

English

4ANGM, 5ANGM, 6ANGM

Curriculum Guide
Grades 4 to 6

September 2013



Education and Early
Childhood Development

English

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Education and Early
Childhood Development

Foreword

This curriculum guide is intended for all teachers of English language from grades 4 to 6 in the French-language schools on Prince Edward Island. It outlines the general and specific curriculum outcomes that francophone students in the province are expected to achieve in English in grades 4, 5, and 6. This document provides the basic information required for teachers to implement a literacy program in English.

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Alberta

- *Teaching English Language Arts to Francophone Students, Grades 3 to 9: A Guide to Transfers and Interference* (2001). Alberta. Alberta Learning. French Language Services Branch.

Nova Scotia

- *Teaching in Action, Grades 4-6: A Teaching Resource* (2007). Adapted with permission from the Province of Nova Scotia Department of Education.
- *Active Young Readers, Grades 4-6 Assessment Resource: A Teaching Resource* (2003). Adapted with permission from the Province of Nova Scotia Department of Education.

Ontario

- *Le curriculum de l’Ontario, Anglais de la 4e à la 8e année* (2006). Ministère de l’Éducation.

Finally the department wishes to acknowledge all others who have contributed to the creation and revision of this document.

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Introduction: Contexte et fondement

ORIENTATIONS DE L'ÉDUCATION PUBLIQUE

La philosophie de l'éducation publique

L'objectif du système d'éducation publique de l'Île-du-Prince-Édouard est de voir au développement des élèves afin que chacun d'entre eux puisse occuper une place de choix dans la société.

Le but de l'éducation publique est de favoriser le développement de personnes autonomes, créatives et épanouies, compétentes dans leur langue, fières de leur culture, sûres de leur identité et désireuses de poursuivre leur éducation pendant toute leur vie. Elles sont ainsi prêtes à jouer leur rôle de citoyens libres et responsables, capables de collaborer à la construction d'une société juste, intégrée dans un projet de paix mondiale, et fondée sur le respect des droits humains et de l'environnement.

Tout en respectant les différences individuelles et culturelles, l'éducation publique s'est engagée à soutenir le développement harmonieux de la personne dans ses dimensions intellectuelle, physique, affective, sociale, culturelle, esthétique et morale. C'est pourquoi l'école doit être un milieu où les élèves peuvent s'épanouir et préparer leur vie adulte.

L'école ne peut, à elle seule, atteindre tous les objectifs de cette mission qui sous-tend un partenariat avec les parents, la commission scolaire, la communauté et le ministère de l'Éducation et du Développement de la petite enfance. Ce partenariat est essentiel à l'atteinte des objectifs d'excellence.

Les buts de l'éducation publique¹

Les buts de l'éducation publique sont d'aider l'élève à :

- développer une soif pour l'apprentissage, une curiosité intellectuelle et une volonté d'apprendre tout au long de sa vie;
- développer la capacité de penser de façon critique, d'utiliser ses connaissances et de prendre des décisions informées;
- acquérir les connaissances et les habiletés de base nécessaires à la compréhension et à l'expression d'idées par l'entremise de mots, de nombres et d'autres symboles;
- comprendre le monde naturel et l'application des sciences et de la technologie dans la société;
- acquérir des connaissances sur le passé et savoir s'orienter vers l'avenir;
- apprendre à apprécier son patrimoine et à respecter la culture et les traditions;
- cultiver le sens des responsabilités;
- apprendre à respecter les valeurs communautaires, à cultiver un sens des valeurs personnelles et à être responsable de ses actions;
- développer une fierté et un respect pour sa communauté, sa province et son pays;
- cultiver le sens des responsabilités envers l'environnement;
- cultiver la créativité, y compris les habiletés et les attitudes se rapportant au milieu de travail;
- maintenir une bonne santé mentale et physique, et à apprendre à utiliser son temps libre de façon efficace;
- comprendre les questions d'égalité des sexes et la nécessité d'assurer des chances égales pour tous;
- comprendre les droits fondamentaux de la personne et à apprécier le mérite des particuliers;
- acquérir une connaissance de la deuxième langue officielle et une compréhension de l'aspect bilingue du pays.

¹ Ministère de l'Éducation et des Ressources humaines. *Une philosophie d'éducation publique pour les écoles de l'Île-du-Prince-Édouard*, novembre 1989, p. 1-4

Les résultats d'apprentissage transdisciplinaires

L'atteinte de ces résultats d'apprentissage les préparera à continuer à apprendre tout au long de leur vie.

Les résultats d'apprentissage transdisciplinaires sont les connaissances, les habiletés et les attitudes auxquelles on s'attend de la part de tous les élèves qui obtiennent leur diplôme de fin d'études secondaires. L'atteinte de ces résultats d'apprentissage les préparera à continuer à apprendre tout au long de leur vie. Les attentes sont décrites non en fonction de matières individuelles, mais plutôt en termes de connaissances, d'habiletés et d'attitudes acquises dans le cadre du programme.

Les résultats d'apprentissage transdisciplinaires suivants forment le profil de formation des finissants de langue française au Canada atlantique :

Civisme

Les finissants pourront apprécier, dans un contexte local et mondial, l'interdépendance sociale, culturelle, économique et environnementale. Ils voudront coopérer activement dans la société afin de créer un milieu de vie sain dans le respect de la diversité.

Ils pourront, par exemple :

- démontrer une compréhension des systèmes politique, social et économique du Canada dans un contexte mondial, et s'impliquer pour y faire valoir leurs droits;
- comprendre les enjeux sociaux, politiques et économiques qui ont influé sur les événements passés et présents, et planifier l'avenir en fonction de ces connaissances;
- apprécier leur identité et leur patrimoine culturels, ceux des autres, de même que l'apport du multiculturalisme à la société, et s'engager à y contribuer positivement;
- définir les principes et les actions des sociétés justes, pluralistes et démocratiques, et les défendre;
- examiner les problèmes reliés aux droits de la personne, reconnaître les différentes formes de discrimination et s'impliquer pour lutter contre ces injustices lorsqu'elles surviennent dans leur milieu;
- comprendre la notion du développement durable et ses répercussions sur l'environnement, et protéger activement les ressources naturelles de la planète dans un contexte socio-économique stable.

Les finissants seront capables de comprendre, de parler, de lire et d'écrire dans des contextes d'apprentissage variés afin de penser logiquement, d'approfondir leurs savoirs et de communiquer efficacement.

Communication

Les finissants seront capables de comprendre, de parler, de lire et d'écrire dans des contextes d'apprentissage variés afin de penser logiquement, d'approfondir leurs savoirs et de communiquer efficacement.

Ils pourront, par exemple :

- explorer, évaluer et exprimer leurs propres idées, leurs connaissances, leurs perceptions et leurs sentiments;

Introduction

- comprendre les faits et les rapports présentés sous forme de mots, de chiffres, de symboles, de graphiques et de tableaux;
- exposer des faits et donner des directives de façon claire, logique, concise et précise devant divers auditoires;
- manifester leur connaissance de la deuxième langue officielle;
- trouver, traiter, évaluer et partager des renseignements;
- faire une analyse critique des idées transmises par divers médias.

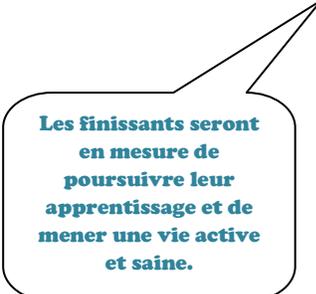
Technologie

Les finissants seront en mesure d'utiliser diverses technologies, de faire preuve d'une compréhension des applications technologiques et d'appliquer les technologies appropriées à la résolution de problèmes.

Ils pourront, par exemple :

- utiliser les technologies actuelles afin de créer des projets, de rédiger des productions écrites, de communiquer, de partager des travaux et de rechercher adéquatement de l'information;
- démontrer une compréhension de l'impact de la technologie sur la société;
- démontrer une compréhension des questions d'ordre moral reliées à l'utilisation de la technologie dans un contexte local et global.

Développement personnel



Les finissants seront en mesure de poursuivre leur apprentissage et de mener une vie active et saine.

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Ils pourront, par exemple :

- faire une transition vers le marché du travail et les études supérieures;
- prendre des décisions éclairées et en assumer la responsabilité;
- travailler seuls et en groupe en vue d'atteindre un objectif;
- démontrer une compréhension du rapport qui existe entre la santé et le mode de vie;
- choisir parmi un grand nombre de possibilités de carrières;
- démontrer des habiletés d'adaptation, de gestion et de relations interpersonnelles;
- démontrer de la curiosité intellectuelle, un esprit entreprenant et un sens de l'initiative;
- faire un examen critique des questions d'ordre moral.

Expression artistique

Les finissants seront en mesure de porter un jugement critique sur diverses formes d'art et de s'exprimer par les arts.

Ils pourront, par exemple :

- utiliser diverses formes d'art comme moyens de formuler et d'exprimer des idées, des perceptions et des sentiments;
- démontrer une compréhension de l'apport des arts à la vie quotidienne et économique, ainsi qu'à l'identité et à la diversité culturelle;
- démontrer une compréhension des idées, des perceptions et des sentiments exprimés par autrui sous diverses formes d'art;
- apprécier l'importance des ressources culturelles (théâtre, musées, galeries d'art, etc.).

Résolution de problèmes

Les finissants seront capables d'utiliser les stratégies et les méthodes nécessaires à la résolution de problèmes, y compris les stratégies et les méthodes faisant appel à des concepts reliés à toutes les matières scolaires.

Ils pourront, par exemple :

- recueillir, traiter et interpréter des renseignements de façon critique afin de faire des choix éclairés;
- utiliser, avec souplesse et créativité, diverses stratégies en vue de résoudre des problèmes;
- résoudre des problèmes seuls et en groupe;
- déceler, décrire, formuler et reformuler des problèmes;
- formuler et évaluer des hypothèses;
- constater, décrire et interpréter différents points de vue, en plus de distinguer les faits des opinions.

Langue et culture françaises

Les finissants seront pleinement conscients de la vaste contribution des Acadiens et des francophones à la société canadienne. Ils reconnaîtront qu'ils appartiennent à une société dynamique, productive et démocratique, respectueuse des valeurs culturelles de tous, et que le français et l'anglais font partie de leur identité.

Les finissants seront pleinement conscients de la vaste contribution des Acadiens et des francophones à la société canadienne.

Ils pourront, par exemple :

- s'exprimer couramment en français à l'oral et à l'écrit;
- manifester le goût de la lecture et de la communication en français;
- accéder à l'information en français provenant des divers médias et la traiter;
- faire valoir leurs droits et assumer leurs responsabilités en tant que francophones ou francophiles;
- démontrer une compréhension de la nature bilingue du Canada et des liens d'interdépendance culturelle qui façonnent le développement de la société canadienne.

COMPOSANTES PÉDAGOGIQUES

Les résultats d'apprentissage²

« Un résultat d'apprentissage n'est pas un objectif. Il aborde l'enseignement d'un point de vue différent : alors que l'objectif précise ce que l'enseignant doit faire, le résultat décrit ce que l'élève doit avoir appris dans une période donnée. »

L'orientation de l'enseignement se cristallise autour de la notion de **résultat d'apprentissage**.

Un **résultat d'apprentissage** décrit le comportement en précisant les habiletés, les stratégies, les connaissances mesurables, les attitudes observables qu'un élève a acquises au terme d'une situation d'apprentissage.

Un résultat d'apprentissage n'est pas un objectif. Il aborde l'enseignement d'un point de vue différent : alors que l'objectif précise ce que l'enseignant doit faire, le résultat décrit ce que l'élève doit avoir appris dans une période donnée.

Les résultats d'apprentissage spécifiques sont précisés à chaque niveau scolaire, de la maternelle à la 12^e année.

Il y a **quatre** types de résultats d'apprentissage :

Les résultats d'apprentissage transdisciplinaires (RAT)	Les résultats d'apprentissage généraux (RAG)	Les résultats d'apprentissage de fin de cycle (RAC)	Les résultats d'apprentissage spécifiques (RAS)
Ils énoncent les apprentissages que l'on retrouve dans toutes les matières et qui sont attendus de tous les élèves à la fin de leurs études secondaires.	Ils décrivent les attentes générales communes à chaque niveau, de la maternelle à la 12 ^e année, dans chaque domaine.	Ils précisent les RAG à la fin de la 3 ^e , 6 ^e , 9 ^e et 12 ^e année.	Il s'agit d'énoncés précis décrivant les habiletés spécifiques, les connaissances et la compréhension que les élèves devraient avoir acquises à la fin de chaque niveau scolaire.

La gradation du niveau de difficulté des résultats d'apprentissage spécifiques d'une année à l'autre permettra à l'élève de bâtir progressivement ses connaissances, ses habiletés, ses stratégies et ses attitudes.

Pour que l'élève puisse atteindre un résultat spécifique à un niveau donné, il faut qu'au cours des années antérieures et subséquentes les habiletés, les connaissances, les stratégies et les attitudes fassent l'objet d'un enseignement et d'un réinvestissement graduels et continus. Par exemple, pour l'atteinte d'un résultat d'apprentissage spécifique en 9^e année, on aura travaillé aux apprentissages en 7^e et en 8^e année, et l'élève devra réinvestir les connaissances et les habiletés au cours des années suivantes.

² Adapté de la Nouvelle-Écosse. Programme de français M-8, p. 3-4.

La présentation des résultats d'apprentissage par année, qui est conforme à la structure établie dans ce document, ne constitue pas une séquence d'enseignement suggérée. On s'attend à ce que les enseignants définissent eux-mêmes l'ordre dans lequel les résultats d'apprentissage seront abordés. Bien que certains résultats d'apprentissage doivent être atteints avant d'autres, une grande souplesse existe en matière d'organisation du programme. En mettant l'accent sur l'acquisition de compétences linguistiques, les interventions pédagogiques seront de l'ordre du « comment » développer une habileté et du « comment » acquérir une notion, plutôt que du « quoi » enseigner. La diversité des stratégies pédagogiques mobilisera l'expérience et la créativité du personnel.

Principes relatifs au français parlé et écrit

L'école doit favoriser le perfectionnement du français à travers le rayonnement de la langue et de la culture française, dans l'ensemble de ses activités.

(...) la qualité du français utilisé et enseigné à l'école est la responsabilité de tous les enseignants.

La langue étant un instrument de pensée et de communication, le français représente le véhicule principal d'acquisition et de transmission des connaissances dans nos écoles, peu importe la discipline enseignée. C'est en français que l'élève doit prendre conscience de la réalité, analyser ses expériences personnelles et maîtriser le processus de la pensée logique avant de communiquer. Parce que l'école doit assurer l'approfondissement et l'élargissement des connaissances fondamentales du français, aussi bien que le perfectionnement de la langue parlée et écrite, la qualité du français utilisé et enseigné à l'école est la responsabilité de tous les enseignants.

(...) c'est au cours d'activités scolaires et de l'apprentissage, quelle que soit la discipline, que l'élève enrichit sa langue et perfectionne ses moyens d'expression orale et écrite.

Le ministère de l'Éducation et du Développement de la petite enfance sollicite, par conséquent, la collaboration de tous les enseignants pour promouvoir une tenue linguistique de haute qualité à l'école. Il rappelle que c'est au cours d'activités scolaires et de l'apprentissage, quelle que soit la discipline, que l'élève enrichit sa langue et perfectionne ses moyens d'expression orale et écrite.

Il importe aux titulaires de cours de maintenir dans leur classe une ambiance favorable au développement et à l'enrichissement du français, et de sensibiliser l'élève au souci de l'efficacité linguistique, tant sur le plan de la pensée que sur celui de la communication. De fait, chaque enseignant détient le rôle de modèle sur le plan de la communication orale et écrite. Pour ce faire, chacun doit multiplier les occasions d'utiliser le français et s'efforcer d'en maintenir la qualité en portant une attention particulière au vocabulaire technique de sa discipline ainsi qu'à

la clarté et à la précision du discours oral et écrit.

L'évaluation

L'évaluation joue un rôle essentiel dans la façon dont les élèves apprennent, dans leur motivation à apprendre et dans la façon dont l'enseignement est offert aux élèves. Le ministère croit que le rôle de l'évaluation est avant tout de rehausser la qualité de l'enseignement et d'améliorer l'apprentissage des élèves.

L'évaluation doit être planifiée en fonction de ses buts.

L'évaluation doit être planifiée en fonction de ses buts. L'évaluation au service de l'apprentissage, l'évaluation en tant qu'apprentissage et l'évaluation de l'apprentissage ont chacune un rôle à jouer dans le soutien et l'amélioration de l'apprentissage des élèves. La partie la plus importante de l'évaluation est la façon dont on interprète et on utilise les renseignements recueillis pour le but visé.

L'évaluation vise divers buts :

L'évaluation au service de l'apprentissage (diagnostique)

Cette évaluation éclaire les enseignants sur ce que les élèves comprennent, et leur permet de planifier et d'orienter l'enseignement tout en fournissant une rétroaction utile aux élèves.

L'évaluation en tant qu'apprentissage (formative)

Cette évaluation permet aux élèves de prendre conscience de leurs méthodes d'apprentissage (métacognition), et d'en profiter pour ajuster et faire progresser leurs apprentissages en assumant une responsabilité accrue à leur égard.

L'évaluation de l'apprentissage (sommativ)

(...) l'évaluation joue un rôle essentiel en fournissant des renseignements utiles pour guider l'enseignement, pour aider les élèves à atteindre les prochaines étapes, et pour vérifier les progrès et les réalisations.

Les renseignements recueillis à la suite de cette évaluation permettent aux élèves, aux enseignants et aux parents, ainsi qu'à la communauté éducative au sens large, d'être informés sur les résultats d'apprentissage atteints à un moment précis. L'évaluation *de* l'apprentissage peut servir d'évaluation *au service de* l'apprentissage lorsqu'elle est utilisée pour planifier les interventions et pour guider l'enseignement afin de continuer à favoriser la réussite.

L'évaluation fait partie intégrante du processus d'apprentissage. Elle est intimement liée aux programmes d'études et à l'enseignement. En même temps que les enseignants et les élèves travaillent en vue d'atteindre les résultats d'apprentissage des programmes d'études, l'évaluation joue un rôle essentiel en fournissant des renseignements utiles pour guider l'enseignement, pour aider les élèves à atteindre les prochaines étapes, et pour vérifier les progrès et les réalisations. Pour l'évaluation en classe, les enseignants recourent à toutes sortes

de stratégies et d'outils différents, et ils les adaptent de façon à ce qu'ils répondent au but visé et aux besoins individuels des élèves.

Les *indicateurs de rendement* reflètent la profondeur, l'étendue et l'atteinte d'un résultat d'apprentissage.

Les recherches et l'expérience démontrent que l'apprentissage de l'élève est meilleur quand :

- l'enseignement et l'évaluation sont basés sur des buts d'apprentissage clairs;
- l'enseignement et l'évaluation sont différenciés en fonction des besoins des élèves;
- les élèves participent au processus d'apprentissage (ils comprennent les buts de l'apprentissage et les critères caractérisant un travail de bonne qualité, reçoivent et mettent à profit les rétroactions descriptives, et travaillent pour ajuster leur performance);
- l'information recueillie au moyen de l'évaluation est utilisée pour prendre des décisions favorisant l'apprentissage continu;
- les parents sont bien informés des apprentissages de leur enfant et travaillent avec l'école pour planifier et apporter le soutien nécessaire.

La littératie et la numératie pour tous

(...) les connaissances, les habiletés et les stratégies reliées à la littératie et la numératie ne sont pas uniquement des concepts à être enseignés et appris. Elles font partie intégrante de notre façon de comprendre le monde (...)

Au cours des dernières années, nous en sommes venus à comprendre que les connaissances, les habiletés et les stratégies reliées à la littératie et la numératie ne sont pas uniquement des concepts à être enseignés et appris. Elles font partie intégrante de notre façon de comprendre le monde, de communiquer avec celui-ci et de participer à sa construction. C'est grâce à ces outils que l'élève deviendra un membre actif de sa communauté.

« La littératie désigne la capacité d'utiliser le langage et les images, de formes riches et variées, pour lire, écrire, écouter, parler, voir, représenter et penser de façon critique. Elle permet d'échanger des renseignements, d'interagir avec les autres et de produire du sens. C'est un processus complexe qui consiste à s'appuyer sur ses connaissances antérieures, sa culture et son vécu pour acquérir de nouvelles connaissances et mieux comprendre ce qui nous entoure. »

Ministère de l'Éducation de l'Ontario, « *La littératie au service de l'apprentissage : Rapport de la Table ronde des experts en littératie de la 4e à la 6e année* », 2004, p. 5.

« La littératie va plus loin que la lecture et l'écriture et vise la communication en société. Elle relève de la pratique sociale, des relations, de la connaissance, du langage et de la culture. Elle se manifeste sur différents supports de communication : sur papier, sur écran d'ordinateur, à la télévision, sur des affiches, sur des panneaux. Les personnes compétentes en littératie la considèrent comme un acquis quand les autres sont exclus d'une grande partie de la communication collective. En effet, ce sont les exclus qui peuvent le mieux apprécier la notion de littératie comme source de liberté. »

Adaptation de la déclaration de l'UNESCO à l'occasion de la Décennie des Nations Unies pour l'alphabétisation, 2003-2012.

« La numératie englobe les connaissances et les compétences requises pour gérer efficacement les exigences relatives aux notions de calcul de diverses situations. »

Statistique Canada, 2008.

« La *numératie* est une compétence qui se développe non seulement en étudiant les mathématiques, mais aussi dans l'étude des autres matières. Il s'agit de l'acquisition d'une connaissance des *processus mathématiques* et d'une appréciation de leur *nature*. Ainsi on développe un *sens de l'espace et des nombres* qu'on utilise dans des *contextes significatifs* qui reflètent notre monde. La confiance accrue au fur et à mesure qu'on se sert de sa compréhension et de sa *créativité en résolution de problèmes* rend l'apprenant plus compétent à fonctionner dans une société en évolution constante, et surtout sur le plan *technologique*. »

Ministère de l'Éducation et du Développement de la petite enfance, 2010.

Principes relatifs à la diversité et aux perspectives culturelles

Le présent programme d'études est inclusif et est conçu pour aider tous les élèves à réaliser leur potentiel en leur donnant accès à des objectifs d'apprentissage identiques.

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Toutefois, de nombreux facteurs influent sur le développement des aptitudes à parler, à lire, à échanger et à écrire. Quand ils conçoivent des expériences d'apprentissage pour leurs élèves, les enseignants doivent donc tenir compte des caractéristiques variées qui distinguent les jeunes dont ils sont responsables (qu'elles se reflètent dans leurs besoins d'apprentissage, leurs expériences, leurs intérêts ou leurs valeurs).

La diversité culturelle et sociale

La diversité culturelle et sociale est une ressource qui vise à enrichir et à élargir l'expérience d'apprentissage de tous les élèves. Non seulement les élèves ont-ils cette ressource à leur disposition, mais aussi la portent-ils en eux, la rendant ainsi exploitable dans la salle de classe. Au sein d'une communauté d'apprenants, les élèves ainsi sensibilisés à la diversité culturelle peuvent comprendre et exprimer des points de vue et des expériences variés, teintés de leurs traditions, de leurs valeurs, de leurs croyances et de leur bagage culturel. Ils apprennent ainsi que plusieurs points de vue sont possibles et développent un plus grand respect pour la différence. Ils sont ainsi encouragés à accepter d'autres façons de voir le monde.

Les élèves ayant des besoins particuliers

Les enseignants doivent adapter les contextes d'apprentissage de manière à offrir du soutien et des défis à tous les élèves (...)

Les résultats du programme énoncés dans le présent guide sont importants pour tous les apprenants et servent de cadre à un éventail d'expériences d'apprentissage pour tous les élèves, y compris ceux qui ont besoin de plans éducatifs individuels.

Pour obtenir les résultats voulus, certains élèves peuvent avoir besoin de matériel spécialisé, par exemple, des machines braille, des instruments grossissants, des traitements de texte avec vérification orthographique et autres programmes informatiques, des périphériques comme des synthétiseurs vocaux et des imprimés en gros caractères. On peut compter dans les résultats relatifs à l'oral et à l'écoute toutes les formes de communication verbale et non verbale, dont le langage gestuel et les communicateurs.

Les enseignants doivent adapter les contextes d'apprentissage de manière à offrir du soutien et des défis à tous les élèves, et utiliser avec souplesse le continuum des énoncés des résultats

attendus dans le cadre du programme, de manière à planifier des expériences d'apprentissage convenant aux besoins d'apprentissage des élèves. Si des résultats particuliers sont impossibles à atteindre ou ne conviennent pas à certains élèves, les enseignants peuvent fonder l'établissement des objectifs d'apprentissage de ces élèves sur les énoncés de résultats du programme général, sur les résultats à atteindre à des étapes clés du programme et sur des résultats particuliers du programme pour les niveaux antérieurs et postérieurs, en guise de point de référence.

L'utilisation d'expériences d'apprentissage et de stratégies d'enseignement et d'apprentissage variées, ainsi que l'accès à des ressources diversifiées pertinentes au contenu et au contexte, contribuent à rejoindre les différents styles d'apprenants d'une classe et favorisent l'apprentissage et le succès. L'utilisation de pratiques d'évaluation diversifiées offre également aux élèves des moyens multiples et variés de démontrer leurs réalisations et de réussir.

Certains élèves seront en mesure d'atteindre les résultats d'apprentissage visés par la province si l'on apporte des changements aux stratégies d'enseignement, à l'organisation de la salle de classe et aux techniques d'appréciation du rendement. Par contre, si ces changements ne suffisent pas à permettre à un élève donné d'atteindre les résultats d'apprentissage visés, alors un plan éducatif individualisé (P.E.I.) peut être élaboré.

Les élèves qui ont des besoins spéciaux bénéficient de la diversité des groupements d'élèves qui permettent le maximum d'interactions entre l'enseignant et les élèves, et entre ces derniers. Voici divers groupements possibles :

- enseignement à la classe complète;
- enseignement à de petits groupes;
- apprentissage en petits groupes;
- groupes d'apprentissage coopératif;
- enseignement individuel;
- travail indépendant;
- apprentissage avec partenaire;
- enseignement par un pair;
- travail à l'ordinateur supervisé par l'enseignant.

Les enseignants devraient adapter leur enseignement pour stimuler l'apprentissage des élèves doués et utiliser la progression d'énoncés de résultats du programme pour planifier des expériences significatives. Par exemple, les élèves qui ont déjà obtenu les résultats du programme s'appliquant à leur niveau particulier peuvent travailler à

l'obtention de résultats relevant du niveau suivant.

Dans la conception des tâches d'apprentissage destinées aux apprenants avancés, les enseignants devraient envisager des moyens permettant aux élèves d'améliorer leurs connaissances, leur processus mental, leurs stratégies d'apprentissage, leur conscience d'eux-mêmes et leurs intuitions. Ces apprenants ont aussi besoin de maintes occasions d'utiliser le cadre des résultats du programme général pour concevoir eux-mêmes des expériences d'apprentissage qu'ils pourront accomplir individuellement ou avec des partenaires.

Bon nombre des suggestions visant l'enseignement et l'apprentissage offrent des contextes permettant l'accélération et l'enrichissement, comme par exemple : l'accent sur l'expérience, l'enquête et les perspectives critiques. La souplesse du programme en ce qui concerne le choix des textes permet aussi d'offrir des défis et de rehausser l'apprentissage pour les élèves ayant des aptitudes linguistiques spéciales.

