters, pamphlets, written reports, photo essays, PowerPoint presentations, etc., or using their research to support discussions and debates
 | Outcome 9: WritingStudents will use a range of strategies within the writing process to enhance the clarity, precision, and effectiveness of their writing. (CZ, COM, CI, CT, PCD, TF) | * Use a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies with peers and independently. ([The Writing Processes](https://docs.google.com/document/d/1gyJVT5XODbIly5VunS4tA5w_njvfPfaN1kFLX2SWImw/preview))
* Use the conventions of written language in final products with increasing independence. ([Conventions](https://drive.google.com/a/gnspes.ca/file/d/0B6cLqtIK0G_0MUpNVzdzOGZyVUFUVVBseXpna2gwUjBGSkZn/preview); [Grammar, Spelling, Punctuation, Mechanics](https://drive.google.com/file/d/0B6cLqtIK0G_0WUFyeThIZjZYNlU/preview))
* Use a range of problem-solving strategies to spell accurately, with increasing independence (see *Spelling Primary–9: A Teaching Resource*).
* Apply and extend word knowledge by manipulating, searching, and sorting (see *Spelling Primary–9: A Teaching Resource*).
* Commit to shaping pieces of writing and other representations through stages of writing development. ([Stages of Writing Development](https://docs.google.com/document/d/11rvNT9g8wsfqSRy3p3H9adFz-u_wMrgVzN2OgMF-vhA/preview))
* Select and use a range digital tools with increasing proficiency in writing and other forms of representing.
* Use the traits of writing (ideas, organization, voice, word choice, sentence fluency, writing conventions) in writing.([The Traits of Writing](https://docs.google.com/document/d/160iO61wdAkD42_s-UYwXbxFsovaxjF63BB-bMiVSqgo/preview))
 |