Les élèves doués ont besoin d'occasions de travailler dans le cadre de types de regroupements divers, notamment des groupes d'apprentissage réunissant des degrés d'aptitude différents ou semblables, des groupes réunissant des intérêts différents ou semblables et des groupes de partenaires.

La différenciation

(...) tous les élèves sont capables d'apprendre, mais [...] ils ne le font pas tous nécessairement au même rythme ni de la même manière.

Une stratégie particulièrement utile à l'enseignant est la différenciation. Il s'agit d'une stratégie qui reconnaît que tous les élèves sont capables d'apprendre, mais qu'ils ne le font pas tous nécessairement au même rythme ni de la même manière. Les enseignants doivent continuellement chercher de nouvelles stratégies et se constituer leur propre répertoire de stratégies, de techniques et de matériel qui faciliteront l'apprentissage des élèves dans la majorité des situations. La différenciation de l'enseignement n'est pas une stratégie d'enseignement spécialisé, mais constitue plutôt une stratégie qui prône l'équilibre, qui reconnaît les différences entre les élèves et qui agit sur ces différences.

Pour reconnaître et valoriser la diversité chez les élèves, les enseignants doivent envisager des façons :

- de donner l'exemple par des attitudes, des actions et un langage inclusifs qui appuient tous les apprenants;
- d'établir un climat et de proposer des expériences d'apprentissage affirmant la dignité et la valeur de tous les apprenants de la classe;

- d'adapter l'organisation de la classe, les stratégies d'enseignement, les stratégies d'évaluation, le temps et les ressources d'apprentissage aux besoins des apprenants et de mettre à profit leurs points forts;
- de donner aux apprenants des occasions de travailler dans divers contextes d'apprentissage, y compris les regroupements de personnes aux aptitudes variées;
- de relever la diversité des styles d'apprentissage des élèves et d'y réagir;
- de mettre à profit les niveaux individuels de connaissances, de compétences et d'aptitudes des élèves;
- de concevoir des tâches d'apprentissage et d'évaluation qui misent sur les forces des apprenants;
- de veiller à ce que les apprenants utilisent leurs forces comme moyen de s'attaquer à leurs difficultés;
- d'utiliser les forces et les aptitudes des élèves pour stimuler et soutenir leur apprentissage;
- d'offrir des pistes d'apprentissage variées;
- de souligner la réussite des tâches d'apprentissage que les apprenants estimaient trop difficiles pour eux.

Curriculum Outcomes

Curriculum Outcomes

STRANDS IN THE ENGLISH CURRICULUM

The outcomes in the English curriculum are organized into three strands, or broad areas of learning: Oral Communication, Reading and Interpretation, and Writing and Representation. The program is designed to develop a range of essential skills in these three interrelated areas, including a solid foundation in critical thinking and critical literacy skills.

As the strand names imply, the texts studied in each strand will include a variety of media forms. Students will therefore learn to interpret, analyse, and assess the ideas, information, and messages in a wide range of English-language literary and informational texts, including visual, audio-visual, and multimedia texts, and to communicate in English in a variety of text forms, often using technological resources to enhance their messages.

The forms of texts mentioned in the specific expectations for each grade are the same in all three strands of the grade. For example, in Grade 6, students will listen to and present persuasive texts (debates), read persuasive texts, and write persuasive texts (among other forms). This cross-strand focus reinforces students' ability to understand each form – its purpose, structure, and elements – and to produce good examples of the form.

Many of the outcomes in the English program are repeated in each grade, reflecting the importance of students' continuing to develop and apply certain skills (e.g., active listening strategies, reading comprehension strategies, a writing process) as they progress from grade to grade. However, as the examples that accompany repeated expectations clearly indicate, students are expected to use these skills with increasing levels of sophistication and apply them to increasingly complex texts as they progress through the grades.

ORAL COMMUNICATION (O)

The English curriculum places great emphasis on helping students develop strong oral communication skills. The ability to listen and view actively and critically, to interact verbally with others, and to express and clarify thoughts, feelings, and opinions in formal and informal speaking situations, using visual and/or technological aids where appropriate, are at the core of basic literacy. These skills play a central role in students' learning, enabling them to become better communicators at school, at home, and in the community. Given the importance of bilingualism in our province and our global society, it is vital that students in French-language schools be able to interact in both official languages with various groups, agencies, organizations, and services in their community and elsewhere.

To develop their oral communication skills, students need numerous opportunities to listen to and view communications on a range of subjects and for a variety of purposes. When exposed to a wide variety of oral communications in different media, students develop a better understanding of the relationship among form, purpose, audience, and context, and of the importance of active and critical listening and viewing to comprehend both spoken and unspoken messages.

To become effective speakers, students need frequent opportunities to practise speaking English in formal and informal situations. They need to be explicitly taught techniques and strategies of effective speaking, and given opportunities to practise them, so that they can become accomplished

speakers of English, able to speak precisely, coherently, and with purpose to a variety of audiences. Students must also learn to adjust their voice, speaking style, and the level of language they use to suit their purpose and audience, and, when making presentations, to integrate visual aids that will enhance their message.

The English program should provide students with opportunities to engage in oral activities related to the expectations in *all* strands, such as brainstorming to identify what they know about the topic of a new text they are about to hear or read, discussing problem solving strategies related to a writing assignment or a collaborative oral presentation, debating issues set out in texts heard or read, defending their own ideas, and offering critiques of the ideas of others. By listening carefully to and respecting the ideas and opinions of others, by interacting with their classmates and audiences in a variety of contexts and settings, and by working with others to prepare and deliver collaborative presentations such as interviews, skits, and debates, students not only develop their oral language skills, but also their social and interpersonal skills.

READING AND INTERPRETATION (R)

The Reading and Interpretation strand focuses on developing the skills that will enable students to become effective interpreters of all forms of texts, including media texts. Students need to be able to read well in English to be fully engaged in the civic and social life of their community, province, and country.

An effective reader and interpreter is one who not only grasps the essential ideas communicated in a text, but who is able to use and apply these ideas later in new contexts. Students must, therefore, develop the skills needed to understand, analyse, and absorb both stated and implied information from a broad range of sources and the skills needed to think clearly, creatively, and critically. As their English vocabulary becomes richer, students will come to understand the subtleties of the English language, and, as a result, be better able to express themselves in English as well as to understand English-language speakers and writers.

Important as they are, reading for information and reading for learning are only two of the purposes for reading that should be emphasized as students develop their reading skills. A well-balanced reading program will provide students with many opportunities to read for pleasure, self-discovery, and self-enrichment. Such reading activities are particularly important in the elementary grades, when attitudes to and habits of reading are first formed, including the attitudes and habits developed in their study of French. Reading experiences that invite students to discover new worlds and new experiences and to develop their own imaginative powers will go a long way towards convincing them that literature and other reading materials can be a rich source of pleasure and knowledge.

Reading is a complex process that requires students to understand the relationships among written language, speech, and imagery, and to relate the ideas and information encountered in reading to their store of knowledge and experience, including the knowledge and experience they have acquired in French. To become independent and fluent readers, students need to read frequently and to apply comprehension strategies at all stages of the reading process (before, during, and after reading) and throughout their education, as they progress to reading increasingly complex texts. Furthermore, by investigating how authors use language, layout, graphics, and images, and how they omit or include certain perspectives and techniques to influence what a reader takes from a

text, students will acquire deeper insight into texts, developing important critical thinking and critical literacy skills.

The English reading program should include a wide range of materials in a variety of fiction and non-fiction genres and in various media. The kinds of texts studied should not be limited to those set out in the specific outcomes or the achievement indicators in the sub strand “Understanding Forms and Their Characteristics”. These outcomes and examples, however, can serve as a guide to help teachers provide a diversified reading program. The program should include both classic and contemporary literature of a high standard, including works produced by Canadians. It should include not only picture books and novels, but also autobiographies, memoirs, and journals; encyclopedias and atlases; graphs, charts, and diagrams; instructions, recipes, and other procedural texts; essays and reports; plays and interviews in print; and media texts such as newspapers, magazines, posters, pamphlets, advertisements, menus, and websites. Frequent exposure to writing of a high quality will inspire students to work towards high standards in their own writing and to develop an appreciation for the power and beauty of the written word.

WRITING AND REPRESENTATION (W)

Learning to write is a multifaceted process involving the development and refinement over time of a range of knowledge and skills. Students build on their writing knowledge and skills from one school year to the next, learning to express themselves in writing with increasing precision and clarity in personal, academic, and, later on, workplace situations.

The English program teaches students to use a process approach to writing, in which the different stages of writing overlap and are revisited in a recursive pattern, from the initial planning stage, which involves the generation of ideas and the development of a writing plan, through the drafting, revising, editing, and publishing stages. The general curriculum outcomes in the English program reflect this writing process.

The goals of the Writing and Representation strand are to help students learn to communicate their ideas clearly and effectively in English, to express themselves creatively in English, and to find and develop their own English-language “voice”. Students need to learn to select and organize their ideas, keeping in mind the purpose for which they are writing and the audience they are addressing. They also need to learn the appropriate form of text to use, the conventions of standard Canadian English language usage, and the strategies and techniques, including visual and technological aids, that will enhance their writing or representations. Equally important, they need to become disciplined, creative, and critical thinkers, in order to assess and refine their own work.

However, before students are able to write in a certain form, they need to have been exposed to a variety of models of the form and explicitly taught how to recreate it, making appropriate use of the form’s structure and elements, and the strategies and techniques associated with the form, including the use of visual and technological aids that help convey messages. Students should be required to use such aids to enhance many of their published texts.

Finally, writing and representation activities that students see as meaningful and that challenge them to think creatively about topics and issues that are of concern to them will lead them to a fuller and more lasting mastery of the essential skills of writing.

GRADE 4

OVERVIEW

The literacy skills students have acquired in French by Grade 4 – a basic vocabulary, an understanding of letter-sound relationships, semantic and syntactic awareness – provide them with a solid foundation for learning and developing proficiency in English. They have had considerable experience with the processes and strategies involved in listening, speaking, reading, and writing. The English outcomes for Grade 4 build on this foundation and teachers help students apply the knowledge and skills they have acquired in French to their study of the new language. In determining their teaching strategies, however, teachers must take into account that students' level of exposure to English, and their proficiency in the language, may vary widely.

The aim of the Grade 4 English curriculum is to develop students' basic communication skills in English. Students receive direct instruction in the processes involved in listening, speaking, reading, and writing. They also learn to interpret and to write, produce, and present simple English-language media texts.

Teachers explicitly teach, and model the use of, the knowledge, skills, and strategies that Grade 4 students need to learn in order to achieve the outcomes in all three strands and to develop proficiency in English. They provide students with multiple, varied opportunities to practise these new skills. Initially, students “rehearse” their new learning in shared and guided learning sessions; eventually, they demonstrate their achievement of the curriculum outcomes independently through a variety of diverse activities.

Grade 4 students learn effective listening, speaking, and presentation skills by listening to, viewing, and responding to simple formal and informal oral and oral-visual communications; by using simple vocabulary and sentence types, basic conversational conventions, and simple organizational structures when speaking and making presentations; by listening to and imitating models of proper pronunciation; by using simple strategies and techniques, including visual and multimedia aids, to enhance their formal presentations; and by having frequent opportunities to speak English purposefully in informal situations, such as classroom and group discussions.

Through modelled, shared, interactive, and guided learning experiences, Grade 4 students receive direction and support in learning to interpret and to write/produce simple English-language texts in a variety of forms and genres: short literary texts such as poems and stories; short informational texts such as narrative and descriptive paragraphs and simple procedures such as instructions and directions; and simple media texts such as children's magazines and friendly messages in greeting cards. Through these learning experiences, students begin to develop their knowledge of English vocabulary, grammar, and syntax; their understanding of the strategies and techniques used to enhance texts and influence audiences; and the creative and critical thinking skills necessary for all aspects of learning.

GRADE 4

ORAL COMMUNICATION (O)

GENERAL CURRICULUM OUTCOMES

By the end of Grade 4, students will:

- O-1** use active listening strategies and a range of thinking skills to comprehend and respond to a variety of oral communications;
- O-2** use vocabulary and conventions of spoken language appropriate for this grade correctly and use the appropriate level of language in classroom discussions and presentations;
- O-3** prepare and deliver a variety of short independent and collaborative oral presentations, using a process approach and applying knowledge of the basic characteristics and techniques associated with each type of presentation.

TEACHING RESOURCES

- *Literacy Place for the Early Years, Grade 3*
- Read Aloud books
- Books on CD
- Television, radio, and Internet
- Invited guests
- Songs and poetry
- Classroom novels
- Graphic organizers
- Language Conventions chart, p. 38
- French/English Interference Chart, p. 115
- Scholastic Spelling 2 Teacher's Resource Book
- *Scholastic Guide to Grammar*

TEACHING TIPS

- Read aloud every day
- Read a variety of texts
- Include each student in discussions
- Practice proper pronunciation
- Point out differences between French and English pronunciations and vocabulary
- Model how to make an oral presentation

PROFESSIONAL READING

- *Guiding Readers and Writers*
(Irene Fountas and Gay Su Pinnell)
- *Teaching for Comprehending and Fluency*
(Irene Fountas and Gay Su Pinnell)
- *Leveled Book List—K-8+*
(Irene Fountas and Gay Su Pinnell)

ASSESSMENT TOOLS

- Observation charts
- Checklists
- Anecdotal records
- Questionnaires
- Teacher conferences
- Self-evaluation
- Peer-evaluation

GCO O-1 Listening and Responding

Students will use active listening strategies and a range of thinking skills to comprehend and respond to a variety of oral communications;

SPECIFIC CURRICULUM OUTCOMES

To achieve the general curriculum outcome, students will:

O-1.1 recognize and use some basic active listening strategies;

O-1.2 recognize that oral communications have a purpose, and identify that purpose (*e.g., to obtain information, to follow simple verbal instructions, to respond to comprehension questions*) when listening and viewing;

O-1.3 identify the important ideas, information, and/or messages in oral communications, restating them in their own words;

O-1.4 contribute ideas and opinions to formal and informal discussions, and respond with courtesy and respect to the contributions of others;

O-1.5 express their thoughts and feelings about the ideas and information presented in oral communications, drawing on their own prior knowledge, experience, values, and beliefs (*e.g., describe the feelings a poem recited by a classmate evokes in them, play a recording of a favourite piece of music and explain why they like it*);

ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above specific curriculum outcomes.

Students who have achieved these specific curriculum outcomes by the end of grade 4 are able to:

- stop what they are doing when another person is speaking
- look at the speaker
- take turns speaking during class discussions
- participate in classroom discussions
- provide a simple explanation when agreeing or disagreeing
- express their opinion on a topic
- repeat instructions given by the teacher.

GCO O-2 Applying the Conventions of Spoken Language

Students will use vocabulary and conventions of spoken language appropriate for this grade correctly and use the appropriate level of language in classroom discussions and presentations;

SPECIFIC CURRICULUM OUTCOMES

To achieve the general curriculum outcome, students will:

O-2.1 use basic vocabulary and conversational conventions correctly in classroom discussions and presentations;

O-2.2 use basic sentence structures, simple verb tenses, and simple connecting words when contributing to classroom discussions and making presentations;

O-2.3 use a simple, logical sequence to communicate ideas, information, and opinions clearly and coherently;

O-2.4 identify and distinguish among sounds in spoken language, and imitate models of correct pronunciation of familiar vocabulary when speaking;

O-2.5 use formal and informal language appropriately in classroom settings;

O-2.6 read aloud with some fluency, focusing on correct pronunciation, intonation, and pace

ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above specific curriculum outcomes.

Students who have achieved these specific curriculum outcomes by the end of grade 4 are able to:

- say “Please”, excuse me”, “May I...”
- use connecting words such as *but, and, or*
- present events in chronological order when recounting a personal experience
- provide instructions for a simple procedure in the correct order
- distinguish between the use of hard and soft consonants such as c or g, or long and short vowels;
- correctly pronounce vowel digraphs such as “ee, ea, oa, ay”
- attempt a fluid rhythm by pausing for commas, stopping for periods when reading aloud

GCO O-3 Preparing and Delivering Presentations

Students will prepare and deliver a variety of short independent and collaborative oral presentations, using a process approach and applying knowledge of the basic characteristics and techniques associated with each type of presentation.

SPECIFIC CURRICULUM OUTCOMES

To achieve the general curriculum outcome, students will:

O-3.1 plan, develop, review, revise, rehearse, and deliver a variety of short oral presentations, independently or in collaboration with other students, incorporating the characteristics of and techniques associated with the particular type of presentation

O-3.2 use strategies of effective presentation that are appropriate for the intended purpose;

O-3.3 use a variety of visual aids to enhance their presentations (*e.g., use appropriate objects to demonstrate a process, use basic video or audio recording technology*);

O-3.4 identify, with the teacher's assistance, their presentation strengths, the areas in which they are experiencing problems, and the areas on which they need to focus in order to improve (*e.g., "I selected good pictures to go with my presentation, but I need to spend more time rehearsing my speech"*).

ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above specific curriculum outcomes.

Students who have achieved these specific curriculum outcomes by the end of grade 4 are able to:

- practise pronouncing and articulating words before reciting a poem or making a presentation
- plan each group member's role in a collaborative presentation
- make an audio presentation of a piece of their narrative or descriptive writing, incorporating sound effects, or make an audio-visual presentation of the same work, incorporating both sound effects and photographs;
- explain a set of procedures to a group, using short imperative sentences delivered in a logical order
- make eye-contact with the audience when making an important point
- use non-verbal cues such as gestures and facial expressions to help describe an event or a situation
- use appropriate objects to demonstrate a process

GRADE 4

READING AND INTERPRETATION (R)

GENERAL CURRICULUM OUTCOMES

By the end of Grade 4, students will:

R-1 demonstrate an understanding of unfamiliar words and the important ideas, information, and messages in various forms of literary and informational texts, including media texts, using simple comprehension strategies to construct meaning;

R-2 identify and describe the form, structure, and elements of a variety of texts, including elements such as literary devices and other techniques used to enhance a text's effectiveness;

R-3 demonstrate critical literacy skills by identifying and analysing the messages conveyed by and perspectives taken in texts, and the techniques used in texts to communicate meaning and achieve effects.

TEACHING RESOURCES

- *Literacy Place for the Early Years, Grade 3*
- Variety of texts: Picture books, poetry, novels, non-fiction texts, magazines, newspapers
- Read aloud books
- Shared reading texts
- Guided reading books
- Reader's notebook
- Dictionaries

TEACHING TIPS

- Show your love of reading
- Read a variety of books for read aloud
- Read with expression and enthusiasm
- Model how to use reading strategies
- Build on their knowledge of French to help them read in English
- Use Word Walls and dictionaries
- Use graphic organizers

PROFESSIONAL READING

- *Guiding Readers and Writers*
(Irene Fountas and Gay Su Pinnell)
- *Teaching for Comprehending and Fluency*
(Irene Fountas and Gay Su Pinnell)
- *Levelled Book List, K-8+*
(Irene Fountas and Gay Su Pinnell)
- *Strategies That Work*
(Stephanie Harvey and Anne Goudvis)

ASSESSMENT TOOLS

- Running Records
- Observation Charts
- Anecdotal Records
- Checklists
- Rubrics
- Teacher Conferences
- Reader's Notebook

GCO R-1 Comprehending and Interpreting

Students will demonstrate an understanding of unfamiliar words and the important ideas, information, and messages in various forms of literary and informational texts, including media texts, using simple comprehension strategies to construct meaning;

SPECIFIC CURRICULUM OUTCOMES

To achieve the general curriculum outcome, students will:

Using Comprehension Strategies

R-1.1 activate their prior knowledge about the topic of a new text before reading;

R-1.2 identify different purposes for reading (*e.g., for pleasure, to obtain information*), and describe the types of texts that are most appropriate for these purposes;

R-1.3 make predictions about the content of a text before and during reading on the basis of illustrations and other graphic elements in the text;

R-1.4 use simple text features (*e.g., cover, illustrations, table of contents*) to become familiar with the general contents of a text;

R-1.5 apply their knowledge of French vocabulary and grammar in a variety of ways, including the following, to help them understand texts:

- recognize words that are similar in both languages (*e.g., table/table*);
- find the verb in a sentence;

R-1.6 use basic word-solving strategies, including the following, to decode and pronounce unfamiliar words:

- identify common letter patterns (*e.g., ing in thing and living*);
- identify sound-symbol relationships (*e.g., the various ways in which “ough” is pronounced in English, as in tough, through, and doughnut*);
- consult a visual dictionary;

R-1.7 use visualization strategies to predict the meaning of unfamiliar words and to help them understand the main ideas, information, and messages in texts;

R-1.8 monitor and, where necessary, revise their comprehension of a text;

R-1.9 read texts that are appropriate for their reading level at a sufficient rate and with sufficient precision and expression to convey the sense of the text readily to the reader and to an audience;

ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above specific curriculum outcomes.

Students who have achieved these specific curriculum outcomes by the end of grade 4 are able to:

- brainstorm with the class to identify what they already know about a topic
- describe their personal experiences related to the topic
- predict what will happen next in a story
- predict what types of information they will find in an informational text
- use all sources of information to solve many unknown words
- analyze words in flexible ways (e.g. word order, roots, plurals, contractions)
- make reasonable attempts at multi-syllabic and content-specific words
- create a mental image to determine the possible meanings of a word
- ask questions during and after reading, such as, “What is causing the pollution in the river? Did the author tell us earlier in the article?”
- reread a passage when they have not understood

Interpreting Text

R-1.10 identify the important ideas, information, and messages in literary and informational texts, restating them in their own words and providing interpretations, supported by illustrations in the text;

R-1.11 distinguish between works of fiction (*e.g., fables, comic books*) and informational texts (*e.g., magazine articles*);

R-1.12 identify and describe the main events in narrative texts, presenting them in sequence;

R-1.13 describe the characters in narrative texts, including their physical traits, their actions, and the conflicts in which they are engaged (*e.g., human versus human, human versus nature*);

R-1.14 retell a story by adapting it, or an aspect of it, for presentation in another form

ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above specific curriculum outcomes.

Students who have achieved these specific curriculum outcomes by the end of grade 4 are able to:

- explain the differences between a storybook and a nonfiction book
- retell a story in their own words and in chronological order
- create a poem about the main character in a story

GCO R-2 Understanding Forms and Their Characteristics

Students will identify and describe the form, structure, and elements of a variety of texts, including elements such as literary devices and other techniques used to enhance a text's effectiveness;

SPECIFIC CURRICULUM OUTCOMES

To achieve the general curriculum outcome, students will:

R-2.1 read a short novel and a variety of story books and other narrative texts (*e.g., graphic novels, folk tales*) and identify their basic elements (*e.g., narrator, characters, main conflict*);

R-2.2 read a variety of poems and describe their form and structure;

R-2.3 read a variety of narrative and descriptive paragraphs and identify their purpose, their structure, and some of the characteristics common to each form;

R-2.4 read a variety of children's magazines and identify their common elements;

R-2.5 read a variety of simple procedural texts (*e.g., instructions for a treasure hunt, directions to the school cafeteria*) and identify their common elements;

R-2.6 read and view a variety of simple friendly messages produced in different media forms (*e.g., postcards, greeting cards, e-invitations*), and identify elements and techniques that are characteristic of each form

ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above specific curriculum outcomes.

Students who have achieved these specific curriculum outcomes by the end of grade 4 are able to:

- identify the narrator, characters, and main conflict in a novel or a story
- explain that in an acrostic poem, the first letters of the lines of the poem, listed consecutively, form a word, often the title of the poem
- identify the topic sentence, developing sentences, and concluding sentence in a paragraph
- explain that narrative paragraphs include connecting words that indicate the passage of time, descriptive paragraphs include descriptive vocabulary
- identify common elements in magazines such as word games, short articles, illustrations, advertisements;
- identify the imperative verbs, sequential steps used in giving instructions

GCO R-3 Applying Critical Literacy Skills

Students will demonstrate critical literacy skills by identifying and analysing the messages conveyed by and perspectives taken in texts, and the techniques used in texts to communicate meaning and achieve effects.

SPECIFIC CURRICULUM OUTCOMES

To achieve the general curriculum outcome, students will:

R-3.1 develop their own opinions by considering and comparing ideas and information presented in texts and relating the ideas and information to their prior knowledge, experience, values, and beliefs;

R-3.2 identify examples of advertisements in various media that they encounter in their daily lives, and describe the influence those advertisements have on them;

R-3.3 identify the words and expressions (*e.g., descriptive language in poetry*) and the comparisons (*e.g., similes, metaphors*) chosen by authors to evoke clear mental images and impressions in the minds of readers;

R-3.4 draw inferences about the ideas and messages in a text on the basis of evidence in the text and their prior knowledge (*e.g., violence in a cartoon may imply that violence is acceptable in general*), and present a possible alternative perspective.

ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above specific curriculum outcomes.

Students who have achieved these specific curriculum outcomes by the end of grade 4 are able to:

- talk about what they read
- add their ideas to what they read in a book
- discuss how certain advertisements influence them. For example, discuss whether advertisements for toys on cereal boxes increase their desire to own those toys
- identify descriptive language in poetry
- identify similes and metaphors
- use descriptive language in their own writing
- retell a cartoon's story from a different character's viewpoint

GRADE 4

WRITING AND REPRESENTATION (W)

GENERAL CURRICULUM OUTCOMES

By the end of Grade 4, students will:

W-1 generate, gather, and organize ideas and information to write for an intended purpose and audience;

W-2 write simple texts in a variety of forms and for various media, applying their knowledge of the basic elements and techniques associated with each form;

W-3 revise and edit their texts, applying their knowledge of language conventions;

W-4 use their knowledge of publishing and production skills and strategies to enhance the presentation of their work.

TEACHING RESOURCES

- *Literacy Place for the Early Years, Grade 3*
- *6+1 Traits of Writing and The Trait Crate*
- *Write Traits*
- Language Conventions, page 38
- Read Aloud Books
- Shared reading texts
- Guided reading texts
- Classroom novels
- *Scholastic Spelling 2, Teacher's Edition*
- Writer's notebook
- Graphic organizers
- *Scholastic Guide to Grammar*

TEACHING TIPS

- Model how you want students to write
- Brainstorm as a group to generate ideas
- Teach how to use dictionaries and other resources
- Use read aloud books to show how authors use language in their writing.
- Encourage students to take note of authors' words and expressions to use in their own writing.
- Teach the writing process.
- Use graphic organizers
- Invite students to read their peers' writing

PROFESSIONAL READING

- *Text Structures: Teaching Patterns in Reading and Writing* (Dianne Dillabough)
- *Guiding Readers and Writers* (Irene Fountas and Gay Su Pinnell)
- *Teaching for Comprehending and Fluency* (Irene Fountas and Gay Su Pinnell)

ASSESSMENT TOOLS

- Observation Charts
- Anecdotal Records
- Checklists
- Teacher Conferences
- Writer's Notebook
- Writing rubrics
- Analytic Writing Assessment Continuum, *6+1 Traits of Writing*, pp. 265-272
- Graphic organizers

GCO W-1 Developing and Organizing Content

Students will generate, gather, and organize ideas and information to write for an intended purpose and audience;

SPECIFIC CURRICULUM OUTCOMES

To achieve the general curriculum outcome, students will:

W-1.1 determine, independently or with guidance from the teacher, the purpose of and audience for the text they are planning to create (*ideas, organization, voice*);

W-1.2 use a variety of simple pre-writing strategies independently and as a class to generate and develop ideas and to select an appropriate topic or form for their writing (*ideas, organization, voice*);

W-1.3 sort and classify their ideas and information, listing those they intend to present in a logical order (*ideas, organization, voice*);

ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above specific curriculum outcomes.

Students who have achieved these specific curriculum outcomes by the end of grade 4 are able to:

- decide for what reason and for whom they are writing before writing
- brainstorm to generate a list of topics as a class
- select a specific topic
- set a tone for their text
- use graphic organizers, lists, drawings, and key words to sort their ideas

GCO W-2 Applying Knowledge of Forms and Techniques

Students will write simple texts in a variety of forms and for various media, applying their knowledge of the basic elements and techniques associated with each form;

SPECIFIC CURRICULUM OUTCOMES

To achieve the general curriculum outcome, students will:

W-2.1 write narrative paragraphs:

- relating events in chronological order;
- using connecting words to indicate the passage of time;

W-2.2 write simple poems, including acrostic poems:

- using expressive vocabulary related to a theme;
- applying basic elements of the form (*e.g., stanzas*) and some simple literary devices (*e.g., alliteration, onomatopoeia*);

W-2.3 write descriptive paragraphs (*e.g., describing a person, place, or thing*):

- using an appropriate structure;
- using descriptive vocabulary;

W-2.4 write simple procedural texts (*e.g., instructions for a treasure hunt, directions to the cafeteria*):

- using imperative verbs;
- including simple but detailed information;
- following a logical order;

W-2.5 produce simple friendly messages in a variety of media forms (*e.g., postcards, greeting cards, e-invitations*), using elements and techniques (*e.g., greetings, good wishes, illustrations, clip art*) that are characteristic of the form selected;

ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above specific curriculum outcomes.

Students who have achieved these specific curriculum outcomes by the end of grade 4 are able to:

- Use adjectives, adverbs, strong verbs, descriptive language in their poems
- Use words like yesterday, later, the next day in their narrative paragraphs
- Use a topic sentence, developing sentences, and a concluding sentence in a paragraph
- Write clear instructions in the correct order
- Describe a person, place or a thing

GCO W-3 Revising and Editing Texts

Students will revise and edit their texts, applying their knowledge of language conventions;

SPECIFIC CURRICULUM OUTCOMES

To achieve the general curriculum outcome, students will:

W-3.1 make simple revisions to improve the content, clarity, and interest of their written work, using feedback from the teacher and focusing on the following:

- ensuring that all relevant ideas and information are included, and deleting unnecessary ideas and information (*ideas, organization, voice*);
- introducing new words from their reading into their writing (*word choice, sentence fluency*);
- using words from their oral vocabulary, personal word lists, and class lists compiled in brainstorming sessions (*word choice, sentence fluency*);
- using common synonyms (*e.g., small/little/tiny*) and antonyms (*e.g., tall/short*) (*word choice, sentence fluency*);
- varying their verbs (*e.g., using synonyms of the verb to use*) (*word choice, sentence fluency*);

W-3.2 edit and proofread their written work, using reference material and guidelines developed by the teacher, and applying the language conventions set out on page 38 (*conventions*);

ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above specific curriculum outcomes.

Students who have achieved these specific curriculum outcomes by the end of grade 4 are able to:

- use personal word lists, dictionaries, editing checklists to help with revision and editing
- use new words or expressions learned from their reading
- use correct end punctuation (periods, question marks, exclamation marks) in most sentences
- attempt to use commas in a series and in dates, and apostrophes in contractions
- attempt to use quotation marks in direct speech
- include the correct use of capital letters for proper nouns, the first word in sentences, and the pronoun “I” in most cases
- spell most high-frequency words correctly
- use simple grammatical structures correctly

GCO W-4 Producing Finished Work

Students will use their knowledge of publishing and production skills and strategies to enhance the presentation of their work.

SPECIFIC CURRICULUM OUTCOMES

To achieve the general curriculum outcome, students will:

W-4.1 produce a clean and legible final draft, using simple techniques and resources to format and enhance the presentation, with a focus on the following:

- using headings appropriately to help organize the text;
- using underlining, colour, and/or a different style of lettering (*e.g., printing, cursive writing, a different font*) to emphasize certain text;
- integrating clip art, photos, and/or diagrams to supplement or to reinforce information and messages;

W-4.2 identify, with the teacher's assistance, their writing strengths, the areas in which they are experiencing problems, and the parts of the writing process on which they need to focus in order to improve (*e.g., "I spelled almost all my words correctly, but I had difficulty choosing a topic. I need to focus on brainstorming to come up with good ideas"*).

ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above specific curriculum outcomes.

Students who have achieved these specific curriculum outcomes by the end of grade 4 are able to:

- present a clear, neat, written text
- discuss their writing with the teacher in order to improve their writing skills

GRADE 4

LANGUAGE CONVENTIONS

In drafting, revising, editing, and proofreading their texts, students apply their knowledge of the language conventions appropriate for their grade. In Grade 4, students will apply the following conventions correctly:

Sentence Structures

- the affirmative and negative forms of simple declarative and imperative sentences;
 - declarative: makes a statement
 - *I love ice cream.*
 - *Rex is not my dog.*
 - imperative: gives an order
 - *Watch this!*
 - *Don't go outside alone.*
- basic connecting words (*e.g., and, then, but*) to join simple sentences;
 - I cleaned my room *and* did my homework.
 - I cleaned my room. *Then*, I did my homework.
 - She likes hip-hop music *but* she does not like country music.

Parts of Speech

- common and proper nouns and personal pronouns (*e.g., I, you, he*) as subjects;
 - Cindy has two older brothers. / I can run very fast. / You are a wonderful friend.
- descriptive adjectives (*e.g., big, nice, tall*);
 - *Rex is a big, fluffy dog.* / *You have a nice room.* / *The church is very tall.*

Use of Verbs

- past and present verb tenses in the indicative mood for the most common regular verbs and for the irregular verbs *to be* and *to have*;
 - regular verbs: *I like/I liked; I talk/I talked; I need/I needed; I play/I played; I love/I loved*
 - irregular verbs: *I am/I was; I have/I had*
- noun-pronoun agreement (*person, number, and gender*) and subject-verb agreement;
 - *Jessica lost her mittens.*
 - *The students are happy because they will see a play today.*
 - *Patrick often plays chess with his brother.*

Capitalization and Punctuation

- initial capital letters for proper nouns, including the names of days and months;
 - *Andrew Jones / Jill MacDonald*
 - *Halifax, Nova Scotia / Charlottetown, P.E.I. / Red Deer, Alberta*
 - *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*
 - *January, February, March, April, May, June, July, August, September, October, November, December*
- capitalization and punctuation of abbreviations for respectful titles for people and, where appropriate, for days, months, and places;
 - *Mr., Ms., Mrs., Dr.*
 - *Mon., Tues., Wed., Thurs., Fri., Sat., Sun.*
 - *Jan., Feb., Mar., Apr., May, Jun., Jul., Aug., Sep., Oct., Nov., Dec.*
 - *St. Louis, P.E.I., Alta., Ont.*
- the period in declarative and imperative sentences;
- commas to separate items in lists, dates, and addresses;
 - *We have chocolate, vanilla, and strawberry ice cream.*
 - *Today is Monday, January 7, 2013.*
 - *I live at 62 Oak Street, Hamilton, Ontario.*

Spelling

- the correct plural of most common nouns
 - *generally, add an "s": coat→coats / dog→dogs / window→windows*
 - *add "es"*
 - *bus→buses / glass→glasses / dress→dresses / class→classes*
 - *box→boxes / fox→foxes / prefix→prefixes*
 - *dish→dishes / wish→wishes / brush→brushes*
 - *church→churches / beach→beaches / witch→witches*
 - *change the "y" to "i" and add "es"*
 - *lady→ladies / cherry→cherries / butterfly→butterflies*
 - *change "f" to "v" and add "es"*
 - *leaf→leaves / knife→knives / wolf→wolves*
 - *change the form of the word*
 - *man→men / woman→women / child→children / mouse→mice / tooth→teeth / foot→feet/*

In addition, *Grade 4 students will use the following strategies to spell words correctly:*

- *break words into parts;*
- *apply their knowledge of common letter patterns (e.g., double letters), silent letters (e.g., the k in knife and know), and the meaning of words;*
- *apply their knowledge of French vocabulary when words are the same or similar in French and in English (e.g., question/question, table/table).*

GRADE 5

OVERVIEW

In Grade 5, students build on the basic English-language communication skills they acquired in Grade 4, developing their ability to interpret, analyse, and communicate ideas, information, and messages in English. Teachers continue to help students apply the literacy knowledge and skills they have acquired in French to their study of English.

The aim of the Grade 5 English curriculum is to further develop students' basic communication skills in English. Students continue to receive direct instruction in the processes involved in listening, speaking, reading, and writing. They also improve their ability to interpret and to write, produce, and present English-language media texts.

Teachers explicitly teach, and model the use of, the knowledge, skills, and strategies that Grade 5 students need to learn in order to achieve the outcomes in all three strands and to develop proficiency in English. They provide students with multiple, varied opportunities to practise their new skills. Initially, students “rehearse” their new learning in shared and guided learning sessions; eventually, they demonstrate their achievement of the curriculum outcomes independently through a variety of diverse activities.

Grade 5 students learn effective listening, speaking, and presentation skills by listening to, viewing, and responding to a variety of formal and informal oral communications; by using new and familiar vocabulary, basic spoken-language conventions, and simple organizational structures when speaking and making presentations; by beginning to use different levels of language to suit particular purposes and audiences; by using a variety of basic strategies and techniques, including visual and multimedia aids, to enhance their formal presentations; and by having frequent opportunities to speak informally. In Grade 5, teachers continue to give students many opportunities to speak English purposefully in informal situations, such as classroom and group discussions and peer conferences.

Through modelled, shared, interactive, and guided learning experiences, Grade 5 students receive direction and support in learning to interpret and to write and produce English-language texts in a variety of forms and genres: narrative texts such as short stories; other literary texts such as poems; informational texts such as scripts, interviews, expository paragraphs, and procedural texts; and media texts such as children's magazines, classified ads, and posters. Through these learning experiences, students continue to develop their knowledge of English vocabulary, grammar, and syntax; their understanding of the strategies and techniques used to enhance texts and influence audiences; and the creative and critical thinking skills necessary for all aspects of learning.

GRADE 5

ORAL COMMUNICATION (O)

GENERAL CURRICULUM OUTCOMES

By the end of Grade 5, students will:

O-1 use active listening strategies and a range of thinking skills to comprehend and respond to a variety of oral communications;

O-2 use vocabulary and conventions of spoken language appropriate for this grade correctly and use the appropriate level of language in classroom discussions and presentations;

O-3 prepare and deliver a variety of short independent and collaborative oral presentations, using a process approach and applying knowledge of the basic characteristics and techniques associated with each type of presentation.

TEACHING RESOURCES

- *Moving Up With Literacy Place*, Grade 4 units
- Read Aloud books
- Books on CD
- Television, radio, and Internet
- Invited guests
- Songs and poetry
- Classroom novels
- Graphic organizers
- Language Conventions chart, p. 56
- French/English Interference Chart, p. 115
- Scholastic Spelling 3 Teacher's Resource Book
- *Scholastic Guide to Grammar*

TEACHING TIPS

- Read aloud every day
- Read a variety of texts
- Include each student in discussions
- Practice proper pronunciation
- Point out differences between French and English pronunciations and vocabulary
- Model how to make an oral presentation

PROFESSIONAL READING

- *Guiding Readers and Writers*
(Irene Fountas and Gay Su Pinnell)
- *Teaching for Comprehending and Fluency*
(Irene Fountas and Gay Su Pinnell)
- *Leveled Book List—K-8+*
(Irene Fountas and Gay Su Pinnell)

ASSESSMENT TOOLS

- Observation charts
- Checklists
- Anecdotal records
- Questionnaires
- Teacher conferences
- Self-evaluation
- Peer-evaluation

GCO O-1 Listening and Responding

Students will use active listening strategies and a range of thinking skills to comprehend and respond to a variety of oral communications;

SPECIFIC CURRICULUM OUTCOMES

To achieve the general curriculum outcome, students will:

O-1.1 recognize and use basic active listening strategies;

O-1.2 set a purpose for listening and viewing (*e.g., to identify the important ideas in a presentation; to compare opinions; to retell details, events, or situations described*);

O-1.3 identify and compare the important ideas, information, and/or messages in various oral communications;

O-1.4 contribute ideas and opinions to formal and informal discussions, and respond with courtesy and respect to the contributions of others;

O-1.5 express opinions about the ideas and views presented in oral communications, and defend those opinions on the basis of evidence in the communication and their own prior knowledge, experience, values, beliefs, and observations

ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above specific curriculum outcomes.

Students who have achieved these specific curriculum outcomes by the end of grade 5 are able to:

- maintain eye contact with the speaker, ignore other sounds and noises
- summarize orally or by writing what has been taught, read, discussed, etc.
- distinguish fact from fiction
- compare the ideas presented in two speeches on the same topic
- contribute their own ideas to large-group discussions
- give respectful feedback to peers on their presentations

GCO O-2 Applying the Conventions of Spoken Language

Students will use vocabulary and conventions of spoken language appropriate for this grade correctly and use the appropriate level of language in classroom discussions and presentations;

SPECIFIC CURRICULUM OUTCOMES

To achieve the general curriculum outcome, students will:

O-2.1 use familiar and new vocabulary (*e.g., terminology, jargon*) and conversational conventions (*e.g., the conventions of Standard Canadian English*) correctly in formal and informal classroom discussions and presentations;

O-2.2 use simple and compound sentences, correct subject-verb agreement, and a variety of connecting words (*e.g., then, if, because*) when contributing to classroom discussions and making presentations;

O-2.3 use simple organizational patterns (*e.g., point-by-point development, chronological order*) to communicate ideas, information, and opinions clearly and coherently;

O-2.4 use correct pronunciation and appropriate intonation and volume when speaking;

O-2.5 distinguish among the different levels of language (*e.g., formal: "I do not understand"; informal: "I don't understand"; colloquial: "Don't have a clue"*), and begin to adapt their level of language to their purpose and audience (*e.g., use informal language when interviewing a classmate about his or her sports activities*);

O-2.6 read aloud with increasing fluency and expression, focusing on correct pronunciation and appropriate intonation, pace, and volume;

ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above specific curriculum outcomes.

Students who have achieved these specific curriculum outcomes by the end of grade 5 are able to:

- use connecting words such as *then, if, and because*
- write a skit using colloquial language and standard conventions. (Depending on who is speaking and what is the nature of the role.)
- present events and information in chronological order when recounting a personal experience, provide instructions for a simple procedure in the order in which the instructions need to be carried out;
- explain their opinions by presenting facts, details, and/or examples in a logical, point-by-point manner
- take into consideration different levels of language while preparing interview questions
- use interrogatory inflections to convey questions; raise the voice to convey anger or excitement
- attempt a fluid rhythm; pause for commas; stop for periods

GCO O-3 Preparing and Delivering Presentations

Students will prepare and deliver a variety of short independent and collaborative oral presentations, using a process approach and applying knowledge of the basic characteristics and techniques associated with each type of presentation.

SPECIFIC CURRICULUM OUTCOMES

To achieve the general curriculum outcome, students will:

O-3.1 plan, develop, review, revise, rehearse, and deliver a variety of short oral presentations, independently or in collaboration with other students, incorporating the characteristics of and techniques associated with the particular type of presentation;

O-3.2 use strategies of effective presentation that are appropriate for different purposes and audiences and that help clarify their message;

O-3.3 use a variety of visual aids to enhance their presentations;

O-3.4 identify, with the teacher's assistance, their presentation strengths, the areas in which they are experiencing problems, and the areas on which they need to focus to improve.

ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above specific curriculum outcomes.

Students who have achieved these specific curriculum outcomes by the end of grade 5 are able to:

- practise pronouncing and articulating words and expressions before reciting a poem, plan each group member's role in a collaborative presentation;
- decide on the gestures and facial expressions that will emphasize characters' emotions in a skit
- interview a real or fictional character, introducing the person being interviewed, asking open-ended questions, and listening attentively to the answers;
- present a skit, projecting their voices to ensure that the audience can hear them and using gestures and facial expressions to convey characters' emotions
- adjust the language level to suit the presentation, use a catchy opening and a memorable conclusion
- present a collage that expresses visually their interpretation of a poem; use a flashlight or other simple lighting technique to highlight the facial expressions of characters in a skit
- make an audio presentation of a piece of their narrative or descriptive writing, incorporating sound effects, or make an audio-visual presentation of the same work, incorporating both sound effects and photographs; explain a set of procedures to a group, using short imperative sentences delivered in a logical order;
- make eye-contact with their audience when making an important point, use non-verbal cues such as gestures and facial expressions to help describe an event or situation
- use appropriate objects to demonstrate a process, use basic video or audio recording technology.

GRADE 5

READING AND INTERPRETATION (R)

GENERAL CURRICULUM OUTCOMES

By the end of Grade 5, students will:

R-1 demonstrate an understanding of unfamiliar words and the important ideas, information, and messages in various forms of literary and informational texts, including media texts, using simple comprehension strategies to construct meaning;

R-2 identify and describe the form, structure, and elements of a variety of texts, including elements such as literary devices and other techniques used to enhance a text's effectiveness;

R-3 demonstrate critical literacy skills by identifying and analysing the messages conveyed by and perspectives taken in texts, and the techniques used in texts to communicate meaning and achieve effects.

TEACHING RESOURCES

- *Moving Up With Literacy Place*, Grade 4 units
- Variety of texts: Picture books, poetry, novels, non-fiction texts, magazines, newspapers
- Read aloud books
- Shared reading texts
- Guided reading books
- Reader's notebook
- Dictionaries

TEACHING TIPS

- Show your love of reading
- Read a variety of books for read aloud
- Read with expression and enthusiasm
- Model how to use reading strategies
- Build on their knowledge of French to help them read in English
- Use Word Walls and dictionaries
- Use graphic organizers

PROFESSIONAL READING

- *Guiding Readers and Writers*
(Irene Fountas and Gay Su Pinnell)
- *Teaching for Comprehending and Fluency*
(Irene Fountas and Gay Su Pinnell)
- *Levelled Book List, K-8+*
(Irene Fountas and Gay Su Pinnell)
- *Strategies That Work*
(Stephanie Harvey and Anne Goudvis)

ASSESSMENT TOOLS

- Running Records
- Observation Charts
- Anecdotal Records
- Checklists
- Rubrics
- Teacher Conferences
- Reader's Notebook

GCO R-1 Comprehending and Interpreting

Students will demonstrate an understanding of unfamiliar words and the important ideas, information, and messages in various forms of literary and informational texts, including media texts, using simple comprehension strategies to construct meaning;

SPECIFIC CURRICULUM OUTCOMES

To achieve the general curriculum outcome, students will:

Using Comprehension Strategies

R-1.1 activate their prior knowledge about the topic of a new text before reading;

R-1.2 set a purpose for reading (*e.g., for pleasure, to write a book report*), and choose a text that is appropriate for that purpose;

R-1.3 make predictions about a text's ending or message on the basis of clues and information at the beginning of the text;

R-1.4 use common text features to become familiar with the general contents of a text and to begin to search for specific information;

R-1.5 apply their knowledge of French vocabulary, grammar, and sentence structure in a variety of ways, including the following, to help them understand texts:

- recognize words that are similar in both languages (*e.g., separate/séparer*);
- identify a variety of sentence structures;

R-1.6 use word-solving strategies, including the following, to decode and pronounce unfamiliar words:

- identify common letter patterns (*e.g., knight, knit, knot*);
- break words into syllables;
- identify root words, prefixes, suffixes, and compound words;
- consult a variety of print and electronic dictionaries;

R-1.7 use visualization strategies to help them understand ideas, information, and messages in texts;

R-1.8 monitor and, where necessary, revise their comprehension of a text

R-1.9 read texts that are appropriate for their reading level at a sufficient rate and with sufficient precision and expression to convey the sense of the text readily to the reader and to an audience;

ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above specific curriculum outcomes.

Students who have achieved these specific curriculum outcomes by the end of grade 5 are able to:

- identify and describe other texts they have read on the topic
- choose a book that is appropriate for the purpose: reading for pleasure, research, a book report, etc.
- in their journal, write their predictions, express to the class what they think will happen
- look at chapter titles, headlines, headings, subheadings to help find specific information
- using a graphic organizer, create a time line to show the chronology of events in an adventure novel
- ask questions during and after reading, slowly reread sections where they encountered difficulty;

SPECIFIC CURRICULUM OUTCOMES

To achieve the general curriculum outcome, students will:

Interpreting Text

R-1.10 identify the important ideas, information, and messages in literary and informational texts, restating them in their own words and providing interpretations, supported by illustrations and key words in the text;

R-1.11 distinguish between works of fiction and informational texts, and identify their different purposes (*e.g., to entertain, to inform, to persuade*);

R-1.12 identify and explain the causes of events and conflicts in narrative texts;

R-1.13 identify the strengths and weaknesses of characters in narrative texts by describing their actions, what they say, and the main conflicts in which they are engaged (*e.g., human versus human, human versus nature*);

R-1.14 adapt or extend a text, or some aspect of it, in a way that demonstrates their understanding of the text;

ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above specific curriculum outcomes.

Students who have achieved these specific curriculum outcomes by the end of grade 5 are able to:

- keep records in journal of what was read, either summary, drawing or definitions of key words encountered
- tell if a text's purpose is to entertain, to inform, to persuade.
- make a cause and effect chart to present to class, rewrite the narrative text and change the causes of events and the conflicts
- write personality traits for characters, followed by classifying into strength and weakness columns
- change the setting or the ending of a novel; add a stanza to a poem

GCO R-2 Understanding Forms and Their Characteristics

Students will identify and describe the form, structure, and elements of a variety of texts, including elements such as literary devices and other techniques used to enhance a text's effectiveness;

SPECIFIC CURRICULUM OUTCOMES

To achieve the general curriculum outcome, students will:

R-2.1 read a short novel and a variety of other narrative texts (*e.g., story books, comic books, graphic novels, short stories, scripts*) and identify their elements (*e.g., characters, conflicts, settings*);

R-2.2 read a variety of poems and identify their form (*e.g., rhyming*), their structure (*e.g., stanzas*), and some of their basic common and distinctive elements (*e.g., common elements such as metre, distinctive elements such as the use of alliteration*);

R-2.3 read a variety of expository paragraphs (*that inform or explain*) and identify their purpose, audience, and structure (*e.g., topic sentence; developing sentences that add facts, details, or examples; and concluding sentence*);

R-2.4 read and view a variety of children's magazines, identify their purpose, audience, and contents, and explain how the contents are related to the purpose and audience (*e.g., a science magazine for preteens will have articles explaining scientific topics of interest to preteens, as well as quizzes and games to keep preteens interested*);

R-2.5 read a variety of procedural texts and identify their purpose, audience, and elements (*e.g., elements common to recipes include a list of ingredients followed by step-by-step instructions in the form of imperative sentences*);

R-2.6 read and view short media texts in a variety of forms (*e.g., brochures, product advertisements, classified ads, posters*) and identify their purpose, their audience, and the elements and techniques that are characteristic of each form (*e.g., precise vocabulary in a classified ad, catchy headings and varied font sizes in a poster*);

ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above specific curriculum outcomes.

Students who have achieved these specific curriculum outcomes by the end of grade 5 are able to:

- identify the characters, conflicts, settings in the novel.
- write an original poem, using the model studied.
- make a comparison of two different types of text.

GCO R-3 Applying Critical Literacy Skills

Students will demonstrate critical literacy skills by identifying and analysing the messages conveyed by and perspectives taken in texts, and the techniques used in texts to communicate meaning and achieve effects.

SPECIFIC CURRICULUM OUTCOMES

To achieve the general curriculum outcome, students will:

R-3.1 express their opinions about ideas, information, and messages presented in texts, and justify those opinions by drawing on their prior knowledge, experience, values, beliefs, and observations;

R-3.2 select advertisements from various media forms (*e.g., teen magazine, television show*), and describe how these advertisements influence their choices, preferences, and desires (*e.g., clothing choices, music preferences, desire for a particular lifestyle*);

R-3.3 identify the ways in which language (*e.g., figurative language, including similes and metaphors*) and visual elements (*e.g., pictures that accompany recipes, fonts that vary according to emphasis*) are used to communicate meaning and to enhance the effect of texts and media works on readers and viewers;

R-3.4 draw inferences about the ideas and messages in a text on the basis of evidence in the text and their prior knowledge (*e.g., a book about children's hockey that does not include girls playing the game may be promoting stereotypes about gender*), and present a possible alternative perspective (*e.g., dramatize a text, reversing the stereotypes presented in it*).

ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above specific curriculum outcomes.

Students who have achieved these specific curriculum outcomes by the end of grade 5 are able to:

- participate in a discussion on a text read in class
- use similes to express an idea
- understand implicit meanings in text

GRADE 5

WRITING AND REPRESENTATION (W)

GENERAL CURRICULUM OUTCOMES

By the end of Grade 5, students will:

W-1 generate, gather, and organize ideas and information to write for an intended purpose and audience, conducting research as required;

W-2 write simple texts in a variety of forms and for various media, applying their knowledge of the basic elements and techniques associated with each form;

W-3 revise and edit their texts, applying their knowledge of language conventions;

W-4 use their knowledge of publishing and production skills and strategies to enhance the presentation of their work.

TEACHING RESOURCES

- *Moving Up with Literacy Place*, Grade 4 units
- *6+1 Traits of Writing and The Trait Crate*
- *Write Traits Kit*
- Language Conventions, page 56
- Read Aloud Books
- Shared reading texts
- Guided reading texts
- Classroom novels
- *Scholastic Spelling 4, Teacher's Edition*
- Writer's notebook
- Graphic organizers
- *Scholastic Guide to Grammar*

TEACHING TIPS

- Model how you want students to write
- Brainstorm as a group to generate ideas
- Teach how to use dictionaries and other resources
- Use read aloud books to show how authors use language in their writing.
- Encourage students to take note of authors' words and expressions to use in their own writing.
- Teach the writing process.
- Use graphic organizers
- Invite students to read their peers' writing

PROFESSIONAL READING

- *Text Structures: Teaching Patterns in Reading and Writing* (Dianne Dillabough)
- *Guiding Readers and Writers* (Irene Fountas and Gay Su Pinnell)
- *Teaching for Comprehending and Fluency* (Irene Fountas and Gay Su Pinnell)

ASSESSMENT TOOLS

- Observation Charts
- Anecdotal Records
- Checklists
- Teacher Conferences
- Writer's Notebook
- Writing rubrics
- Analytic Writing Assessment Continuum, *6+1 Traits of Writing*, pp. 265-272
- Graphic organizers

GCO W-1 Developing and Organizing Content

Students will generate, gather, and organize ideas and information to write for an intended purpose and audience;

SPECIFIC CURRICULUM OUTCOMES

To achieve the general curriculum outcome, students will:

W-1.1 determine the purpose of and audience for the text they are planning to create (*organization, ideas*);

W-1.2 use a variety of pre-writing strategies independently and in groups to generate and develop ideas and to select an appropriate topic or form for their writing (*organization, ideas, voice*);

W-1.3 sort and classify the material they have gathered, listing the ideas and information they intend to present in a logical order, keeping their purpose and audience in mind (*organization, ideas, voice*);

W-1.4 identify a variety of literary/stylistic devices, and/or media techniques appropriate to the form of text they are planning to create, then choose the ones that best suit their purpose and audience (*organization, ideas, voice*);

ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above specific curriculum outcomes.

Students who have achieved these specific curriculum outcomes by the end of grade 5 are able to:

- select a topic and begin to narrow the focus through discussion, topic lists, personal interests, books
- independently engage in free writing
- gather ideas from a variety of sources and use an organizational framework (web, drawing, graphic organizer, research)
- as a group, create a five-senses chart to generate descriptive language
- use chronological order for instructions, put the most important feature first in an advertisement

GCO W-2 Applying Knowledge of Forms and Techniques

Students will write simple texts in a variety of forms and for various media, applying their knowledge of the basic elements and techniques associated with each form;

SPECIFIC CURRICULUM OUTCOMES

To achieve the general curriculum outcome, students will:

W-2.1 write short narrative texts (*e.g., short story, story beginning, script, comic strip*):

- relating events in chronological order;
- using connecting words to indicate the passage of time;

W-2.2 write poems, including rhyming poems:

- using elements of the form such as a rhyming scheme or metre;
- using simple literary devices (*e.g., alliteration, onomatopoeia, assonance, similes*);

W-2.3 write an expository paragraph (*e.g., description, explanation*):

- with a topic sentence that introduces the main idea;
- with developing sentences that add facts, details, and examples in a logical order;
- with a concluding sentence that summarizes the main idea;

W-2.4 write procedural texts (*e.g., a recipe, instructions for changing a bicycle tire*):

- setting out the procedure in a logical sequence (*e.g., list a recipe's ingredients in the order in which they are to be used*);
- using subheadings as organizers;
- using imperative verbs;

W-2.5 produce short, persuasive media texts in various forms (*e.g., brochures, product advertisements, classified ads, posters*), using literary/stylistic devices and technological resources (*e.g., catchy headings, precise vocabulary, a variety of colours and font sizes*) to enhance the persuasiveness of the text;

ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above specific curriculum outcomes.

Students who have achieved these specific curriculum outcomes by the end of grade 5 are able to:

- use connecting words like yesterday, later, the next day.
- describe a person, a place, or a thing.
- use a topic sentence, developing sentences, and a concluding sentence
- use assonance in a poem
- present most ideas in a logical order
- show some evidence of conventional paragraphing
- write a recipe or a set of instructions

GCO W-3 Revising and Editing Texts

Students will revise and edit their texts, applying their knowledge of language conventions;

SPECIFIC CURRICULUM OUTCOMES

To achieve the general curriculum outcome, students will:

W-3.1 make simple revisions to improve the content, clarity, and interest of their written work, using feedback from the teacher and focusing on the following:

- ensuring that all relevant ideas and information are included, and deleting unnecessary ideas and information (*ideas, organization*);
- ensuring that their ideas progress logically and that the text is coherent (*ideas, organization, voice*);
- introducing new words from their reading into their writing (*word choice, sentence fluency*);
- using synonyms (*e.g., big/huge*) and antonyms (*e.g., long/short*) (*word choice, sentence fluency*);
- using prefixes (*e.g., unfriendly*) and suffixes (*e.g., friendship*) correctly;

W-3.2 edit and proofread their written work, using reference material (*e.g., print and electronic dictionaries, checklists*) and guidelines developed by the teacher (*e.g., an editing checklist specific to the writing task, a posted class writing guideline*), and applying the language conventions set out on page 51 (*conventions*);

ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above specific curriculum outcomes.

Students who have achieved these specific curriculum outcomes by the end of grade 5 are able to:

- use personal word lists and dictionaries
- use an editing checklist specific to the writing task, a posted class writing guideline
- apply the traits of writing
- use correct end punctuation for the majority of sentences
- use commas and apostrophes correctly in most instances (series, dates, contractions, singular possessives)
- use quotation marks in many instances of direct speech
- consistently use capital letters for proper nouns, first word in a sentence, and the pronoun “I”
- spell familiar words correctly
- generally use basic grammatical structures correctly

GCO W-4 Producing Finished Work

Students will use their knowledge of publishing and production skills and strategies to enhance the presentation of their work.

SPECIFIC CURRICULUM OUTCOMES

To achieve the general curriculum outcome, students will:

W-4.1 produce a clean and legible final draft, using a variety of techniques and resources to format and enhance the presentation, with a focus on the following:

- using headings and subheadings appropriately to help organize the text;
- using underlining, colour, and/or a different style of lettering (*e.g., printing, cursive writing, a different font*) to emphasize certain elements of the text (*e.g., use underlining or a bold font for titles and headings*);
- integrating clip art, photos, and/or diagrams to supplement and help clarify information and messages;
- labelling diagrams accurately;

W-4.2 identify, with the teacher’s assistance, their writing strengths, the areas in which they are experiencing problems, and the parts of the writing process on which they need to focus in order to improve

ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above specific curriculum outcomes.

Students who have achieved these specific curriculum outcomes by the end of grade 5 are able to:

- discuss their writing with their teacher. For example, “*I spelled almost all my words correctly, but I had difficulty choosing a topic. I need to focus on brainstorming to come up with good ideas*”.

GRADE 5

LANGUAGE CONVENTIONS

In drafting, revising, editing, and proofreading their texts, students apply their knowledge of the language conventions appropriate for their grade. In Grade 5, students will apply the following conventions correctly:

Sentence Structures

- the affirmative and negative forms of simple and compound declarative, imperative, exclamatory, and interrogative sentences;
 - simple sentence: made up of one independent clause (a clause that can stand alone)
 - compound sentence: made up of two independent clauses, which are joined by a conjunction such as *and*, *but* or *or*.

	simple sentence		compound sentence	
	affirmative	negative	affirmative	negative
declarative: makes a statement	<i>My name is Sally.</i>	<i>We do not eat worms.</i>	<i>Paul plays soccer and he takes a dance class.</i>	<i>Heather did not want to go but she had no choice.</i>
imperative: gives an order	<i>Open your books.</i>	<i>Don't look!</i>	<i>Open your book and take out your pencil.</i>	<i>Don't go far and don't stay late.</i>
exclamatory: expresses joy, surprise, pain, etc.	<i>What a lovely day!</i>	<i>I cannot believe it!</i>	<i>He bought a ticket and he won the lottery!</i>	<i>I didn't trip or fall!</i>
interrogative: asks a question	<i>Would you like some milk?</i>	<i>Don't you like chocolate?</i>	<i>Would you like to play chess or would you like to go outside?</i>	<i>Don't you like swimming and diving?</i>

- connecting words to link ideas in sentences, and to combine two simple sentences into a compound sentence (*e.g., and, or, but, for, nor, yet, so*);

Parts of Speech

- common and proper nouns, interrogative pronouns and demonstrative pronouns;
 - common nouns: *e.g., dog, house, apple, sister, park, ball*
 - proper nouns: *e.g., Jennifer, Montague, Saturday, September, English, Canadian, Toyota*
 - interrogative pronouns: *e.g., what, which, who*
 - *What is that noise?*
 - *Which jacket is yours?*
 - *Who wants cake?*
 - demonstrative pronouns: *e.g., this, that, these*
 - *This song is my favorite one.*
 - *That sandwich is not very good.*
 - *I prefer these shoes.*
- personal pronouns in their three cases:
 - nominative: as subjects (*I, you, he, she, we, they*)
 - *I play football. / You are a good friend. / He likes spaghetti. / She sings well. / We have a new cat. / They cannot find the dog.*
 - objective: as objects (*me, you, her, him, us, them*)
 - *Danny gave me a cookie. / I made it for you. / Tell her the truth. / Can you drive him to school? / Those belong to us. / Tell them a story.*
 - possessive: show possession (*my, mine, your, yours, his, her, hers, our, ours, their, theirs*)
 - *My cat's name is Katie. / This pencil is mine.*
 - *Do you have your pencil? / I like yours better than mine.*
 - *Jerry is his brother. / The black gloves are his.*
 - *Her name is Samantha. / The purple scarf is hers.*
 - *I love our new house! / This house is ours!*
 - *Did you see their shoes? / Those shoes are theirs.*
- adjectives and regular adverbs
 - adjectives: *big, small, red, fast, beautiful, high*
 - regular adverbs: *quickly, quietly, softly, slowly, loudly, silently;*
- collective nouns (*e.g., herd, flock, class*);
 - *I saw a herd of cows. / A flock of geese flew by. / The class works very hard.*
- compound subjects (*e.g., Tim and I went to the park*);

Use of Verbs

- the past, present, and future tenses of common regular verbs in the indicative mood;
 - *e.g., I walk, I walked, I will walk / I play, I played, I will play / I dance, I danced, I will dance*
- subject-verb agreement with collective nouns (*e.g., The flock of geese **was flying** high in the sky*);

Capitalization and Punctuation

- capitalization and punctuation for abbreviations, where abbreviations are appropriate (*e.g., tsp. for teaspoon, P.S. for postscript, Mr., Mrs, Dr., St., Ave., cm, km, min., P.E.I., N.S., N.B., Ont.*);
- end marks in declarative, imperative, exclamatory, and interrogative sentences;
 - *I am thirsty.*
 - *That is great news!*
 - *Did you see the game last night?*
- commas after salutations;
 - Dear Christine, / Dear Mr. Bentley,
- the apostrophe in common contractions and to indicate possession;
 - contractions: *e.g., don't, can't, won't, I'm, didn't, wasn't, couldn't*
 - possession: *e.g., the girl's dog, the boys' mothers, Marsha's friends, the children's toys*
- colons after the speakers' names in scripts and interview texts;
 - Oprah: Where were you born?
 - Sally: I was born in Winnipeg, Manitoba
- hyphens to spell certain compound words (*e.g., self-control, sit-up, blue-eyed*);
- hyphens between syllables when dividing words at the end of a line;

Spelling

- the correct plural of all nouns.
 - *generally, add an "s": coat→coats / dog→dogs / window→windows*
 - *add "es"*
 - *bus→buses / glass→glasses / dress→dresses / class→classes*
 - *box→boxes / fox→foxes / prefix→prefixes*
 - *dish→dishes / wish→wishes / brush→brushes*
 - *church→churches / beach→beaches / witch→witches*
 - *change the "y" to "i" and add "es"*
 - *lady→ladies / cherry→cherries / butterfly→butterflies*
 - *change "f" to "v" and add "es"*
 - *leaf→leaves / knife→knives / wolf→wolves*
 - *change the form of the word*
 - *man→men / woman→women / child→children / mouse→mice / tooth→teeth / foot→feet/*

In addition, Grade 5 students will use the following strategies to spell words correctly:

- apply their knowledge of common letter patterns, silent letters, word structure, and root words;
- apply their knowledge of the meaning of words and word parts (*e.g., ed at the end of a regular verb usually indicates past tense*);
- apply their knowledge of French vocabulary when words are the same or similar in French and in English.

GRADE 6

OVERVIEW

In Grade 6, students continue to build on the English-language communication skills they acquired in the earlier grades, beginning to develop fluency in the language and further developing their ability to interpret, analyse, and communicate ideas, information, and messages in English. Teachers continue to help students apply the literacy knowledge and skills they have acquired in French to their study of English.

Teachers explicitly teach, and model the use of, the knowledge, skills, and strategies that Grade 6 students need to learn in order to achieve the outcomes in all three strands and to develop proficiency in English. They provide students with multiple, varied opportunities to practise their new skills. Initially, students “rehearse” their new learning in shared and guided learning sessions; eventually, they demonstrate their achievement of the learning expectations independently through a variety of diverse activities.

Grade 6 students learn effective listening, speaking, and presentation skills by listening to, viewing, and responding to a variety of formal and informal oral and oral-visual communications; by incorporating specialized vocabulary, applying the conventions of spoken English, and using a variety of organizational structures when speaking and making presentations; by using a level of language that is appropriate for their purpose and audience; by using a variety of strategies and techniques, including effective speaking strategies and various visual and multimedia aids, to enhance their formal presentations; and by having frequent opportunities to speak informally. In Grade 6, teachers continue to give students many opportunities to speak English purposefully in informal situations, such as classroom and group discussions and peer conferences.

Through modelled, shared, interactive, and guided learning experiences, Grade 6 students receive direction and support in learning to interpret and to write and produce English-language texts in a variety of forms and genres: poems; narrative texts such as short stories, fables, comic strips, and personal narratives; informational texts such as persuasive paragraphs, event summaries, and short biographies; and media texts such as magazines and pamphlets. Through these learning experiences, students continue to develop their knowledge of English vocabulary, grammar, and syntax; their understanding of the strategies and techniques used to enhance texts and influence audiences; and the creative and critical thinking skills necessary for all aspects of learning.

GRADE 6

ORAL COMMUNICATION (O)

GENERAL CURRICULUM OUTCOMES

By the end of Grade 6, students will:

- O-1** use active listening strategies and a range of thinking skills to comprehend and respond to a variety of oral communications;
- O-2** use vocabulary and conventions of spoken language appropriate for this grade correctly and use the appropriate level of language in classroom discussions and presentations;
- O-3** prepare and deliver a variety of independent and collaborative oral presentations, using a process approach and applying knowledge of the characteristics and techniques associated with each type of presentation.

TEACHING RESOURCES

- *Moving Up With Literacy Place*, Grades 5 and 6 units
- Read Aloud books
- Books on CD
- Television, radio, and Internet
- Invited guests
- Songs and poetry
- Classroom novels
- Graphic organizers
- Language Conventions chart, p. 74
- French/English Interference Chart, p. 115
- Scholastic Spelling 4 Teacher's Resource Book
- *Scholastic Guide to Grammar*

TEACHING TIPS

- Read aloud every day
- Read a variety of texts
- Include each student in discussions
- Practice proper pronunciation
- Point out differences between French and English pronunciations and vocabulary
- Model how to make an oral presentation

PROFESSIONAL READING

- *Guiding Readers and Writers*
(Irene Fountas and Gay Su Pinnell)
- *Teaching for Comprehending and Fluency*
(Irene Fountas and Gay Su Pinnell)
- *Leveled Book List—K-8+*
(Irene Fountas and Gay Su Pinnell)

ASSESSMENT TOOLS

- Observation charts
- Checklists
- Anecdotal records
- Questionnaires
- Teacher conferences
- Self-evaluation
- Peer-evaluation

GCO O-1 Listening and Responding

Students will use active listening strategies and a range of thinking skills to comprehend and respond to a variety of oral communications;

SPECIFIC CURRICULUM OUTCOMES

To achieve the general curriculum outcome, students will:

O-1.1 use active listening strategies

O-1.2 set a purpose for listening and viewing (*e.g., to identify and understand both sides of an argument in a debate, to understand and be able to follow detailed verbal instructions*);

O-1.3 summarize the ideas and information in oral communications, and identify the point of view expressed

O-1.4 contribute and compare ideas, views and opinions, defending their opinions on the basis of evidence in the communication as well as their own prior knowledge, experience, and observations to formal and informal discussions, and respond constructively to others' contributions

O-1.5 compare their own views to the views and messages presented in oral communications, defending their opinions on the basis of evidence in the communication as well as their own prior knowledge, experience, and observations;

ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above specific curriculum outcomes.

Students who have achieved these specific curriculum outcomes by the end of grade 6 are able to:

- maintain an attentive posture, leaning their upper body towards the speaker;
- use non-verbal language that indicates they are paying attention, such as nodding in agreement
- summarize a speaker's views on a topic
- offer a speaker an additional point to support his or her opinion
- offer a differing opinion in an objective, respectful manner

GCO O-2 Applying the Conventions of Spoken Language

Students will use vocabulary and conventions of spoken language appropriate for this grade correctly and use the appropriate level of language in classroom discussions and presentations;

SPECIFIC CURRICULUM OUTCOMES

To achieve the general curriculum outcome, students will:

- O-2.1** incorporate new and specialized vocabulary regularly into classroom discussions and presentations, keeping in mind their purpose and audience;
- O-2.2** use a variety of simple and compound sentences, the past, present, and future tenses of verbs, and a variety of connecting words when contributing to classroom discussions and making presentations, keeping their purpose and audience in mind;
- O-2.3** use a variety of organizational patterns (*e.g., comparison, a list of reasons with supporting evidence for each reason*) to communicate ideas, information, and opinions clearly and coherently
- O-2.4** use most of the strategies of effective speaking
- O-2.5** distinguish among the different levels of language (*i.e., formal, informal, colloquial*), and use the level that is appropriate for their purpose and audience;
- O-2.6** read aloud with increasing fluency and expression, focusing on pronouncing clearly and correctly, varying their intonation, adjusting the pace of their delivery (*e.g., in response to punctuation*), and adjusting the volume of their voice (*e.g., to appropriately convey the mood of a poem*);

ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above specific curriculum outcomes.

Students who have achieved these specific curriculum outcomes by the end of grade 6 are able to:

- In presenting an argument, begin by clearly stating a position, then present a list of reasons with supporting evidence, and end by restating the position
- Use appropriate vocabulary; correct pronunciation; appropriate tone, pace, and pitch

GCO O-3 Preparing and Delivering Presentations Students will prepare and deliver a variety of independent and collaborative oral presentations, using a process approach and applying knowledge of the characteristics and techniques associated with each type of presentation.

SPECIFIC CURRICULUM OUTCOMES

To achieve the general curriculum outcome, students will:

- O-3.1** plan, develop, review, revise, rehearse, and deliver a variety of oral presentations, independently or in collaboration with other students, incorporating the characteristics of and techniques associated with the particular type of presentation
- O-3.2** use strategies of effective presentation that are appropriate for their purpose and audience and that help clarify their message
- O-3.3** use a variety of visual and/or multimedia aids to enhance their presentations
- O-3.4** identify, with the teacher's assistance, their presentation strengths, the areas in which they are experiencing problems, and the areas on which they need to focus in order to improve, and set personal goals for improvement.

ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above specific curriculum outcomes.

Students who have achieved these specific curriculum outcomes by the end of grade 6 are able to:

- practise intonation and pace, test and adjust equipment and all components before making a presentation
- collaborate on the presentation of a mini-debate, speaking clearly, using formal language, and respecting the basic rules of debating
- present an audio or audio-visual recording of a news report based on one of their event summaries, using formal language, varying their intonation, delivering the news from an anchor desk, and using an appropriate camera angle
- speak forcefully and maintain eye contact with their opponent and the audience in a debate, pause for emphasis when delivering a news report
- show a short video clip that will help an audience understand a presentation, display items related to the presentation topic

GRADE 6

READING AND INTERPRETATION (R)

GENERAL CURRICULUM OUTCOMES

By the end of Grade 6, students will:

R-1 demonstrate an understanding of unfamiliar words and the ideas, information, and messages in various forms of literary and informational texts, including media texts, using comprehension strategies to construct meaning;

R-2 identify and describe the form, structure, and elements of a variety of texts, including elements such as literary devices and other techniques used to enhance a text's effectiveness;

R-3 demonstrate critical literacy skills by identifying and analysing the messages conveyed by and perspectives taken in texts, and the techniques used in texts to communicate meaning and achieve effects.

TEACHING RESOURCES

- *Moving Up With Literacy Place*, Grades 5 and 6 units
- Variety of texts: Picture books, poetry, novels, non-fiction texts, magazines, newspapers
- Read aloud books
- Shared reading texts
- Guided reading books
- Reader's notebook
- Dictionaries

TEACHING TIPS

- Show your love of reading
- Read a variety of books for read aloud
- Read with expression and enthusiasm
- Model how to use reading strategies
- Build on their knowledge of French to help them read in English
- Use Word Walls and dictionaries
- Use graphic organizers

PROFESSIONAL READING

- *Guiding Readers and Writers*
(Irene Fountas and Gay Su Pinnell)
- *Teaching for Comprehending and Fluency*
(Irene Fountas and Gay Su Pinnell)
- *Levelled Book List, K-8+*
(Irene Fountas and Gay Su Pinnell)
- *Strategies That Work*
(Stephanie Harvey and Anne Goudvis)

ASSESSMENT TOOLS

- Running Records
- Observation Charts
- Anecdotal Records
- Checklists
- Rubrics
- Teacher Conferences
- Reader's Notebook

GCO R-1 Comprehending and Interpreting

Students will demonstrate an understanding of unfamiliar words and the ideas, information, and messages in various forms of literary and informational texts, including media texts, using comprehension strategies to construct meaning;

SPECIFIC CURRICULUM OUTCOMES

To achieve the general curriculum outcomes, students will:

Using Comprehension Strategies

R-1.1 activate their prior knowledge about the topic of a new text before reading;

R-1.2 set a purpose and determine an appropriate speed (*e.g., skimming, reading closely*) for reading by previewing the content and structure of texts;

R-1.3 make predictions about the content of a text before and during reading on the basis of clues provided in the text (*e.g., “Based on the author’s description of the house, I think that it will turn out to be haunted”*);

R-1.4 use text features (*e.g., glossary, index*) to become familiar with the general contents of a text and to locate specific information;

R-1.5 apply their knowledge of French vocabulary, grammar, sentence structure, and syntax in a variety of ways, including the following, to help them understand texts:

- identify and pronounce unfamiliar words (*e.g., use their knowledge that ph is pronounced like f to pronounce the word elephant*);
- identify the function of a word (*e.g., a descriptive word next to a verb [usually an adverb] modifies the meaning of the verb*);

R-1.6 use word-solving strategies, including the following, to decode and pronounce unfamiliar words and phrases:

- use the context of the word or phrase;
- use their knowledge of the structure of words (*e.g., words can consist of root words plus a prefix and/or suffix, compound words consist of two words*);
- consult a variety of print and electronic dictionaries and other resources, including thesauruses;

R-1.7 use visualization strategies to help them understand ideas, information, and messages in texts;

R-1.8 monitor and, where necessary, revise their comprehension of a text;

R-1.9 read texts that are appropriate for their reading level at a sufficient rate and with sufficient precision and expression to convey the sense of the text readily to the reader and to an audience;

ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above specific curriculum outcomes.

Students who have achieved these specific curriculum outcomes by the end of grade 6 are able to:

- make a connection between the topic and related topics or issues they have read about or viewed in the media
- use the glossary and index to help find information
- use their knowledge that ph is pronounced like f to pronounce the word elephant.
- set out in chart form the reasons an author gives to support his or her opinion
- ask questions during and after reading
- slowly reread sections where they encountered difficulty
- draw inferences based on evidence in the text, such as: “Earlier in the book we learned that the boy is afraid of the bully. I think that’s why he decided not to go to practice.”

SPECIFIC CURRICULUM OUTCOMES

To achieve the general curriculum outcome, students will:

Interpreting Text

R-1.10 identify and summarize the important ideas, information, and messages in literary and informational texts, providing interpretations based on evidence from the text;

R-1.11 identify and distinguish between facts and opinions in informational texts from various media (*e.g., pamphlets, children’s magazines, websites*);

R-1.12 identify the main events in narrative texts and their location in the plot

R-1.13 describe the points of view, motivations, and internal and/or external conflicts of the main and secondary characters in narrative texts;

R-1.14 distinguish between the topic of a text (*e.g., a brother and sister who play hockey*) and its theme (*e.g., gender discrimination in children’s hockey*);

R-1.15 compare different forms of texts (*e.g., a pamphlet and a newspaper article on the same topic*) by describing their distinctive elements and purposes;

ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above specific curriculum outcomes.

Students who have achieved these specific curriculum outcomes by the end of grade 6 are able to:

- identify the introduction, rising action, climax, falling action or dénouement in a narrative text.
- identify the author’s point of view

GCO R-2 Understanding Forms and Their Characteristics

Students will identify and describe the form, structure, and elements of a variety of texts, including elements such as literary devices and other techniques used to enhance a text's effectiveness;

SPECIFIC CURRICULUM OUTCOMES

To achieve the general curriculum outcome, students will:

R-2.1 read a short novel and other forms of short fiction (*e.g., short stories, plays, story books, comic books, fables, legends*) and identify their elements (*e.g., characters, plot, theme*);

R-2.2 read a variety of poems and identify their form (*e.g., free verse, diamante, haiku*), their structure (*e.g., the diamond shape of a diamante poem*), and their common and distinctive elements (*e.g., common elements such as the use of figurative language, distinctive elements such as image patterns in free verse or rhymes in a rhyming poem*);

R-2.3 read a variety of persuasive paragraphs; identify their purpose, audience, and point of view; and describe their structure;

R-2.4 read a variety of magazines, identify their purpose, audience, and contents, and describe how the contents address the purpose and audience (*e.g., articles about, pictures of, and advertisements for high-powered cars in a teen magazine are intended to persuade teens that these cars are desirable*);

R-2.5 read a variety of expository texts (*e.g., articles, descriptions, reports of sports events, cultural events, field trips*) and identify their elements (*e.g., the 5 W's – who, what, when, where, why*);

R-2.6 read and view a variety of persuasive media texts (*e.g., pamphlets, advertisements, posters, web pages*) and identify their purpose (*e.g., to inform, to persuade*), their audience, and their elements (*e.g., catchy slogans, attractive visuals, precise vocabulary*);

ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above specific curriculum outcomes.

Students who have achieved these specific curriculum outcomes by the end of grade 6 are able to:

- identify common elements in poetry such as the use of figurative language, distinctive elements such as image patterns in free verse or rhymes in a rhyming poem
- describe the structure of a persuasive paragraph as having an introductory sentence that clearly states the opinion; supporting arguments; a conclusion that restates the opinion
- identify and use the the 5 W's – who, what, when, where, why

GCO R-3 Applying Critical Literacy Skills

Students will demonstrate critical literacy skills by identifying and analysing the messages conveyed by and perspectives taken in texts, and the techniques used in texts to communicate meaning and achieve effects.

SPECIFIC CURRICULUM OUTCOMES

To achieve the general curriculum outcome, students will:

R-3.1 express their opinions about a topic after reading a variety of texts on that topic, and justify their opinions by making connections among what they have read, their prior knowledge and experience, and their observations;

R-3.2 explain how the placement of particular advertisements in particular media forms (*e.g., toy commercials in Saturday morning cartoons, car advertisements in financial magazines*) targets and attempts to persuade particular audiences;

R-3.3 assess the effectiveness of specific techniques used in a variety of texts (*e.g., sentence patterns and imagery in fiction, dark colours in horror movie posters*) to create mood and to evoke images in the minds of readers and viewers;

R-3.4 draw inferences about the purpose of a text, and the opinions it conveys, on the basis of evidence in the text (*e.g., by depicting an honest but poor character stealing food, the author may be suggesting that poverty can change people's behaviour*), and present a possible alternative perspective (*e.g., that stealing is never justified*).

ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above specific curriculum outcomes.

Students who have achieved these specific curriculum outcomes by the end of grade 6 are able to:

- make logical text-to-text comparisons
- explain and support preferences for, and opinions about, a text, authors, and illustrators with specific details or examples
- recognize some elements of an author's style or technique (figurative language, descriptions) and explain how they help the reader
- evaluate the author's effectiveness by providing a relevant personal example or preference

GRADE 6

WRITING AND REPRESENTATION (W)

GENERAL CURRICULUM OUTCOMES

By the end of Grade 6, students will:

W-1 generate, gather, and organize ideas and information to write for an intended purpose and audience;

W-2 write texts in a variety of forms and for various media, applying their knowledge of the elements and techniques associated with each form;

W-3 revise and edit their texts, applying their knowledge of language conventions;

W-4 use their knowledge of publishing and production skills and strategies to enhance the presentation of their work.

TEACHING RESOURCES

- *Moving Up with Literacy Place*, Grades 5 and 6 units
- *6+1 Traits of Writing and The Trait Crate*
- *Write Traits Kit*
- Language Conventions, page 74
- *Scholastic Guide to Grammar*
- Read Aloud Books
- Shared reading texts
- Guided reading texts
- Classroom novels
- *Scholastic Spelling 4, Teacher's Edition*
- Writer's notebook
- Graphic organizers

TEACHING TIPS

- Model how you want students to write
- Brainstorm as a group to generate ideas
- Teach how to use dictionaries and other resources
- Use read aloud books to show how authors use language in their writing.
- Encourage students to take note of authors' words and expressions to use in their own writing.
- Teach the writing process.
- Use graphic organizers
- Invite students to read their peers' writing

PROFESSIONAL READING

- *Text Structures: Teaching Patterns in Reading and Writing* (Dianne Dillabough)
- *Guiding Readers and Writers* (Irene Fountas and Gay Su Pinnell)
- *Teaching for Comprehending and Fluency* (Irene Fountas and Gay Su Pinnell)

ASSESSMENT TOOLS

- Observation Charts
- Anecdotal Records
- Checklists
- Teacher Conferences
- Writer's Notebook
- Writing rubrics
- Analytic Writing Assessment Continuum, *6+1 Traits of Writing*, pp. 265-272
- Graphic organizers

GCO W-1 Developing and Organizing Content

Students will generate, gather, and organize ideas and information to write for an intended purpose and audience;

SPECIFIC CURRICULUM OUTCOMES

To achieve the general curriculum outcomes, students will:

W-1.1 determine the purpose of and audience for the text they are planning to create (*ideas, organization, voice*);

W-1.2 use a variety of pre-writing strategies independently and collaboratively to generate and develop ideas and to select an appropriate topic and form for their writing (*ideas, organization, voice*);

W-1.3 plan their writing, using simple outline formats to sort information and to list and organize their ideas in a logical manner (*ideas, organization, voice*);

W-1.4 identify a variety of literary/stylistic devices and/or media techniques appropriate to the form of text they are planning to create, then choose the ones that best suit their purpose and audience;

ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above specific curriculum outcomes.

Students who have achieved these specific curriculum outcomes by the end of grade 6 are able to:

- create a mind map, brainstorm with others and consult resources such as magazines to generate possible topics
- gather ideas from a variety of sources and use an organizational framework (web, drawing, graphic organizer, research, jot notes)

GCO W-2 Applying Knowledge of Forms and Techniques

Students will write texts in a variety of forms and for various media, applying their knowledge of the elements and techniques associated with each form;

SPECIFIC CURRICULUM OUTCOMES

To achieve the general curriculum outcome, students will:

W-2.1 write short pieces of fiction and/or personal narratives (*e.g., short stories, travelogues, journal entries, skits, screenplays, comic strips, story beginnings*):

- *fiction*: with a simple plot, setting, and characters;
- *personal narratives*: with a brief account of a personal experience, and descriptions of the setting and people involved;
- with a focus on ensuring coherence throughout the text

W-2.2 write a variety of poems, including simple free-verse and diamante poems:

- applying elements of the form (*e.g., the characteristic structure of a diamante poem*);
- using literary devices (*e.g., alliteration, assonance, imagery, onomatopoeia, similes*);
- with a focus on using descriptive vocabulary;

W-2.3 write persuasive or argumentative paragraphs:

- with a specific audience in mind;
- with a topic sentence that clearly states an opinion;
- with three arguments in support of the opinion;
- with a conclusion that restates the opinion;

W-2.4 write an expository text (*e.g., event summary, biographical sketch, descriptive paragraph, newspaper or magazine article, procedural report*):

- using the five W's (*who, what, when, where, why*) to organize the information;
- with a catchy introduction and a conclusion;
- with a development section that describes simple facts and provides details and/or examples;

W-2.5 produce a media text (*e.g., pamphlet, brochure, poster, web page*) promoting a product, a service, or an event:

- with a specific audience in mind;
- using clear and precise vocabulary;
- using short sentences to convey the desired information;
- using literary/stylistic devices and technological resources (*e.g., a catchy slogan, lists of benefits or advantages, attractive visual elements such as clip art and different fonts*) to enhance the persuasiveness of the text and to produce a clean and appealing document;

ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above specific curriculum outcomes.

Students who have achieved these specific curriculum outcomes by the end of grade 6 are able to:

- select a fairly well-defined topic with an identifiable central message
- include a series of relevant ideas or events, usually based on personal experiences, supported opinions or accurate information
- include relevant details to support the ideas
- use connecting words related to the passage of time, change verb tenses as appropriate
- use precise or interesting words, creative phrases, or figurative language
- present ideas in a logical order
- express key ideas in paragraphs

GCO W-3 Revising and Editing Texts

Students will revise and edit their texts, applying their knowledge of language conventions; use their knowledge of publishing and production skills and strategies to enhance the presentation of their work;

SPECIFIC CURRICULUM OUTCOMES

To achieve the general curriculum outcome, students will:

W-3.1 make revisions to improve the content, clarity, and interest of their written work, using feedback from the teacher and focusing on the following:

- following their outline and revising it if necessary (*ideas, organization*);
- adding details that clarify or support their intended meaning, or that would appeal to their target audience (*ideas, organization, voice*);
- introducing new words and expressions from their reading into their writing (*word choice, sentence fluency*);
- using specialized or technical language or jargon when appropriate to the subject and audience (*word choice, sentence fluency, voice*);
- using a variety of sentence structures (*word choice, sentence fluency, voice*);
- selecting and using the most effective adverbs for their purpose (*e.g., Julian cautiously placed the crystal vase on the glass table*) (*word choice, sentence fluency, voice*);

W-3.2 edit and proofread their written work, using a variety of reference materials (*e.g., and guidelines developed by the teacher (e.g., an editing checklist specific to the writing task)*), and applying the language conventions set out on page 67 (*conventions*);

ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above specific curriculum outcomes.

Students who have achieved these specific curriculum outcomes by the end of grade 6 are able to:

- use print and electronic dictionaries, spell-check programs, grammar and style guides
- use an editing checklist specific to the writing task, a posted class writing guideline
- use correct end punctuation and capitalization
- generally include correct use of commas, apostrophes, and quotation marks
- spell most familiar words correctly
- generally use basic grammatical structures correctly

CGO W-4 Producing Finished Work

Students will use their knowledge of publishing and production skills and strategies to enhance the presentation of their work.

SPECIFIC CURRICULUM OUTCOMES

To achieve the general curriculum outcome, students will:

W-4.1 produce a clean and legible final draft, using a variety of techniques and resources to format and enhance the presentation, with a focus on the following:

- using headings and subheadings appropriately to help organize the text;
- using underlining, colour, and/or varied styles of lettering appropriately for different purposes (*e.g., use eye-catching colours in a promotional pamphlet*);
- integrating clip art, photos with appropriate captions, and/or accurately labelled diagrams to supplement or reinforce information and messages;

W-4.2 identify, with the teacher's assistance, their writing strengths, the areas in which they are experiencing problems, and the parts of the writing process on which they need to focus in order to improve, and set personal goals for improvement.

ACHIEVEMENT INDICATORS

The following set of indicators may be used to assess student achievement for the above specific curriculum outcomes.

Students who have achieved these specific curriculum outcomes by the end of grade 6 are able to:

- present a neat and clear final copy of a written text

GRADE 6

LANGUAGE CONVENTIONS

In drafting, revising, editing, and proofreading their texts, students apply their knowledge of the language conventions appropriate for their grade. In Grade 6, students will apply the following conventions correctly:

Sentence Structures

- the affirmative and negative forms of all types of simple and compound sentences (*see chart*);

	simple sentence		compound sentence	
	affirmative	negative	affirmative	negative
declarative: makes a statement	<i>My name is Sally.</i>	<i>We do not eat worms.</i>	<i>Paul plays soccer <u>and</u> he takes a dance class.</i>	<i>Heather did not want to go <u>so</u> she stayed home.</i>
imperative: gives an order	<i>Open your books.</i>	<i>Don't look!</i>	<i>Open your book <u>and</u> take out your pencil.</i>	<i>Don't go far <u>and</u> don't stay late.</i>
exclamatory: expresses joy, surprise, pain, etc.	<i>It's a snake!</i>	<i>I cannot believe it!</i>	<i>He bought a ticket <u>and</u> he won the lottery!</i>	<i>I didn't trip <u>or</u> fall!</i>
interrogative: asks a question	<i>Would you like some milk?</i>	<i>Don't you like chocolate?</i>	<i>Would you like to play chess <u>or</u> would you like to go outside?</i>	<i>Don't you like swimming <u>or</u> diving?</i>

- connecting words to link ideas and to combine simple sentences (*e.g., and, or, but, for, nor, yet, so*);

Parts of Speech

- indefinite pronouns (*e.g., all, everyone, few*);
 - always singular: *another, anybody, anyone, anything, each, either, everybody, everyone, everything, little, much, neither, nobody, no one, nothing, one, other, somebody, someone, something*
 - (*e.g., Each of the participants is allowed one chance. / Everyone has a chance to win.*)
 - always plural: *both, few, many, others, several*
 - (*e.g., Few parents like going to meetings. / Both of them were very angry with me.*)
 - singular or plural depending on the noun: *all, any, more, most, none, some*
 - (*e.g., All the students are good writers. / All the food is delicious.*)
- prepositions (*e.g., on, in, into, at, by, from, to*);
 - *Get on the bus!*
 - *My phone fell into the water.*
 - *She is from Ottawa.*
- coordinating conjunctions (*e.g., and, or, but, for, nor, yet, so*);
 - *I can skate and ski.*
 - *We can either skate or ski*
 - *I can skate but I cannot ski.*
- modifiers such as comparative and superlative adjectives and adverbs;
 - adjectives
 - *big/bigger/biggest, tall/taller/tallest, cheerful/more cheerful/most cheerful*
 - *good/better/best, bad/worse/worst;*
 - adverbs
 - *fast/faster/fastest, quickly/more quickly/most quickly, loudly/less loudly/least loudly*
 - *well/better/best, badly/worse/worst;*
- nouns and pronouns as subjects, direct objects, or indirect objects, depending on their grammatical functions;
 - subjects: persons, places or things that are *doing* or *being* in the sentence
 - *Brian plays the piano.*
 - *Montreal is a big city.*
 - *My dog chases cars.*
 - direct objects: nouns or pronouns that follow a transitive verb and complete the meaning of the verb. They answer the question *what?* or *whom?* *after the verb.*
 - *She won an award. (She won what? An award)*
 - *I saw Sarah yesterday. (I saw whom? Sarah)*
 - indirect objects: answer the question *to/for whom?*
 - *Andrew told me a secret. (Andrew told a secret to whom? to me)*
 - *We showed Henry what to do. (We showed whom what to do? Henry)*

- subjects and predicates in all sentences (*except imperative sentences, where the subject is understood*);
 - subject: a person, place or thing that is *doing* or *being* in the sentence
 - Brian plays the piano.
 - Montreal is a big city.
 - predicate: the part of the sentence containing a verb; it expresses an action or a state
 - Brian plays the piano.
 - Montreal is a big city.
- compound subjects and compound verbs in both simple and compound sentences;
 - compound subjects (*e.g., Jake and Annie love watching movies. Jake and Annie love watching movies but do not like playing video games.*);
 - compound verbs (*e.g., Jordan baked cookies and gave them to her friends. Stephanie took a picture, framed it, and hung it on the wall.*);

Use of Verbs

- the past, present, and future tenses of regular and irregular verbs in the indicative mood;
 - regular verbs: *e.g., I walk, I walked, I will walk / I play, I played, I will play / I dance, I danced, I will dance*
 - irregular verbs: *e.g., I have, I had, I will have / I am, I was, I will be / I see, I saw, I will see / I write, I wrote, I will write / I sing, I sang, I will sing / I sit, I sat, I will sit / I buy, I bought, I will buy*
- subject-verb agreement for compound subjects;
 - *Jake and Annie love watching movies.*
 - *My dog and I like swimming.*

Capitalization and Punctuation

- capitalization and punctuation of abbreviations and acronyms (*e.g., Mr., Mrs, Dr., St., Ave., cm, km, min., P.E.I., N.S., Alta., Ont., RCMP, UNICEF, CPR, DNA, CBC*);
- commas with appositives (*e.g., My friend from Montreal, Danielle, is visiting me*);
- colons after the speakers' names in scripts and interview texts (no quotation marks required);
 - Teacher: Do you have a topic for your poem?
 - Student: I would like to write about playing baseball.
 - Teacher: That is a wonderful topic for you.
- quotation marks to indicate direct speech;
 - "Come here," said Tom.
 - "I don't want to!" cried the child.
 - Keith asked, "Why did you do that?"
- hyphens after certain prefixes and in the numbers 21 to 99 when written in words;
 - *self-evaluation, self-respect, self-confident* (always hyphenate after "self", except "selfish")
 - *ex-wife*
 - *co-author, co-pilot, co-op*
 - *twenty-one, ninety-nine*

Spelling

- homophones, in context
 - *e.g., The tree was bare; The bear was as tall as the tree / She walked by; She will buy a new coat / Dear Katherine; I saw a deer in the woods / Do you have a pair of scissors? I have a pear for my snack).*

In addition, Grade 6 students will use the following strategies to spell words correctly:

- apply their knowledge of common letter patterns (*e.g., consonant digraphs like ch and sh*), word structure, root words, and the meaning of words;
- apply generalizations about spelling (*e.g., i before e except after c, or when sounded like ay as in neighbour or weigh*), and recognize exceptions to rules (*e.g., the “i before e” rule does not apply to weird*);
- apply their knowledge of French vocabulary when words are the same or similar in French and in English.

Overview of Specific Curriculum Outcomes for Grades 4-6

Oral Communication (O)

GCO O-1 Listening and Responding: Students will use active listening strategies and a range of thinking skills to comprehend and respond to a variety of oral communications

	GRADE 4	GRADE 5	GRADE 6
SCO O-1.1	Recognize and use some basic active listening strategies;	recognize and use basic active listening strategies;	use active listening strategies;
SCO O-1.2	Recognize that oral communications have a purpose, and identify that purpose when listening and viewing;	set a purpose for listening and viewing;	set a purpose for listening and viewing;
SCO O-1.3	identify the important ideas, information, and/or messages in oral communications, restating them in their own words;	identify and compare the important ideas, information, and/or messages in various oral communications;	summarize the ideas and information in oral communications, and identify the point of view expressed;
SCO O-1.4	contribute ideas and opinions to formal and informal discussions, and respond with courtesy and respect to the contributions of others;	contribute ideas and opinions to formal and informal discussions, and respond with courtesy and respect to the contributions of others;	contribute and compare ideas, views and opinions, defending their opinions on the basis of evidence in the communication as well as their own prior knowledge, experience, and observations to formal and informal discussions, and respond constructively to others' contributions;
SCO O-1.5	express their thoughts and feelings about the ideas and information presented in oral communications, drawing on their own prior knowledge, experience, values, and beliefs;	express opinions about the ideas and views presented in oral communications, and defend those opinions on the basis of evidence in the communication and their own prior knowledge, experience, values, beliefs, and observations;	compare their own views to the views and messages presented in oral communications, defending their opinions on the basis of evidence in the communication as well as their own prior knowledge, experience, and observations;

GCO O-2 Applying the Conventions of Spoken Language: Students will use vocabulary and conventions of spoken language appropriate for this grade correctly and use the appropriate level of language in classroom discussions and presentations;			
	GRADE 4	GRADE 5	GRADE 6
SCO O-2.1	use basic vocabulary and conversational conventions <i>correctly</i> in classroom discussions and presentations;	use familiar and new vocabulary and conversational conventions correctly in formal and informal classroom discussions and presentations;	incorporate new and specialized vocabulary regularly into classroom discussions and presentations, keeping in mind their purpose and audience;
SCO O-2.2	use basic sentence structures, simple verb tenses, and simple connecting words when contributing to classroom discussions and making presentations;	use simple and compound sentences, correct subject-verb agreement, and a variety of connecting words when contributing to classroom discussions and making presentations;	use a variety of simple and compound sentences, the past, present, and future tenses of verbs, and a variety of connecting words when contributing to classroom discussions and making presentations, keeping their purpose and audience in mind;
SCO O-2.3	use a simple, logical sequence to communicate ideas, information, and opinions clearly and coherently;	use simple organizational patterns to communicate ideas, information, and opinions clearly and coherently;	use a variety of organizational patterns to communicate ideas, information, and opinions clearly and coherently;
SCO O-2.4	identify and distinguish among sounds in spoken language, and imitate models of correct pronunciation of familiar vocabulary when speaking;	use correct pronunciation and appropriate intonation and volume when speaking;	use most of the strategies of effective speaking;
SCO O-2.5	use formal and informal language appropriately in classroom settings;	distinguish among the different levels of language (<i>e.g.</i> , formal: “ <i>I do not understand</i> ”; informal: “ <i>I don’t understand</i> ”; colloquial: “ <i>Don’t have a clue</i> ”), and begin to adapt their level of language to their purpose and audience;	distinguish among the different levels of language (<i>i.e.</i> , <i>formal, informal, colloquial</i>), and use the level that is appropriate for their purpose and audience;
SCO O-2.6	read aloud with some fluency, focusing on correct pronunciation, intonation, and pace;	read aloud with increasing fluency and expression, focusing on correct pronunciation and appropriate intonation, pace, and volume ;	read aloud with increasing fluency and expression, focusing on pronouncing clearly and correctly, varying their intonation, adjusting the pace of their delivery, and adjusting the volume of their voice;

Curriculum Outcomes

GCO O-3 Preparing and Delivering Presentations: Students will prepare and deliver a variety of short independent and collaborative oral presentations, using a process approach and applying knowledge of the basic characteristics and techniques associated with each type of presentation.			
	GRADE 4	GRADE 5	GRADE 6
SCO O-3.1	plan, develop, review, revise, rehearse, and deliver a variety of short oral presentations, independently or in collaboration with other students, incorporating the characteristics of and techniques associated with the particular type of presentation;	plan, develop, review, revise, rehearse, and deliver a variety of short oral presentations, independently or in collaboration with other students, incorporating the characteristics of and techniques associated with the particular type of presentation;	plan, develop, review, revise, rehearse, and deliver a variety of oral presentations, independently or in collaboration with other students, incorporating the characteristics of and techniques associated with the particular type of presentation;
SCO O-3.2	use strategies of effective presentation that are appropriate for the intended purpose;	use strategies of effective presentation that are appropriate for different purposes and audiences and that help clarify their message;	use strategies of effective presentation that are appropriate for their purpose and audience and that help clarify their message;
SCO O-3.3	use a variety of visual aids to enhance their presentations;	use a variety of visual aids to enhance their presentations;	use a variety of visual and/or multimedia aids to enhance their presentations;
SCO O-3.4	identify, with the teacher’s assistance, their presentation strengths, the areas in which they are experiencing problems, and the areas on which they need to focus in order to improve.	identify, with the teacher’s assistance, their presentation strengths, the areas in which they are experiencing problems, and the areas on which they need to focus to improve.	identify, with the teacher’s assistance, their presentation strengths, the areas in which they are experiencing problems, and the areas on which they need to focus in order to improve, and set personal goals for improvement.

Reading and Interpretation (R)

GCO R-1 Comprehending and Interpreting: Students will demonstrate an understanding of unfamiliar words and the important ideas, information, and messages in various forms of literary and informational texts, including media texts, using simple comprehension strategies to construct meaning;

Using Comprehension Strategies

	GRADE 4	GRADE 5	GRADE 6
SCO R-1.1	activate their prior knowledge about the topic of a new text before reading;	activate their prior knowledge about the topic of a new text before reading;	activate their prior knowledge about the topic of a new text before reading;
SCO R-1.2	identify different purposes for reading and describe the types of texts that are most appropriate for these purposes;	set a purpose for reading and choose a text that is appropriate for that purpose;	set a purpose and determine an appropriate speed for reading by previewing the content and structure of texts;
SCO R-1.3	make predictions about the content of a text before and during reading on the basis of illustrations and other graphic elements in the text;	make predictions about a text's ending or message on the basis of clues and information at the beginning of the text;	make predictions about the content of a text before and during reading on the basis of clues provided in the text;
SCO R-1.4	use simple text features to become familiar with the general contents of a text;	use common text features to become familiar with the general contents of a text and to begin to search for specific information;	use text features to become familiar with the general contents of a text and to locate specific information;
SCO R-1.5	apply their knowledge of French vocabulary and grammar in a variety of ways, including the following, to help them understand texts: <ul style="list-style-type: none"> • recognize words that are similar in both languages (<i>e.g., table/table</i>); • find the verb in a sentence; 	apply their knowledge of French vocabulary, grammar, and sentence structure in a variety of ways, including the following, to help them understand texts: <ul style="list-style-type: none"> • recognize words that are similar in both languages (<i>e.g., separate/séparer</i>); • identify a variety of sentence structures; 	apply their knowledge of French vocabulary, grammar, sentence structure, and syntax in a variety of ways, including the following, to help them understand texts: <ul style="list-style-type: none"> • identify and pronounce unfamiliar words; • identify the function of a word;
SCO R-1.6	use basic word-solving strategies, including the following, to decode and pronounce unfamiliar words: <ul style="list-style-type: none"> • identify common letter patterns; • identify sound-symbol relationships; 	use word-solving strategies, including the following, to decode and pronounce unfamiliar words: <ul style="list-style-type: none"> • identify common letter; • break words into syllables; 	use word-solving strategies, including the following, to decode and pronounce unfamiliar words and phrases: <ul style="list-style-type: none"> • use the context of the word or phrase; • use their knowledge of the structure of words;

Curriculum Outcomes

	<ul style="list-style-type: none"> consult a visual dictionary; 	<ul style="list-style-type: none"> identify root words, prefixes, suffixes, and compound words; consult a variety of print and electronic dictionaries; 	<ul style="list-style-type: none"> consult a variety of print and electronic dictionaries and other resources, including thesauruses;
SCO R-1.7	use visualization strategies to predict the meaning of unfamiliar words and to help them understand the main ideas, information, and messages in texts;	use visualization strategies to help them understand ideas, information, and messages in texts;	use visualization strategies to help them understand ideas, information, and messages in texts;
SCO R-1.8	monitor and, where necessary, revise their comprehension of a text;	monitor and, where necessary, revise their comprehension of a text;	monitor and, where necessary, revise their comprehension of a text;
SCO R-1.9	read texts that are appropriate for their reading level at a sufficient rate and with sufficient precision and expression to convey the sense of the text readily to the reader and to an audience;	read texts that are appropriate for their reading level at a sufficient rate and with sufficient precision and expression to convey the sense of the text readily to the reader and to an audience;	read texts that are appropriate for their reading level at a sufficient rate and with sufficient precision and expression to convey the sense of the text readily to the reader and to an audience;
Interpreting Text			
SCO R-1.10	identify the important ideas, information, and messages in literary and informational texts, restating them in their own words and providing interpretations, supported by illustrations in the text;	identify the important ideas, information, and messages in literary and informational texts, restating them in their own words and providing interpretations, supported by illustrations and key words in the text;	identify and summarize the important ideas, information, and messages in literary and informational texts, providing interpretations based on evidence from the text;
SCO R-1.11	distinguish between works of fiction and informational;	distinguish between works of fiction and informational texts, and identify their different purposes;	identify and distinguish between facts and opinions in informational texts from various media;
SCO R-1.12	identify and describe the main events in narrative texts, presenting them in sequence;	identify and explain the causes of events and conflicts in narrative texts;	identify the main events in narrative texts and their location in the plot;
SCO R-1.13	describe the characters in narrative texts, including their physical traits, their actions, and the conflicts in which they are engaged;	identify the strengths and weaknesses of characters in narrative texts by describing their actions, what they say, and the main conflicts in which they are engaged;	describe the points of view, motivations, and internal and/or external conflicts of the main and secondary characters in narrative texts;

SCO R-1.14	retell a story by adapting it, or an aspect of it, for presentation in another form;	adapt or extend a text, or some aspect of it, in a way that demonstrates their understanding of the text;	distinguish between the topic of a text and its theme;
SCO R-1.15			compare different forms of texts by describing their distinctive elements and purposes;
GCO R-2 Understanding Forms and Their Characteristics: Students will identify and describe the form, structure, and elements of a variety of texts, including elements such as literary devices and other techniques used to enhance a text's effectiveness;			
	GRADE 4	GRADE 5	GRADE 6
SCO R-2.1	read a short novel and a variety of story books and other narrative texts and identify their basic elements;	read a short novel and a variety of other narrative texts and identify their elements;	read a short novel and other forms of short fiction and identify their elements;
SCO R-2.2	read a variety of poems and describe their form and structure;	read a variety of poems and identify their form (<i>e.g., rhyming</i>), their structure (<i>e.g., stanzas</i>), and some of their basic common and distinctive elements;	read a variety of poems and identify their form, their structure, and their common and distinctive elements;
SCO R-2.3	read a variety of narrative and descriptive paragraphs and identify their purpose, their structure, and some of the characteristics common to each form;	read a variety of expository paragraphs (<i>that inform or explain</i>) and identify their purpose, audience, and structure;	read a variety of persuasive paragraphs; identify their purpose, audience, and point of view; and describe their structure;
SCO R-2.4	read a variety of children's magazines and identify their common elements;	read and view a variety of children's magazines, identify their purpose, audience, and contents, and explain how the contents are related to the purpose and audience;	read a variety of magazines, identify their purpose, audience, and contents, and describe how the contents address the purpose and audience;
SCO R-2.5	read a variety of simple procedural texts and identify their common elements;	read a variety of procedural texts and identify their purpose, audience, and elements;	read a variety of expository texts and identify their;
SCO R-2.6	read and view a variety of simple friendly messages produced in different media forms, and identify elements and techniques that are characteristic of each form;	read and view short media texts in a variety of forms and identify their purpose, their audience, and the elements and techniques that are characteristic of each form;	read and view a variety of persuasive media texts and identify their purpose, their audience, and their elements;

Curriculum Outcomes

GCO R-3 Applying Critical Literacy Skills: Students will demonstrate critical literacy skills by identifying and analysing the messages conveyed by and perspectives taken in texts, and the techniques used in texts to communicate meaning and achieve effects.			
	GRADE 4	GRADE 5	GRADE 6
SCO R-3.1	develop their own opinions by considering and comparing ideas and information presented in texts and relating the ideas and information to their prior knowledge, experience, values, and beliefs;	express their opinions about ideas, information, and messages presented in texts, and justify those opinions by drawing on their prior knowledge, experience, values, beliefs, and observations;	express their opinions about a topic after reading a variety of texts on that topic, and justify their opinions by making connections among what they have read, their prior knowledge and experience, and their observations;
SCO R-3.2	identify examples of advertisements in various media that they encounter in their daily lives, and describe the influence those advertisements have on them;	select advertisements from various media forms, and describe how these advertisements influence their choices, preferences, and desires;	explain how the placement of particular advertisements in particular media forms targets and attempts to persuade particular audiences;
SCO R-3.3	identify the words and expressions and the comparisons chosen by authors to evoke clear mental images and impressions in the minds of readers;	identify the ways in which language and visual elements are used to communicate meaning and to enhance the effect of texts and media works on readers and viewers;	assess the effectiveness of specific techniques used in a variety of texts to create mood and to evoke images in the minds of readers and viewers;
SCO R-3.4	draw inferences about the ideas and messages in a text on the basis of evidence in the text and their prior knowledge, and present a possible alternative perspective.	draw inferences about the ideas and messages in a text on the basis of evidence in the text and their prior knowledge, and present a possible alternative perspective.	draw inferences about the purpose of a text, and the opinions it conveys, on the basis of evidence in the text, and present a possible alternative perspective.

Writing And Representation (W)

GCO W-1 Developing and Organizing Content: Students will generate, gather, and organize ideas and information to write for an intended purpose and audience;

	GRADE 4	GRADE 5	GRADE 6
SCO W-1.1	determine, independently or with guidance from the teacher, the purpose of and audience for the text they are planning to create;	determine the purpose of and audience for the text they are planning to create;	determine the purpose of and audience for the text they are planning to create;
SCO W-1.2	use a variety of simple pre-writing strategies independently and as a class to generate and develop ideas and to select an appropriate topic or form for their writing;	use a variety of pre-writing strategies independently and in groups to generate and develop ideas and to select an appropriate topic or form for their writing;	use a variety of pre-writing strategies independently and collaboratively to generate and develop ideas and to select an appropriate topic and form for their writing;
SCO W-1.3	sort and classify their ideas and information, listing those they intend to present in a logical order;	sort and classify the material they have gathered, listing the ideas and information they intend to present in a logical order, keeping their purpose and audience in mind;	plan their writing, using simple outline formats to sort information and to list and organize their ideas in a logical manner;
SCO W-1.4		identify a variety of literary/stylistic devices, and/or media techniques appropriate to the form of text they are planning to create, then choose the ones that best suit their purpose and audience;	identify a variety of literary/stylistic devices and/or media techniques appropriate to the form of text they are planning to create, then choose the ones that best suit their purpose and audience;

GCO W-2 Applying Knowledge of Forms and Techniques: Students will write simple texts in a variety of forms and for various media, applying their knowledge of the basic elements and techniques associated with each form;

	GRADE 4	GRADE 5	GRADE 6
SCO W-2.1	write narrative paragraphs: <ul style="list-style-type: none"> • relating events in chronological order; • using connecting words to indicate the passage of time; 	write short narrative texts: <ul style="list-style-type: none"> • relating events in chronological order; • using connecting words to indicate the passage of time; 	write short pieces of fiction and/or personal narratives: <ul style="list-style-type: none"> • <i>fiction</i>: with a simple plot, setting, and characters; • <i>personal narratives</i>: with a brief account of a personal experience, and descriptions of the

Curriculum Outcomes

			<p>setting and people involved;</p> <ul style="list-style-type: none"> • with a focus on ensuring coherence throughout the text;
SCO W-2.2	<p>write simple poems, including acrostic poems:</p> <ul style="list-style-type: none"> • using expressive vocabulary related to a theme; • applying basic elements of the form (<i>e.g.</i>, <i>stanzas</i>) and some simple literary devices; 	<p>write poems, including rhyming poems:</p> <ul style="list-style-type: none"> • using elements of the form such as a rhyming scheme or metre; • using simple literary devices; 	<p>write a variety of poems, including simple free-verse and diamante poems:</p> <ul style="list-style-type: none"> • applying elements of the form; • using literary devices; • with a focus on using descriptive vocabulary;
SCO W-2.3	<p>write descriptive paragraphs:</p> <ul style="list-style-type: none"> • using an appropriate structure; • using descriptive vocabulary; 	<p>write an expository paragraph:</p> <ul style="list-style-type: none"> • with a topic sentence that introduces the main idea; • with developing sentences that add facts, details, and examples in a logical order; • with a concluding sentence that summarizes the main idea; 	<p>write persuasive or argumentative paragraphs:</p> <ul style="list-style-type: none"> • with a specific audience in mind; • with a topic sentence that clearly states an opinion; • with arguments in support of the opinion; • with a conclusion that restates the opinion;
SCO W-2.4	<p>write simple procedural texts:</p> <ul style="list-style-type: none"> • using imperative verbs; • including simple but detailed information; • following a logical order; 	<p>write procedural texts:</p> <ul style="list-style-type: none"> • setting out the procedure in a logical sequence; • using subheadings as organizers; • using imperative verbs; 	<p>write an expository text:</p> <ul style="list-style-type: none"> • using the five W's (<i>who, what, when, where, why</i>) to organize the information; • with a catchy introduction and a conclusion; • with a development section that describes simple facts and provides details and/or examples;
SCO W-2.5	<p>produce simple friendly messages in a variety of media forms, using elements and techniques that are characteristic of the form selected;</p>	<p>produce short, persuasive media texts in various forms, using literary/stylistic devices and technological resources to enhance the persuasiveness of the text;</p>	<p>produce a media text promoting a product, a service, or an event:</p> <ul style="list-style-type: none"> • with a specific audience in mind; • using clear and precise vocabulary; • using short sentences to convey the desired information; • using literary/stylistic devices and technological resources to enhance the persuasiveness of the text and to produce a clean and appealing document;

GCO W-3 Revising and Editing Texts: Students will revise and edit their texts, applying their knowledge of language conventions;			
	GRADE 4	GRADE 5	GRADE 6
SCO W-3.1	<p>make simple revisions to improve the content, clarity, and interest of their written work, using feedback from the teacher and focusing on the following:</p> <ul style="list-style-type: none"> ensuring that all relevant ideas and information are included, and deleting unnecessary ideas and information; introducing new words from their reading into their writing; using words from their oral vocabulary, personal word lists, and class lists compiled in brainstorming sessions; using common synonyms (<i>e.g.</i>, <i>small/little/tiny</i>) and antonyms (<i>e.g.</i>, <i>tall/short</i>); varying their verbs; 	<p>make simple revisions to improve the content, clarity, and interest of their written work, using feedback from the teacher and focusing on the following:</p> <ul style="list-style-type: none"> ensuring that all relevant ideas and information are included, and deleting unnecessary ideas and information; ensuring that their ideas progress logically and that the text is coherent; introducing new words from their reading into their writing; using synonyms (<i>e.g.</i>, <i>big/huge</i>) and antonyms (<i>e.g.</i>, <i>long/short</i>); using prefixes (<i>e.g.</i>, <i>unfriendly</i>) and suffixes (<i>e.g.</i>, <i>friendship</i>) correctly; 	<p>make revisions to improve the content, clarity, and interest of their written work, using feedback from the teacher and focusing on the following:</p> <ul style="list-style-type: none"> following their outline and revising it if necessary; adding details that clarify or support their intended meaning, or that would appeal to their target audience; introducing new words and expressions from their reading into their writing; using specialized or technical language or jargon when appropriate to the subject and audience; using a variety of sentence structures; selecting and using the most effective adverbs for their purpose;
SCO W-3.2	edit and proofread their written work, using reference material and guidelines developed by the teacher, and applying the language conventions set out on page 38;	edit and proofread their written work, using reference material and guidelines developed by the teacher, and applying the language conventions set out on page 56;	edit and proofread their written work, using a variety of reference materials, and guidelines developed by the teacher, and applying the language conventions set out on page 74;
GCO W-4 Producing Finished Work: Students will use their knowledge of publishing and production skills and strategies to enhance the presentation of their work.			
	GRADE 4	GRADE 5	GRADE 6
SCO W-4.1	<p>produce a clean and legible final draft, using simple techniques and resources to format and enhance the presentation, with a focus on the following:</p> <ul style="list-style-type: none"> using headings appropriately to help organize the text; 	<p>produce a clean and legible final draft, using a variety of techniques and resources to format and enhance the presentation, with a focus on the following:</p> <ul style="list-style-type: none"> using headings and subheadings appropriately to help organize the text; 	<p>produce a clean and legible final draft, using a variety of techniques and resources to format and enhance the presentation, with a focus on the following:</p> <ul style="list-style-type: none"> using headings and subheadings appropriately to help organize the text;

Curriculum Outcomes

	<ul style="list-style-type: none"> • using underlining, colour, and/or a different style of lettering to emphasize certain text; • integrating clip art, photos, and/or diagrams to supplement or to reinforce information and messages; 	<ul style="list-style-type: none"> • using underlining, colour, and/or a different style of lettering to emphasize certain elements of the text; • integrating clip art, photos, and/or diagrams to supplement and help clarify information and messages; • labelling diagrams accurately; 	<ul style="list-style-type: none"> • using underlining, colour, and/or varied styles of lettering appropriately for different purposes; • integrating clip art, photos with appropriate captions, and/or accurately labelled diagrams to supplement or reinforce information and messages;
SCO W-4.2	<p>identify, with the teacher’s assistance, their writing strengths, the areas in which they are experiencing problems, and the parts of the writing process on which they need to focus in order to improve.</p>	<p>identify, with the teacher’s assistance, their writing strengths, the areas in which they are experiencing problems, and the parts of the writing process on which they need to focus in order to improve.</p>	<p>identify, with the teacher’s assistance, their writing strengths, the areas in which they are experiencing problems, and the parts of the writing process on which they need to focus in order to improve, and set personal goals for improvement.</p>

Program Components

Program Components

A COMPREHENSIVE LITERACY PROGRAM

A comprehensive literacy program, or balanced literacy, refers to a deliberate and well-planned language arts program that has making meaning at its heart. It includes whole-class, small-group, and independent teaching and learning opportunities for students across the whole range of speaking and listening, reading and viewing, and writing and other ways of representing.

Components of a Balanced Literacy Program

Modelled reading and writing
 Shared reading and writing
 Guided reading and writing
 Independent reading and writing
 Word study/vocabulary
 Range of genre
 Oral experiences, including choral reading, readers theatre, rich and meaningful conversations
 Explicit teaching (which includes modelling and demonstration)
 Mini-lessons
 Strategy-based comprehension development
 Ongoing assessment as part of the instructional plan

Instructional Approaches

Once a teacher has identified a focus for instruction the next decision is to decide who would benefit from this instruction and then how the instruction will occur. Below is a brief description of some of the ways in which instruction may occur. It is important to note that some are intended for whole groups and others are more appropriate for small groups or individuals. The key is finding a balance.

Read Aloud

The teacher reads aloud a text, modelling phrasing, intonation, and expression. The reading of a common text also allows for group discussion.

- A time when the teacher reads aloud to students
- A deliberate instructional context
- An interactive learning opportunity
- Reading material beyond what they can read on their own
- Reading aloud every day, modelling the how and the why of reading
- Teacher holds the only copy of the text
- Teacher pauses at significant points to invite response or to lead a brief discussion
- Opportunity to discuss high-quality fiction, non-fiction, and poetry
- Variety of text: short stories, letters, newspapers, poetry, magazine articles, picture books, novels

Reading and Thinking Aloud

The teacher models effective reading and the in-head thought processes that occur during reading. As the teacher reads the text, he/she stops at various points to make connections, predict what will happen next, and pose questions or wonder about things. These predictions, questions, and connections may also be recorded directly on the text or on Post-it notes for future use. The overhead projector is also a useful tool that allows teachers to record their thoughts on a transparency, allowing students to see the in-head thoughts of the reader.

Shared Reading

The teacher and students each have access to a copy of the text being read (individual copies, chart or poster with text printed, overhead projector or computer to project the enlarged text). The teacher may begin by reading and inviting students to join in or take over certain parts. Instruction and discussion about the text may occur throughout the reading and rereading.

- A step between reading to students and independent reading
- A context that provides deliberate and purposeful opportunities for teaching and learning about the way written language works
- A context that provides support for all readers in a safe, comfortable learning community
- Texts may be beyond what students can read on their own, but are appropriate in terms of age, needs, and interests.
- Students can successfully read these texts, or part of these texts, in unison with the teachers and their classmates.
- Teacher often uses enlarged text or overhead.
- Students join in as they can.
- Reading *with* one another in small groups or as a whole class (together in a parallel or reciprocal fashion).
- Teacher displaying the text to the group
- Whole group or small group
- Students sitting close together to explore a shared text
- Explicit instructional focus, such as word analysis, punctuation
- Used with short dramatic stories or poems, can lead to performance (Readers Theatre or choral reading)
- Buddy reading

Mini-lessons

These are short but specific lessons that address a concept, skill, strategy, idea, or expectation. During a mini-lesson, the teacher states what is being taught, models and demonstrates, and provides opportunity for practice.

Guided Reading

In small groups, students read a text that presents challenges necessary for their further development of reading skills and strategies. The teacher provides the focus for the reading, monitors their reading by listening to individuals read, and returns to the focus to teach or further illustrate the concept.

- Small-group instructional time during which children are reading text at their instructional level
- Teacher selecting the focus for the lesson
- Small-group instruction with texts selected to *scaffold* student's literacy development
- Small groups, based on need as identified through observation and assessment
- Expectation that students can, with support, successfully read the text (instructional level)
- Lesson begins with a brief introduction that might connect concepts, demonstrate a strategy, or expand vocabulary
- Independent practice time, as teacher assesses or reads with individuals
- Instruction focuses on strategies or processing but is always overarched with meaning
- Progresses with the readers towards elements of style, features, literacy devices, and more complex issues
- Demonstration and practice leading to independent application
- Teacher introduces the book.
- Teacher provides support/instruction on one strategy or feature to be highlighted.
- Teacher uses white board to highlight vocabulary information.
- Students read text independently.
- Groups are flexible and change according to need in both size and composition.
- Teacher assesses or reads with individuals, as others read independently.
- Discussion takes place around the teacher-chosen focus and the students' practice of the strategy or use of the feature.

Literature Discussions

Students, working in small groups, read and share their understanding about a text. Often these discussions focus on a common text, but they can involve students reading different texts, perhaps on the same theme or written by the same author. Discussions focus on what they liked or disliked about the text, the meaning students have constructed as a result of connections they may have made, questions they have, their understanding of the main ideas, etc.

Independent Reading

Students read silently text that is at their independent level. In addition to reading, they have responsibility for selecting appropriate books, recording their reading, and responding to what was read. The teacher may choose to use this time to confer with students, listen to students read individually, or work with small groups as part of a guided experience or a literature discussion.

- A focused block of time during Reading Workshop when students practise skills and strategies on their own
- Students building stamina for increasingly longer periods of time when the books they choose are interesting, appropriate, and at the students' independent reading level
- The foundation that supports small-group instruction and provides time for assessment

Program Components

- Instructional focus on reading skills and strategies
- Explicit teaching of how to select “just right” text
- Students read recognizing a purpose and an audience
- Student self-selection
- Students engaged with text they can really read, and teachers engaged with students
- Partner reading
- Teachers and students engaging in small-group instruction, one-to-one conversation, and conferring
- Students reading “just right” text to practise strategies and skills
- Absence of worksheets

Literacy Instruction in Combined Classes

Literacy instruction in combined classes is very manageable when teachers understand the following:

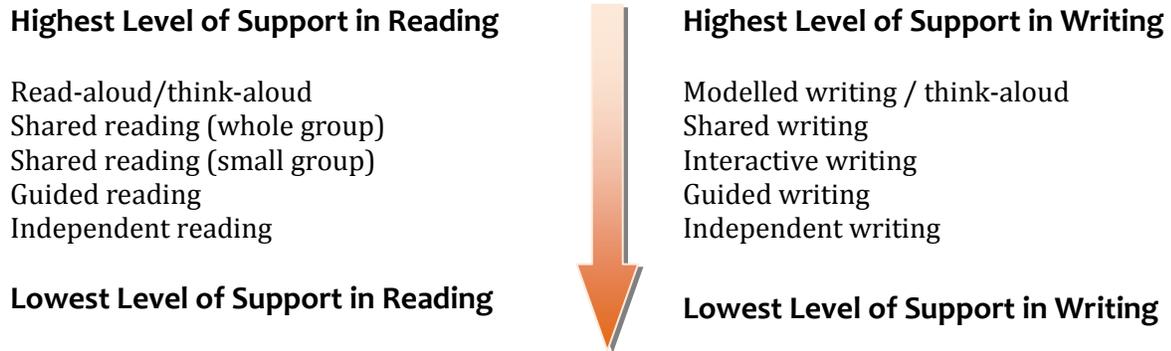
- the stages of reading and writing development
- the reading process and the writing process
- effective methods for assessing reading and writing progress
- scaffolding and combining specific curriculum outcomes (SCOs) from a number of angles

Whether a student is in a single grade class or a combined class, the instruction designed to meet their needs should be the same. Through assessment, the teacher identifies the stage of reading or writing development where the student fits, then tailors instruction to match that stage. Students with similar needs, regardless of age or grade, will receive instruction on specific strategies or techniques in small instructional groups.

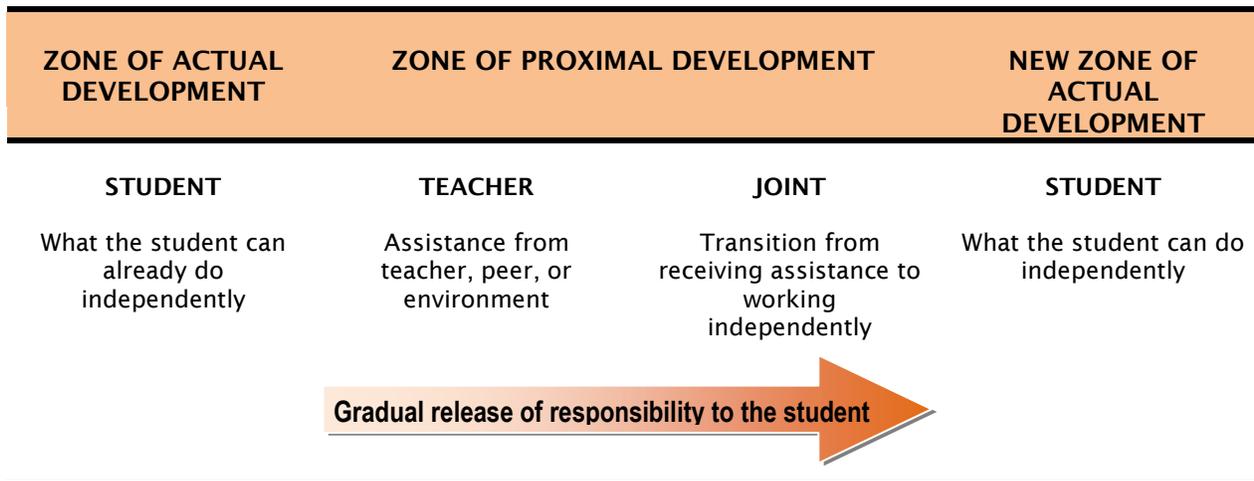
Key Descriptors of Literacy instruction in combined classes

- Instructional decisions based on assessment
- Instruction focussed on strengths
- Explicit contextual instruction
- Frequent small-group instruction
- Groups based on need rather than age or grade
- Peer and partner sharing

Gradual Release of Responsibility



Scaffolding in the Zone of Proximal Development



Source: *Literacy for Learning: The Report of the Expert Panel on Literacy in Grades 4 to 6 in Ontario, 2004.*

ASSESSMENT

Assessment *for, of, and as* Learning

	What is it?	What does it look like?	For what is the information used?
Assessment <i>for</i> learning	<ul style="list-style-type: none"> • goes beyond formative assessment • happens in classroom context 	<ul style="list-style-type: none"> • helps to decide what to do next • involves specific descriptive feedback in relation to criteria • focuses on improvement • involves the student 	<ul style="list-style-type: none"> • next teaching and learning steps
Assessment <i>of</i> learning	<ul style="list-style-type: none"> • resembles traditional summative assessment or evaluation 	<ul style="list-style-type: none"> • checks what has been learned to date • provides evaluative feedback including marks, grades, scores • compares the student's learning with the expected grade level outcomes 	<ul style="list-style-type: none"> • to communicate progress towards expected learning outcomes • to report on student learning • to gather system data • to identify trends and patterns
Assessment <i>as</i> learning	<ul style="list-style-type: none"> • uses assessment and evaluation to improve and extend student learning by the students themselves through student examination 	<ul style="list-style-type: none"> • student self-assessment • students personally monitoring what they are learning and using the feedback to make adjustments and changes in what they understand • students asking reflective questions and considering a range of strategies for learning • students having self-monitoring skills to realize when they don't understand having ways to decide what to do about it 	<ul style="list-style-type: none"> • learning takes place through the actual assessment process itself • information helps students to recognize their learning strengths and needs and to identify ways they can further develop as learners

ORAL COMMUNICATION

The Use of Oral Language in a Comprehensive Program

Oral language is the fundamental form of communication and the foundation for reading, writing, and spelling. Students need to know how to communicate effectively in a variety of ways, depending on purpose and audience. Students need to use talk as a tool for learning and for reflecting on their learning. Vocabulary development/background knowledge is directly linked to success in school.

- Talk to build classroom community
- Talk as a tool for learning
- Talk as a form of reflection
- Talk as a means of communication
- Speaking as a form of presentation

Cueing systems/spelling patterns are based on the components of language:

Pragmatic	How we communicate depending on audience and purpose	<i>(What is the reading situation?)</i>
Semantic	Meaning: concepts, background knowledge, and vocabulary	<i>(Does it make sense?)</i>
Syntax	Sentence structure and grammar	<i>(Does it sound right?)</i>
Graphophonic	The relationship between written letters and sounds	<i>(Does it look right?)</i>

Opportunities for speaking and listening

- Shared reading/choral reading
- Drama
- Peer conversations
- Group conversations
- Teacher/student conferences
- Oral language across the curriculum

What Do We Need to Teach?

- Listening skills, including how to listen for different purposes (e.g., appreciative, attentive, critical)
- Speaking skills, including non-verbal communication and how to speak differently depending on the context, the purpose, and the audience
- How to work effectively in groups
- How to give feedback to peers appropriately, using descriptive language
- How to have genuine conversations about books and ideas (what was interesting, surprising; making connections; asking questions, etc.)

ASSESSING ORAL COMMUNICATION

Assessment of oral communication relies heavily on observation. There are often few products associated with the listening and speaking outcomes. This can make assessment of oral communication outcomes challenging for teachers. The key things to remember when it comes to assessing oral communication outcomes are to have clear expectations and to have a manageable way of documenting your observations.

Using Checklists

Checklists can be very helpful in assessing oral communication. In constructing a checklist, you and the students must determine what behaviours or skills are desired, which are then recorded on the checklist. Checklists are most effective if they are constructed with students, as this ensures that students understand the expectations for success. Record the desired skills or behaviours in action terms describing what the student demonstrates. Once the checklist is made, the teacher, the student, or the student’s peers can use it to document outcomes that have been successfully demonstrated.

A couple of things to consider when developing the checklist are ways to record observations and the validity of the information recorded. Many teachers would say that demonstrating achievement of an outcome one time does not mean that the student has met that outcome. Rather, you should be looking to see that the student has consistently and over time demonstrated proficiency in this area. One way to address this is to choose a system that is more than a simple checklist on which a single check mark is recorded. Here is an example:

Example: The Magic of Three

Each time a student demonstrates one of the skills, one-third of the box is shaded in. This tool allows you to see the frequency of a student’s ability to demonstrate a desired skill or meet an outcome. If you would like to be able to document the degree or level of proficiency, a rating scale or rubric might be more appropriate. Here is a sample of the *Magic of Three* checklist.

<i>Class:</i> _____															<i>Term:</i> _____															<i>Date:</i> _____														
	<i>Takes turns</i>			<i>Invites others to participate</i>			<i>Clearly states ideas</i>			<i>Asks for clarification</i>																																		
<i>James Adams</i>																																												
<i>Saul Al-Awaid</i>																																												
<i>Jess Barr</i>																																												

(see Appendix for a full-page checklist)

Using Rating Scales

A rating scale is based on descriptive words or phrases that indicate performance level. A rating scale takes a checklist to another level. It is most effective when created with and by the students. Rating scales allow the teacher or student to assign a value that represents the degree to which an outcome, behaviour, or skill is met. Because they provide clarity about what is expected, and an easy way to record a student’s level of achievement, they are effective tools to use with students for self-assessment or peer assessment.

First, choose criteria (for example, the expectations for oral communication) as the core of this assessment tool. It is best if these criteria are written in language created by the students. Next, decide on the scale. Common rating scales are four or five-point scales. The benefit of an even number is that students can’t choose “the middle ground.” Finally, organize the rating scale. Often it is a line numbered from one to five, lowest to highest. Also common is a scale without numbers. In this case, words or descriptors describe each level of achievement. Sample rating scales are included in appendix A.

If you want students to use the same rating scale over time to see growth or improvement, simply have the student circle the correct number one time and record an X through the correct number the second time. Other ways of noting scores would be to use coloured pens/pencils or different shapes (circle, square, triangle) each time. Remind students to create a legend on the paper so they are able to interpret the scores later on. This same idea can be used to have students self-assess and peer-assess. Each student can use a different colour or shape to record the score he or she feels is representative of the work. Teachers can also record a score using yet another colour or shape. This approach allows for triangulation. Three perspectives of one student’s work or contributions can provide a more accurate picture and can help to identify anomalies in scoring.

Example of a Rating Scale

Student: _____ Peer: _____ Teacher: _____				
CRITERIA (OUTCOMES)	Not there yet	Getting started	Almost there	You’ve got it!
Takes turns	---- ① ----	---- ② ----	---- ③ ----	---- ④ ----
Invites others to participate	---- ① ----	---- ② ----	---- ③ ----	---- ④ ----
Clearly states ideas	---- ① ----	---- ② ----	---- ③ ----	---- ④ ----
Asks for clarification	---- ① ----	---- ② ----	---- ③ ----	---- ④ ----

(see Appendix for more examples of rating scales)

READING AND INTERPRETATION

The Stages of Reading Development

Reading Development over Time			
Emergent Readers Levels A-C	Early Readers Levels D-K	Transitional Readers Levels L-P	Fluent Readers Levels Q-Z
<ul style="list-style-type: none"> know that language can be recorded and revisited Know that text as well as illustration conveys the message display reading-like behaviour understand directionality of text identify some familiar written works; in a book, on a chart, or in the environment outside of school can discuss what is happening in a story and predict what might happen next make links to their own experiences occasionally predict words or phrases based on syntactical cues occasionally predict based on initial and final consonants or familiar parts of words 	<ul style="list-style-type: none"> consistently match one-to-one (say what they see) have the knowledge of print conventions are more confident in using background experience make approximations and use context and letter-sound associations to sample, predict, and confirm begin to self-correct know the most common sounds and letters have a basic sight word vocabulary of functional words begin to read familiar texts confidently and can retell the message from printed and visual texts select text appropriate to their needs and interests use a variety of strategies to create meaning (e.g. make inferences, identify character traits, follow written directions) Use some features of written text to determine content, locate topics, and obtain information 	<ul style="list-style-type: none"> set purposes for their reading read widely and experience a variety of children’s literature select appropriate material adjust strategies for different texts and different purposes use pictorial, typographical and organizational features of written text to determine content, locate topics, and obtain information integrate cues as the use reading strategies of sampling, predicting, and confirming/self-correcting self-correct quickly, confidently, and independently prefer to read silently can retell and discuss their own interpretations of texts read or viewed recognize characters can be stereotyped make meaningful substitutions have an increasing bank of sight words use a range or work identification strategies for constructing meaning 	<ul style="list-style-type: none"> select, with growing independence, texts appropriate to their interests and learning needs read widely and experience a variety of children’s literature, with emphasis on genres and authors use pictures and illustrations, word structures, and text features to locate topics and obtain or verify understandings of information use a range of strategies automatically when constructing meaning from text describe their own processes and strategies for reading and viewing give reasons for their opinion use background knowledge to question information presented in print and visual text seek information from a variety of texts
Text: simple stories with 1-2 lines of print	Text: longer books with high-frequency words and supportive illustrations	Text: texts with many lines of print, organized into short chapters, more difficult picture books, wider range of genre	Text: wide reading of a variety of long and short texts, in a range of genre and for a range of purposes
Predominantly found in			
K-Grade 1	Grades 1-2	Grades 2-4	Grades 4-6

Reading Comprehension Strategies

Comprehension strategies are the tools readers use to deepen their understanding and expand their thinking. While there are hundreds of strategy “tricks and tips,” lists of those worth explicitly teaching usually include the following:

Making connections	The reader is able to recognize relationships that exist between the text and other experiences. These connections support the reading by linking the reader’s prior knowledge and experience to the reading situation. Connections include <ul style="list-style-type: none"> • text to self: connections between the text and the reader’s own life • text to text: connections between the text and other texts that have been previously read or viewed • text to world: connections between the text and larger world issues.
Visualizing	During the reading, the reader is able to create images pertaining to the text in his or her head.
Inferring	The reader is able to construct meaning from the text by reasoning about known facts or evidence that may be implied, but not directly stated by the author. Inferring is often referred to as the ability to “read between the lines.”
Questioning	The reader poses questions about the text, its content, and its construction in order to enhance understanding. The reader asks questions before reading, during the reading, and after the reading.
Determining importance	The reader is able to identify central ideas and select key points.
Analysing	The reader is able to examine the text, its construction, ideas, and content in order to develop a greater understanding and appreciation of what was written and how it was written.
Synthesizing	The reader is able to combine information from a variety of sources (personal, world, literary knowledge) to construct new understandings about the topic or text.
Monitoring comprehension	Readers can use a number of “fix-up” strategies (reread, use context clues, read on, skip it, ask for help) when they encounter difficulty.
Evaluating	The reader thinks critically about the text and forms a personal opinion on the subject based on prior knowledge.
Predicting	The reader anticipates and predicts what might happen next, based on author clues and prior knowledge.
Sequencing	The reader is able to understand that information is organized in sequence. The reader also critiques the author’s craft.

ASSESSING READING AND INTERPRETATION

Observation

Observation is one of the most powerful assessment tools available to teachers. Systematic observation is the careful consideration and analysis of students' behaviour and performance based on a broad range of contexts. Through observation, teachers can consider what students think, know, and can do, as they engage in classroom activities that require them to demonstrate their use of language. Observation can provide information about students'

- thinking processes
- work habits
- participation in class or group experiences
- attitudes towards reading and learning
- specific areas of strength and need
- use of time

There are two kinds of observation:

- ongoing (informal): where a teacher notes something that was said or done by a student relevant to his/her development of skills and knowledge
- pre-planned (formal): where the teacher plans the time to observe, who will be observed, and the focus of the observation.

A variety of record-keeping systems may be used for organizing observations including anecdotal records or checklists. It is also helpful to supplement written observations with audio or videotapes of students engaged in reading experiences.

Anecdotal Records

Anecdotal records are short narrative descriptions of observations made while students are engaged in authentic learning experiences. Reading workshops, collaborative group work, and conferences are all occasions when anecdotal notes may be recorded. Teachers have many different ways of organizing the information they observe. Some strategies include

- keeping a binder with one page per student
- recording notes on Post-it notes that are placed in the binder at the end of the day
- recording observations on index cards that are stored in a recipe box, with a section for each student
- using templates for recording and organizing observations
- using a clipboard to hold sheets for recording observations that day; transferring these sheets at the end of the day
- using a separate sheet for each student
- using sheets that are divided into spaces for each student in the class

Date	Notes and Observations (what the student can do)	Future Instructional Focus (one- two areas)

While it is important that teachers take the time necessary to gather relevant information and record anecdotal notes, it is essential that teachers also reflect on these notes. Through reflection, a teacher is able to analyse anecdotal records, make inferences, and identify patterns of strength and need in learning and teaching.

See Appendix for full-page anecdotal record.

Checklists

Checklists are useful as an organizational device to focus observations and to clarify thinking about what behaviours are indicative of successful learning. Checklists also help to ensure consistency from one observation to the next. When students are involved in the development and use of checklists they learn what is valued in a particular learning context and take ownership of their learning.

Checklists may be used to record information about

- specific reading skills/strategies
- a student’s reading and viewing interests
- individual group work habits

In addition to providing information about student learning, checklists can also provide useful information about the strengths and weaknesses of the instructional program and areas for future focus.

See Appendix for full-page observational checklist.

Strategies and Behaviours	Often	Sometimes	Rarely	Comments
Participates in book discussions				
Reads independently				
Selects books that are at an appropriate reading level				
Reads a variety of genres and forms				
Uses text features (e.g., table of contents, glossary, index, headings, bold print) to overview books, locate information, and better understand the text				
Combines information from a variety of sources (e.g., pictures, charts, graphs, illustrations, charts, tables, maps)				
Recognizes that authors use different organizational patterns to present information				
Summarizes and retells information clearly and accurately				
Uses prior knowledge to construct meaning				
Poses questions to clarify meaning and find information				
Monitors reading and knows when meaning breaks down				
Effectively uses a variety of ‘fix-up’ strategies to self-correct				
Uses a variety of strategies to figure out unfamiliar words				

Rubrics

Rubrics are useful tools for both teachers and students. A rubric is a carefully designed scale that identifies the essential criteria for evaluation and provides a gradient of descriptors for each criterion. Rubrics are helpful in identifying expectations or standards prior to the learning situation and are also helpful for evaluation purposes.

See Appendix for full-page rubric.

	Difficult 1-limited	Instructional 2-partial	3-adequate	Independent 4-complete
Expresses concerns or feelings	No opinions/feelings expressed	General opinions and/or feelings are stated but not explained	Opinions and/or feelings are general in nature; discussion and explanation are offered	Opinions and/or feelings demonstrate insight; discussions and/or explanations are thoughtful and clear
Summarizes (retelling)	Does not include the main ideas; information is minimal and often inaccurate	Retelling includes most of the main ideas but does not add to the writer’s own ideas or overall response	Retelling includes the main ideas and is generally connected to the overall response	Any retelling is accurate and contributes to the overall response
Makes connections	No reference to any connections between the text and personal experience, other texts or the world	Connections were minimal and did not significantly enhance his/her understanding	Meaningful connections made between the text and themselves; connections between other texts and the world were less frequent or less helpful	Connections made between the text and prior experiences or knowledge gained from other texts or world knowledge
Asks questions	Did not identify any questions in relationship to the text	Questions were literal or surface-level questions and did not show in-depth inquiry	Questions centred primarily on the topic or content of the text	Thoughtful questions about the text, its message, manner of construction, author’s style, etc.
Provides evidence	Little or no support for the comments is offered	Evidence offered shows limited understanding of ideas, specific text features, and/or language	Supportive evidence from the text or personal experience shows surface-level understanding	Connections and opinions are supported with evidence from the text and/or personal experience showing insight and awareness for ideas, text features, and/or language

Assessment in Reading

Assessment Tools	What is Being Assessed	How to Assess
Observation	<ul style="list-style-type: none"> • attitude • strategy use • work ethic • interest and engagement 	<ul style="list-style-type: none"> • anecdotal records • checklists • rubrics
Conferences/Conversations	<ul style="list-style-type: none"> • accuracy • fluency • comprehension • strategy use • attitudes • interest 	<ul style="list-style-type: none"> • retelling (assisted/unassisted) • response • oral reading records • questioning (multilevel) • anecdotal records • checklists
Work Samples	<ul style="list-style-type: none"> • range and amount of reading • strategy use • skill development • growth/improvement • comprehension • reading responses (visual, written, oral, dramatic) 	<ul style="list-style-type: none"> • reading logs • retelling response • learning logs/journals • graphic organizers • visual representation • portfolios • rubrics • audio/video recordings
Self-Assessment and Peer-Assessment	<ul style="list-style-type: none"> • group work • discussion • reading strategies • attitude • interests • reflection on growth over time 	<ul style="list-style-type: none"> • checklists • rubrics • surveys and inventories • open-ended questions
Oral Reading Records	<ul style="list-style-type: none"> • accuracy • fluency • comprehension • strategy use 	<ul style="list-style-type: none"> • oral reading records • rubric (fluency) • checklist • anecdotal records

WRITING AND REPRESENTATION

Writing is a process that involves thinking and composing considering audience, purpose, and form; and using the conventions of written language. Writing is also a tool for learning – a means of gaining insight, developing ideas, and solving problems. The breadth of this definition reminds teachers that instruction in writing is far more than simply giving students choice, guiding them through the writing process, or using the six traits of writing for self-assessment. Effective instruction involves all of the above and more.

Writing Instruction Takes into Account

Stages of Writing Development	Types of Writing
<ul style="list-style-type: none"> Emergent Early Transitional Fluent 	<ul style="list-style-type: none"> Narrative Expository Persuasive
Process of Writing	Balanced Instruction
<ul style="list-style-type: none"> Prewriting/Rehearsing Drafting Revising Editing Proofreading Publishing/presenting 	<ul style="list-style-type: none"> Modelled writing Interactive writing Shared writing Guided writing Independent writing
Traits of Writing	
<ul style="list-style-type: none"> Ideas Organization Word choice Voice Sentence fluency Conventions 	

Stages of Writing Development	
Stage	Common Patterns
<p>The emergent stage begins when a child first picks up a pen, a pencil, or crayon to make purposeful marks or scribbles. This writing tends to be ‘in the moment’, so it frequently needs the author’s presence to be understood. It is a crucial first step on the path to writing.</p>	<ul style="list-style-type: none"> • learns that writing is something that people do • shows interest in letter-sound relationships and how to represent specific speech sounds • is aware of print, begins to understand that print holds meaning • demonstrates increasing knowledge of functions of writing, some genres • plays at scribble writing – strings of capital letters or letter-like forms • may produce some words in conventional spelling, some left-to-right writing, mostly phonetic spelling
<p>Sometimes called the developing writer stage, the early stage of writing development shows that the student is beginning to acquire a sense of purpose and audience beyond himself or herself. The early stage writer begins to experiment with form and convention, showing awareness one day, but losing it the next.</p>	<ul style="list-style-type: none"> • enjoys writing and sharing writing with others • understands that writing is ‘ideas written down’ • is increasingly aware of a wider range of genre • is more aware of letter-sound relationships • may use ‘temporary’ spelling when writing a draft • uses common spelling patterns • writing is becoming increasingly conventional with many standard spellings • directionality well established
<p>The writer at the transitional stage is consolidating the knowledge and skill he or she has been developing. Increasingly, he or she will gain control of the craft of writing, but it may remain inconsistent, especially when writing across a number of genres.</p>	<ul style="list-style-type: none"> • shows an increasing awareness of audience • enjoys giving and receiving feedback about writing • begins to revise for clarity • uses words that elaborate text • uses a variety of sentence structures • begins to produce stories with two or more characters • supports topics by relevant detail • writes more-complex reports, letters, poems • demonstrates increasing knowledge of spelling patterns, writing terminology • produces increasingly conventional writing
<p>The fluent stage writer is beginning to demonstrate consistent control of basic structure and forms. At this stage the writer has enough skill and strategies to work with some independence and will attempt new genres and forms.</p>	<ul style="list-style-type: none"> • enjoys playing with words and ideas to create particular effects • writes for a wide range of purposes • can convey more-complex and abstract ideas through writing • writes in a variety of genres including expository texts • develops characters through dialogue and description • demonstrates increasing knowledge of spelling patterns, range of genres • representational forms across the curriculum • produces increasingly conventional writing with a high degree of spelling accuracy • is able to use most punctuation marks independently

Types of Writing

<p>Narrative Text</p> <p>Tells a story</p>	<p>Expository Text</p> <p>Gives information or shows how</p>	<p>Persuasive Text</p> <p>Convinces the reader to agree with a point of view</p>
<ul style="list-style-type: none"> • has a beginning, middle, and end • one or more characters • a problem that needs to be solved • plot, characters, and setting 	<ul style="list-style-type: none"> • has an introduction, body, and conclusion • a main idea • information that develops the main idea, such as facts, quotations, and statistics 	<ul style="list-style-type: none"> • has an introduction, body, and conclusion • a main idea • strong arguments that support the main idea (facts and reasons) • appeals to reason and logic or to emotion

Text Formats

<p>Narrative Text To tell a story</p>	<p>Expository Text To inform or explain</p>	<p>Persuasive Text To construct an argument</p>
short story	descriptive paragraph	opinion letter
story beginning	explanation	request letter
script	magazine or newspaper	advice column
novel	article	speech
comic strip	interview	movie review
fairy tale	instructions	brochure
fable	summary	advertisement
diary or journal entry	biographical sketch	editorial
biography	report	
autobiography	summary	
children's book	descriptive paragraph	
	character profile	

The Writing Process

<p>1. Prewriting (getting ready to draft)</p>	<p>2. Drafting (getting it down on paper)</p>
<p>Warm-ups Talk Brainstorms Finding a focus Developing topics Free-writes Webs, diagrams, outlines Using drama and art to explore ideas Generating ideas—making notes, mind mappings, developing strong frames</p>	<p>Organizing ideas in written form Experimenting with organizational patterns Conventions included at the student’s level Usually silent Revision often embedded rather than done at the end</p>
<p>3. Revision (changing content, meaning, structure, or style)</p>	<p>4. Editing</p>
<p>Leads Endings Details Word choice Time flashbacks Expanding Point of view Organization Clarity Usage</p>	<p>Sentence structure Punctuation</p>
<p>5. Proofreading (use of conventions)</p>	<p>6. Publication (the public face of writing)</p>
<p>Capitalization Spelling Usage</p>	<p>Not all writing is published Good copy Selecting a format Illustrations Sharing</p>

Traits of Writing

IDEAS	ORGANIZATION
are the central message; the significance of the piece. They are the content of the work.	refers to the structure of the work; the way in which ideas and details are ordered for clarity and logic.
VOICE	WORD CHOICE
is the most distinctive feature of writing, which carries the writer’s unique style and feelings.	involves rich, descriptive, yet precise language that brings out detail and meaning.
SENTENCE FLUENCY	CONVENTIONS
refers to the flow of language; the sound of words and phrases—the way the writing sounds.	refer to matters of correctness in grammar, spelling, punctuation, and mechanics.
PRESENTATION	
is how the text is presented on paper: layout, font, colour, images.	

ASSESSING WRITING AND REPRESENTATION

The purposes of assessment in writing are to help students expand their writing abilities and to help teachers provide effective instruction for each student.

Assessment of student progress in writing takes place every day in a variety of ways. To effectively assess their students in writing, teachers need to

- understand the writing stages along the developmental continuum
- understand their students as writers
- understand and use effective assessment tools
- use their assessments to design effective instruction
- have an awareness of strategies that help students develop as writers
- understand the key role of teacher as role model

Ongoing assessment is foundational in all parts of the program at the grades 4–6 level. Teachers need to ask themselves

- What am I looking for?
- How will I know when I see it?
- How do I need to modify my instruction to help students achieve the goals and outcomes?

Assessment takes place at all times and throughout all curriculum areas in the primary day. Teachers look for

- snapshots—information and data that inform them about the student’s strengths and needs at a particular point in time
- patterns—which look for growth and progress and tell the teacher how the students have interpreted the instruction and whether more instruction or guided practice is required (Teachers also look for group patterns and determine whether more than one student, or indeed the entire class, requires instruction or clarification on a particular skill or concept.)

Rubrics

It is helpful for teachers and students to have clear guidelines concerning what is expected of students as they develop as writers. In grades 4–6, it is important that students understand the expectations and intent of rubrics. Many teachers design rubrics with their students. The instructional intent of rubrics is student self-assessment so that students are able to self-monitor their writing and understand where it fits within the expectations and what has to be done to improve the writing.

Using Rubrics for Assessment

- Rubrics serve a dual purpose—they give clear expectations and requirements for assessment and provide indicators for instruction.
- Rubrics provide specific feedback on what the student has done.
- Rubrics are often created with students, giving clear criteria for a particular writing task.
- Involve students in the process by having them, in pairs or small groups, apply a rubric to pieces of writing (from other sources).

- Students need to have a copy of the rubric as they examine the teacher’s assessment of their work. Simply putting rubric numbers on a piece of work without this context is not helpful.
- Rubrics are not intended as scores and should not be averaged or calculated in any way.
- When using rubrics for assessment, teachers should also highlight one or two areas to be assessed.
- Occasionally a more global assessment is done.
- Students should receive specific suggestions for improvement as part of the assessment / evaluation process. Comments need to take the students farther.
- Rubric descriptors also help in reporting student progress in detail.

Making Your Own Rubrics

- Designing your own rubric gives the flexibility to examine a piece of writing through multiple lenses.
- Rubric categories might include specific traits, text features, or genre characteristics.
- Many teachers choose to incorporate elements from the write traits rubrics (highlighting traits of writing) with features about a specific form or particular expectations.
- Rubrics can be as complex or simple as required and tailored to the needs of individuals or groups of students.
- Rubrics are written in positive language, highlighting the “can do” observations.

Traits of Writing Scoring Guides

The Trait Crate and the *Write Traits Classroom Kit* also provide scoring guides and rubrics designed to be used for instruction and demonstration. These rubrics are designed to indicate levels of proficiency in each of the traits of writing.

Program Components

APPENDICES

Appendix A

French/English Interference Chart

French/English Interference Chart

	<i>ENGLISH</i>	<i>FRANÇAIS</i>
DATE	March 10, 2010	le 10 mars 2010
DOLLAR SIGN	\$25.00	25,00\$
ABBREVIATION	Mrs., Mr.	Mme, M.
CAPITAL LETTERS	Monday, Tuesday January, February French, Spanish <i>Love That Dog, Catching the Moon</i>	lundi, mardi janvier, février français, espagnol <i>Frisson l'écureuil, Je t'aimerai toujours</i>
HYPHEN	Baseball John Paul, Mary Ellen	le base-ball Jean-Paul, Marie-Hélène
COLON	Dear Mr. Smith:	Cher M. Gallant,
QUOTATION MARKS	"That's it!" she said. He said, "Come with me".	«C'est ça!» dit-elle. —C'est ça, dit-elle Il a dit : «Viens avec moi». Il a dit : — Viens avec moi.
DECIMALS	16.5	16,5
CONTRACTIONS	Did not → didn't I am → I'm Was not → wasn't Cannot → can't	
CONSONANTS		
SILENT B	lamb, comb, plumber, climb, crumb, debt, doubt, subtle	plomb, aplomb
HARD "C"	music, electric, magic	musique, électrique, magique

CK	pick, sock, clock, back, duck	Does not exist in French bloc, bec, lac, pique
“DGE” COMBINATION	judge, ledge, fudge, bridge, knowledge, lodge, budge	juge, léger, bouger
PRONOUNCING G AND J	G = gee J = jay “dg” sound -- giraffe, jig, general	G = gé J = ji Le son «j» -- giraffe, gigue, général
GH PRONOUNCED G	ghost, ghoul, ghetto	Does not exist in French.
GH PRONOUNCED F	enough, rough, tough, laugh, cough	Does not exist in French.
SILENT G	gnat, gnaw, gnome, sign, design, campaign	
SILENT GH	AUGHT – caught, taught (rhymes with dot) EIGH –sleigh, weigh, neighbour (rhymes with way) EIGHT/AIGHT -- eight, weight, straight (rhymes with late) IGH – high, sigh (rhymes with why) IGHT – bright, delight, fight, light, might, night, right, tight, height (rhymes with bite) OUGH – bough (rhymes with cow), dough, though (rhymes with go), through (rhymes with too) OUGHT – bought, fought, thought, sought (rhymes with dot)	Does not exist in French.
H	H is rarely silent in English. Exceptions: hour, honour, heir	H is always silent in French
SILENT K	knee, knot, knife, knit, know, knock, knight, knuckle, knew, kneel, knife	Does not exist in French.
SILENT L – LM, LD, LK	walk, talk, chalk, half, calm, could, should, would	Does not exist in French

Appendix A

SILENT P	Silent P in psychology, psychic, psalm, pseudo, pneumonia	P is pronounced in words like psychologie, pseudo, psaume
QU PRONOUNCED KW	quit, quite, quiet, question	quoi, pourquoi
ISE AND IZE	Realize, organize, organization	Réaliser, organiser, organisation
TCH SOUND	catch, watch, chance, chair, choose	La République Tchèque, le Chad
IVE – ADJECTIVE ENDING	Always “ive” The girl is active. The boy is active.	if = masculine Il est actif. ive = feminine Elle est active.
W SOUND	water, west, with, want	oiseau, toi, moi, ouest, oui
WH	what, when, where, why	Does not exist in French.
WR	write, wrote, wrap, wreath, wreck, wring, wrong, wrestle, wren, wrinkle, wrist, wrench	Does not exist in French.
INITIAL Y	you, your, yawn, yard, yell, young, yummy, year, yellow, yet, yes, yucky	The sound “y” as in “you” is rare in French. (yo-yo, yoga, yogourt)
Y FOR LONG I SOUND	my, by, why, try, sky, dry	maille, paille
Y FOR LONG E SOUND	candy, silly, happy, funny	céleri, partie, folie
<i>DIGRAPHS</i>		
SH	shed, should, shirt, wash, rush	cheval, chemise, chercher
TH	theme, theatre, think, with, both, north, myth (students sometimes pronounce “t”) this, that, they, them, then, than, the (students sometimes pronounce “d”)	In French, “th” is pronounced “t” théâtre, thon, thème, thé, mythe

BLEND S		
SK, SL, SM, SN, SW THR, TW	SK – skate, skunk, ski, sky, skirt SL – slide, slip, sleep, slow, sled SM – smell smile, smart, smooth SN – snake, snap, snow, snoop, snail SW – swing, swim, sweep, sweet, swift THR – through, throw, three, thread, thrill TW – twin, twist, twenty, twelve, between	sk, sl, sm, sn, sw, thr, and tw are rarely used in French
SCH	“SCH” is pronounced “sk” school, schooner, scheme, schedule, scholar	“SCH” is pronounced “sh” -- schema
WORD ENDINGS		
ED	walked, talked, happened, landed Exceptions to the rule of adding ED to form past tense: built, burnt, crept, dealt, felt, knelt, slept, meant, spent	
ER or RE	letter, cylinder centre, massacre	lettre, cylindre centre, massacre
LE	“le” is pronounced “əl” – table, horrible, little, circle, miracle	“le” is pronounced “lə” – table, faible, horrible
ING	driving, sing, wing, going	signe, ligne, vigne
ISM	Pronounced “izəm” , spelled without an “e” terrorism, socialism	Pronounced “ism”, spelled with an “e” terrorisme, socialisme
IST	Without an “e” activist, terrorist, socialist	With an “e” activiste, terroriste, socialiste
TION/SION	Pronounced “fən” -- tension, permission, nation, education, motion Pronounced “zən” – television, intrusion, conclusion	Pronounced “sj ” – tension, permission, nation, éducation, motion Pronounced “zj ” – télévision, intrusion, conclusion

Appendix B

Bookmarks

Reading Strategy Bookmarks

Remember to

make connections



Think, "What does the text remind you of?"
T-S (text to self)
T-T (text to text)
T-W (text to world)

visualize



Create pictures and images in your mind.

infer



Look for hints the author has left about the text.

question



Ask questions about the text.

determine importance



Think of your purpose for reading, "What are you trying to find out?" Read for key information.

analyse



Look closely at the text, "How is it written? What is it about?"

synthesize



Build new ideas. Think of what you already knew and how this knowledge fits with what you have just read.

Remember to

predict



Ask, "What will the text be about?"

confirm



Ask, "Does this match my predictions?"

monitor



Think, "How is my reading? Is the text too difficult?"

self-correct



Use a fix-up strategy when you get stuck (reread, read on, ask for help, use context clues).

word solve



Use a variety of strategies to figure out unfamiliar words (look for smaller words in the word, common rimes; consider word meanings).

sample/gather



Pay attention to parts of the text that are helpful.

maintain fluency



Read smoothly with expression. Remember to follow the punctuation cues.

Appendix C

Assessment of Oral Communication

Speaking and Listening Profiles

Speaking Profile

Name: _____ Date: _____

Background notes (previous assessment / home / likes)

Where did the talking take place?

What was the topic? occasion? (booktalk, oral report, storytelling, oral reading, group discussion, etc.)

What was the purpose of the talking?

Who was the intended audience? (teacher, group, class, other)

Teacher's role (observer, questioner in conference, mediator, etc.)

Observations/positive feedback

Student's next step for improvement

Listening Profile

Name: _____ Date: _____

Background notes/previous assessment

Where did the listening take place?

What was the topic? occasion? (guest speaker, etc.)

Did the student report back what was heard?

What was the student's personal response?

What conclusions did the listener reach?

Observations/positive feedback

Student's next step for improvement

Speaking and Listening Rating Scale

Student: _____ Peer: _____ Teacher: _____

Criteria (outcomes)	Not there yet	Getting started	Almost there	You've got it!
1.	--- ① ---	--- ② ---	--- ③ ---	--- ④ ---
2.	--- ① ---	--- ② ---	--- ③ ---	--- ④ ---
3.	--- ① ---	--- ② ---	--- ③ ---	--- ④ ---
4.	--- ① ---	--- ② ---	--- ③ ---	--- ④ ---

Student: _____ Peer: _____ Teacher: _____

Criteria (outcomes)	Not there yet	Getting started	Almost there	You've got it!
1.	--- ① ---	--- ② ---	--- ③ ---	--- ④ ---
2.	--- ① ---	--- ② ---	--- ③ ---	--- ④ ---
3.	--- ① ---	--- ② ---	--- ③ ---	--- ④ ---
4.	--- ① ---	--- ② ---	--- ③ ---	--- ④ ---

Student: _____ Peer: _____ Teacher: _____

Criteria (outcomes)	Not there yet	Getting started	Almost there	You've got it!
1.	--- ① ---	--- ② ---	--- ③ ---	--- ④ ---
2.	--- ① ---	--- ② ---	--- ③ ---	--- ④ ---
3.	--- ① ---	--- ② ---	--- ③ ---	--- ④ ---
4.	--- ① ---	--- ② ---	--- ③ ---	--- ④ ---

Appendix D

Assessment of Reading and Interpretation

Reading Comprehension Responses Appropriate Achievement

Grade 4

Students demonstrating appropriate achievement respond to a variety of comprehension tasks in the manner described below.

Literal Response

Students

- Reading
“the lines”
- respond accurately to most literal questions by selecting and locating relevant details; may omit some key information when skimming a large amount of text
 - identify most key story elements (e.g., setting, characters, story events, problem/resolution, theme/lesson) of a narrative text and provide some relevant details; may include some unnecessary information; graphic organizers may be used
 - distinguish between main idea and supporting details; may use graphic organizers to categorize ideas and make limited “jot” notes

Inferential/Interpretive Response

Students

- Reading
“between
the lines”
- make logical inferences about a character (his/her actions, feelings, or personality), and story events with some supporting textual details
 - interpret clear relationships among several ideas to draw conclusions (e.g., cause/effect, problem/solution), or make comparisons; support responses with some textual details
 - use context clues, prior knowledge, and reference tools (e.g., dictionary, glossary) to explain the meaning of new vocabulary; provide a reasonable interpretation of words/sentences used in figurative and descriptive ways
 - interpret text features (e.g., captions, font, diagrams, maps) and demonstrate an overall understanding of their purpose; may require prompts when graphics are not explained in text

Personal/Critical/Evaluative Response

Students

- Reading
“beyond
the lines”
- make some personal connections, relate relevant prior knowledge, and make logical text-to-text comparisons; some connections go beyond the obvious and may be supported with a general explanation
 - explain and support preferences for, and opinions about, texts, authors, and illustrators, providing some specific details or examples; may include some general or unrelated reasons
 - recognize some elements of author’s style/technique (e.g., figurative language, descriptions); explain how they help the reader; support explanations with personal examples or preference
 - distinguish between fact and opinion, and identify an author’s point of view using details from the text
 - identify a variety of text forms (e.g., narrative, report, instructions, explanation, autobiography) including key characteristics (e.g., grouping of ideas) and a form’s general purpose

Reading Comprehension Responses Appropriate Achievement

Grade 5

Students demonstrating appropriate achievement respond to a variety of comprehension tasks in the manner described below.

Literal Response

Students

Reading
“the lines”

- respond accurately to most literal questions by selecting and locating relevant details, often skimming a large amount of text (i.e., a chapter or an article)
- identify most key story elements (setting, characters, events, problem/resolution, theme/lesson) of a narrative text with some relevant details; begin to explain how events are related to problem or overall theme; graphic organizers may be used
- distinguish between main ideas and supporting details; may use graphic organizers to categorize notes but may omit some information when synthesizing a large amount of text

Inferential/Interpretive Response

Students

Reading
“between
the lines”

- make logical inferences about a character (his/her motivations, feelings, and story events, referring to some relevant textual details; describe relationships between characters and effect on plot or overall theme
- interpret relationships among several ideas to draw conclusions (e.g., cause/effect; problem/solution) or make comparisons; support responses with some relevant details
- use context clues, prior knowledge, and reference tools (e.g., dictionary, glossary) to explain the meaning of new vocabulary; provide a reasonable interpretation of more subtle shades of meaning as well as figurative and descriptive language
- interpret text features (e.g., captions, font, diagrams, maps, keys/legends) and demonstrate a general understanding of their purpose; gain literal information accurately but may require prompts when text/graphics not explained in text

Personal/Critical/Evaluative Response

Students

Reading
“beyond
the lines”

- make personal connections, relate relevant prior knowledge and make logical text-to-text comparisons; some connections go beyond obvious and can be supported with a reasonable explanation
- explain and support preferences for, and opinions about, a text, authors, and illustrators with some specific details or examples
- recognize some elements of an author’s style/technique (e.g., figurative language, descriptions, dialect), and explain how they help the reader; evaluate author’s effectiveness by providing a relevant personal example or preference
- distinguish between fact and opinion, and identify author’s point of view and use of evidence; suggest an alternative perspective
- identify a variety of text forms (e.g., narrative, report, instructions, explanation, persuasive writing, autobiography), including key characteristics (e.g., compare/contrast), and a form’s purpose

Reading Comprehension Responses Appropriate Achievement

Grade 6

Students demonstrating appropriate achievement respond to a variety of comprehension tasks in the manner described below.

Literal Response

Students

Reading
“the lines”

- respond accurately to most literal questions by selecting and locating relevant details; locate information using a variety of sources
- identify key story elements (setting, characters, events, problem/resolution, theme/lesson) of a narrative text including most relevant details; explain how events are related to the theme; graphic organizers (e.g., timelines, story maps) may be used
- identify main ideas and supporting details using graphic organizers (e.g., timelines, charts, webs); summarize key points

Inferential/Interpretive Response

Students

Reading
“between
the lines”

- make logical inferences about characters (motivations, feelings, or personality), and story events, referring to some relevant textual details; describe relationships between characters and effect on plot or overall theme
- interpret relationships among several ideas to draw conclusions (e.g., plot, sequence, cause/effect, problem/solution) or make comparisons; support responses with relevant details
- use context clues, prior knowledge, and reference tools (e.g., dictionary, glossary) to explain the meaning of new vocabulary/technical terms; provide obvious interpretations of more subtle shades of meaning, and figurative and descriptive language
- interpret text features (e.g., headings, subheadings, captions, font, diagrams, maps, keys/legends, cutaways, graphs) and explain how they help the reader understand the text

Personal/Critical/Evaluative Response

Students

Reading
“beyond the
lines”

- make personal connections: compare/contrast with personal experiences/relevant prior knowledge and make logical text-to-text comparisons; many connections go beyond the obvious and can be supported with a reasonable explanation
- express and support preferences for, and opinions about particular texts, authors, illustrators and genres with specific details/examples
- recognize some aspects of an author’s style/technique (e.g., figurative language, dialect, descriptions); explain how this influences the reader’s experience; evaluate author’s effectiveness by providing relevant examples
- respond critically to texts: recognize language used to manipulate, persuade, or control; detect prejudice, stereotyping, and bias
- recognize purpose, structure, and features of a variety of text forms (e.g., short story, ballad, report, explanation, persuasive, autobiography, science fiction, fantasy)

General Rubric for Assessing Response

	Difficult	Instructional		Independent
	1-limited	2-partial	3-adequate	4-complete
Expresses concerns or feelings	No opinions/feelings expressed	General opinions and /or feelings are stated but not explained	Opinions and/or feelings are general in nature; discussion and explanation are offered	Opinions and/or feelings demonstrate insight; discussions and/or explanations are thoughtful and clear
Summarizes (retelling)	Does not include the main ideas; information is minimal and often inaccurate	Retelling includes most of the main ideas but does not add to the writer's own ideas or overall response	Retelling includes the main ideas and is generally connected to the overall response	Any retelling is accurate and contributes to the overall response
Makes connections	No reference to any connections between the text and personal experience, other texts or the world	Connections were minimal and did not significantly enhance his/her understanding	Meaningful connections made between the text and themselves; connections between other texts and the world were less frequent or less helpful	Connections made between the text and prior experiences or knowledge gained from other texts or world knowledge
Asks questions	Did not identify any questions in relationship to the text	Questions were literal or surface-level questions and did not show in-depth inquiry	Questions centred primarily on the topic or content of the text	Thoughtful questions about the text, its message, manner of construction, author's style, etc.
Provides evidence	Little or no support for the comments is offered	Evidence offered shows limited understanding of ideas, specific text features, and/or language	Supportive evidence from the text or personal experience shows surface-level understanding	Connections and opinions are supported with evidence from the text and/ or personal experience showing insight and awareness for ideas, text features, and/or language

Observational Checklist

Name : _____ Date : _____

Strategies and Behaviours	Often	Sometimes	Rarely	Comments
Participates in book discussions				
Reads independently				
Selects books that are at an appropriate reading level				
Reads a variety of genres and forms				
Uses text features (e.g., table of contents, glossary, index, headings, bold print) to overview books, locate information, and better understand the text				
Combines information from a variety of sources (e.g., pictures, charts, graphs, illustrations, charts, tables, maps)				
Recognizes that authors use different organizational patterns to present information				
Summarizes and retells information clearly and accurately				
Uses prior knowledge to construct meaning				
Poses questions to clarify meaning and find information				
Monitors reading and knows when meaning breaks down				
Effectively uses a variety of 'fix-up' strategies to self-correct				
Uses a variety of strategies to figure out unfamiliar words				

Observation and Planning Sheet

Name: _____

Date	Notes and Observations (what the student can do)	Future Instructional Focus (one–two areas)

Appendix E

Assessment of Writing and Representation

Writing Process Observation Guide

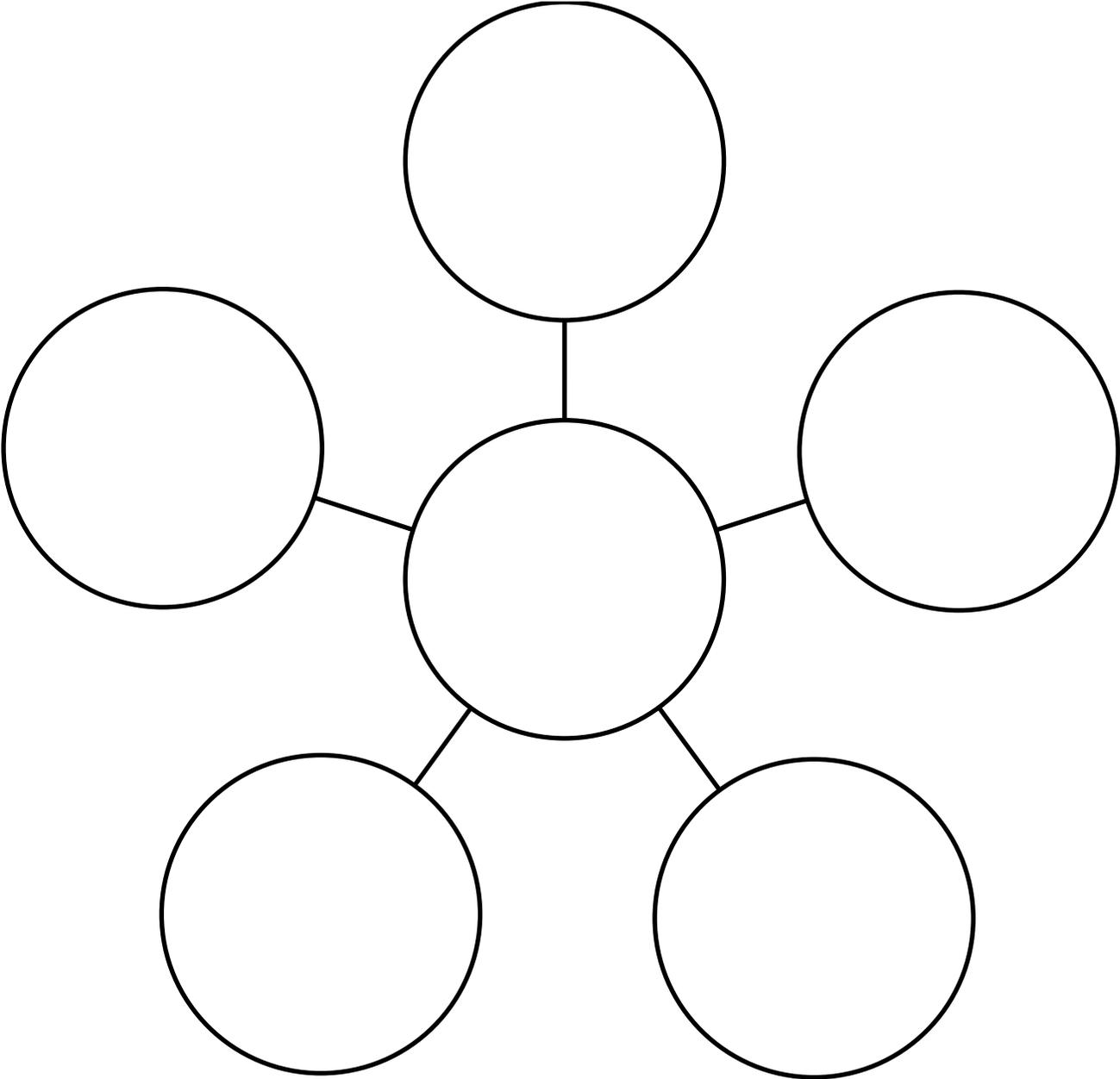
Student's Name _____

Writing Process	Comments
<p>Prewriting</p> <p>Does the student</p> <ul style="list-style-type: none">• have a purpose and audience?• have a range of prewriting strategies?• choose topics for personal writing?• establish a focus for a writing topic? <p>First-Draft Writing</p> <p>Does the student</p> <ul style="list-style-type: none">• understand the function of a first draft?• write freely without undue concern for spelling?• reflect thoughtful planning? <p>Revising</p> <p>Does the student</p> <ul style="list-style-type: none">• understand the need for revision?• make content changes? (details)• select style and vocabulary appropriate to audience?• consider the organization? <p>Editing and Proofreading</p> <p>Does the student</p> <ul style="list-style-type: none">• understand the purpose of editing?• ask for help from peers and the teacher?• help others?• assume responsibility for his/her own work?• use a variety of strategies to correct spelling errors? <p>Post-Writing</p> <p>Does the student</p> <ul style="list-style-type: none">• show an interest in having the writing published?• submit the writing for final edition?• choose an appropriate format for publication?	

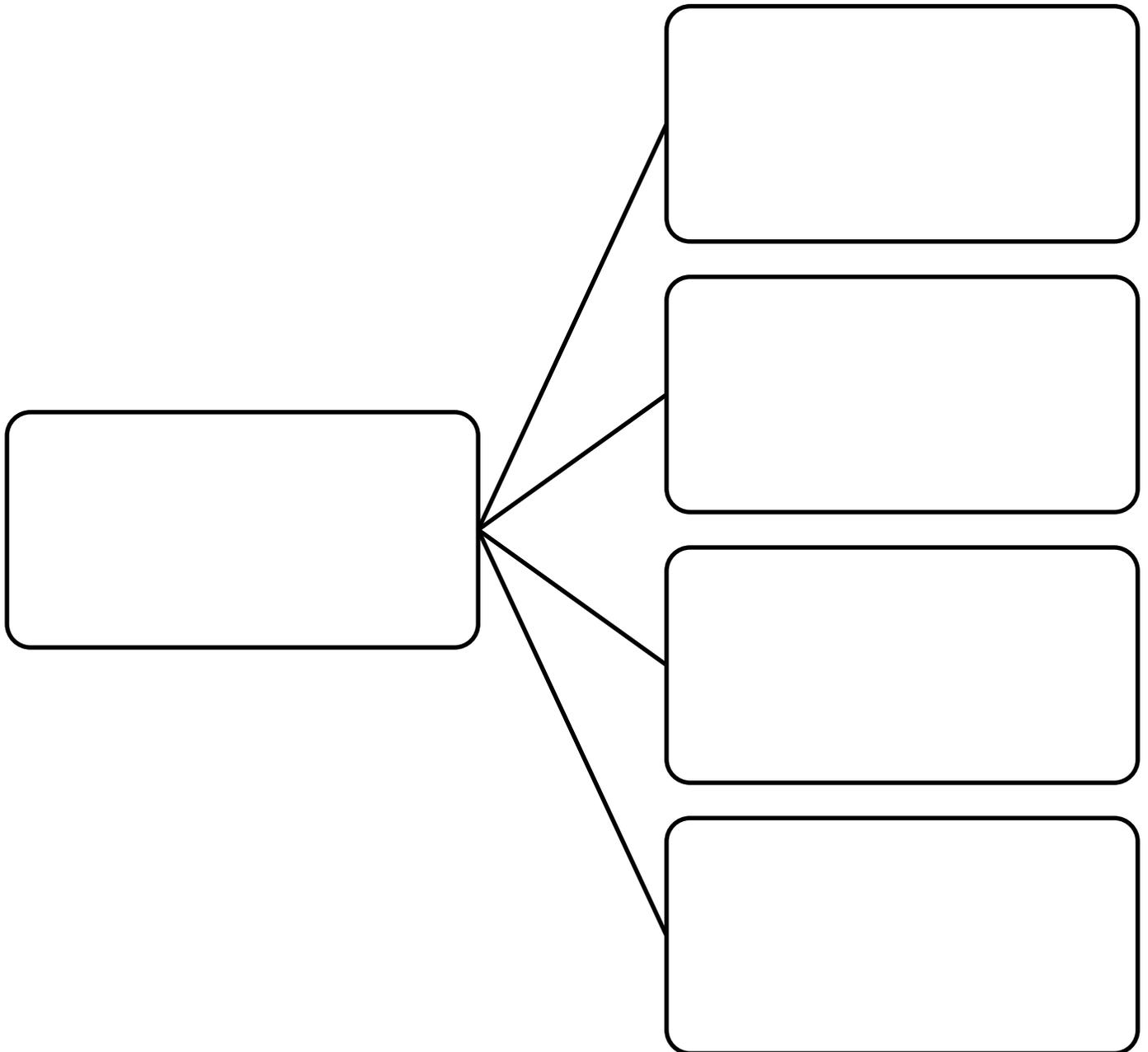
Appendix F

Graphic Organizers

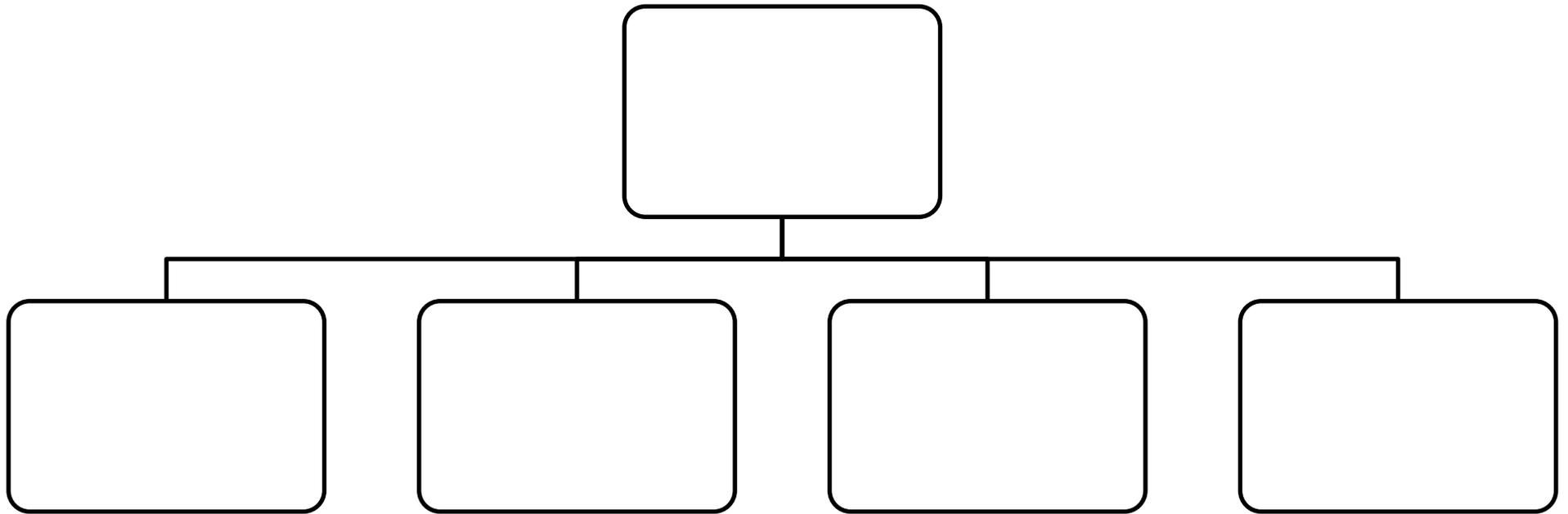
Concept Web



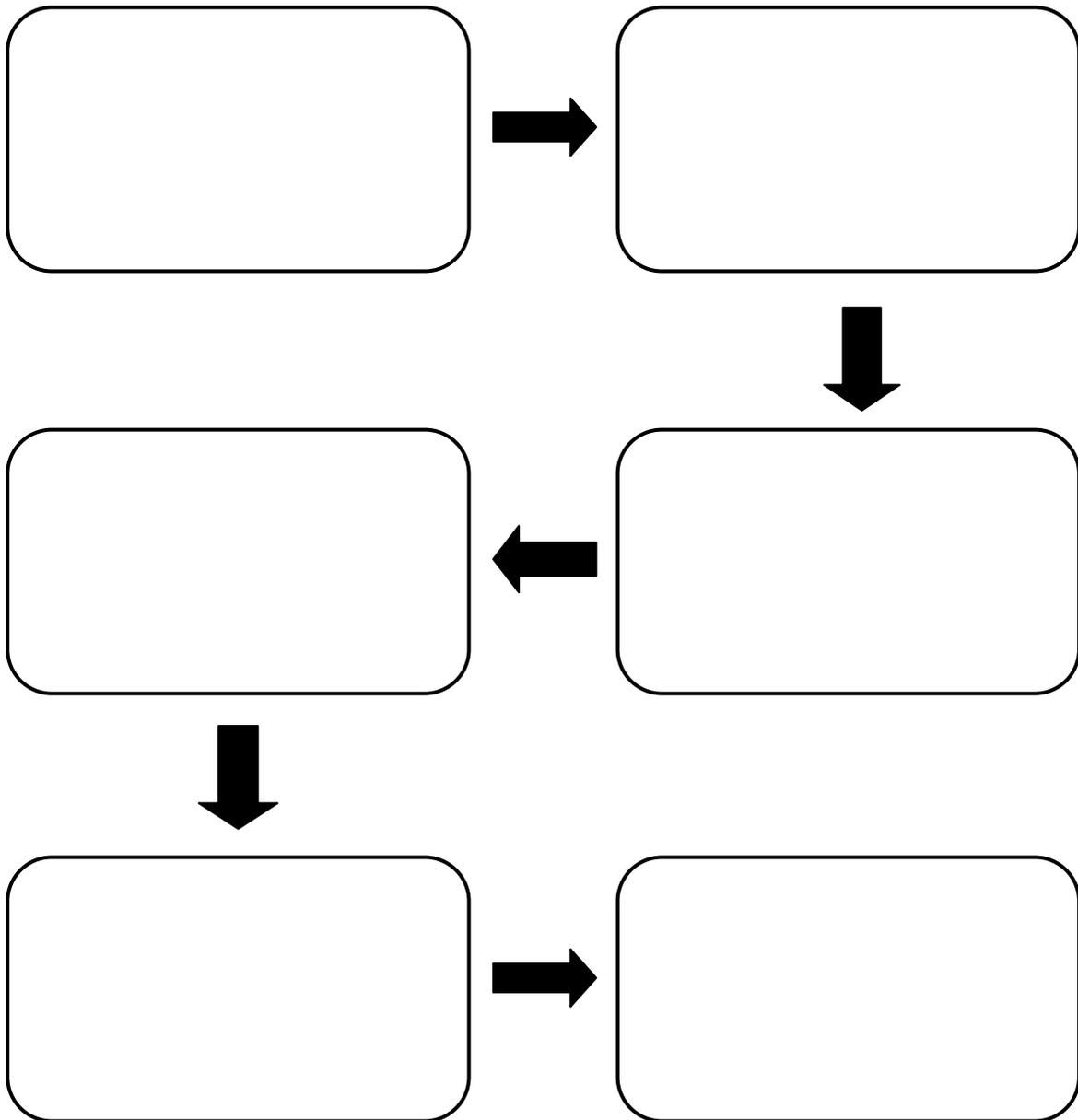
Cause-and-Effect / Problem/Solution / Question and Answer



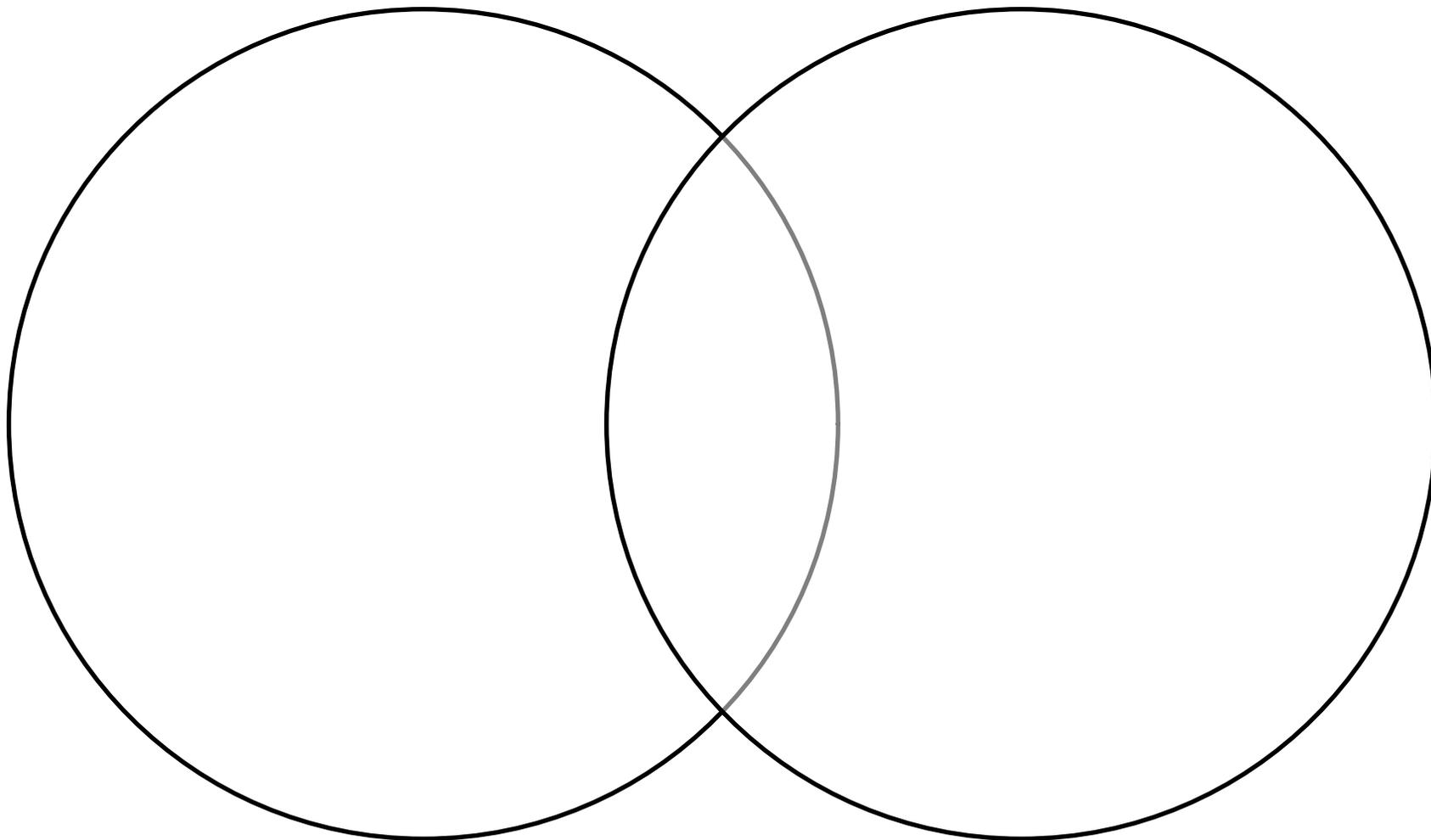
Cause-and-Effect / Problem/Solution / Question and Answer



Sequence Flow Chart



Compare-and-Contrast Chart (Venn Diagram)



Predict, Support, Reflect

<p>Predict What will the text be about?</p>

<p>Support Give evidence from the text or personal experience</p>

<p>Reflect How does the text compare to your predictions?</p>

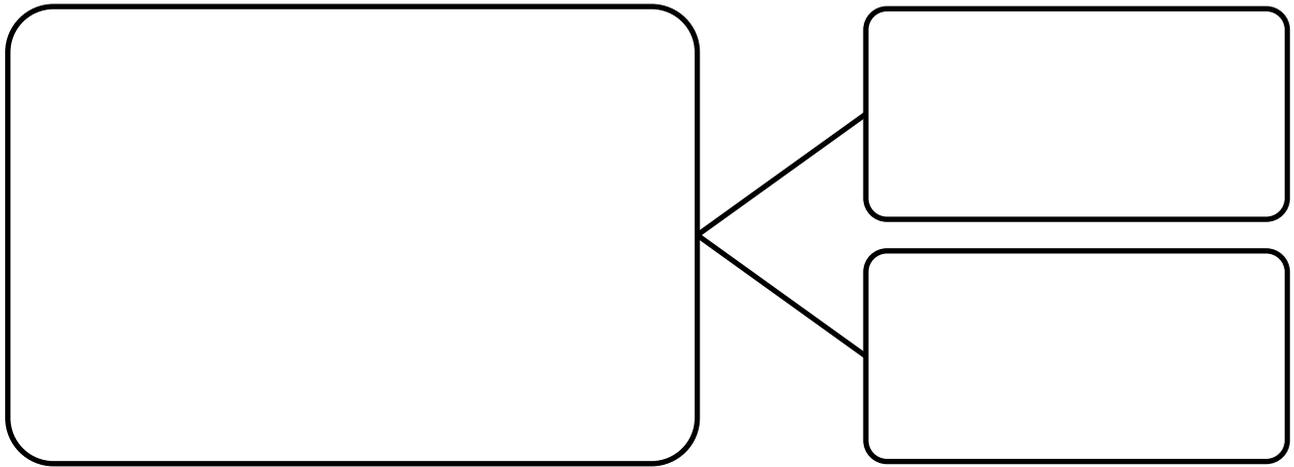
FQR Chart

F Facts	Q Questions	R Response

Ideas/Details

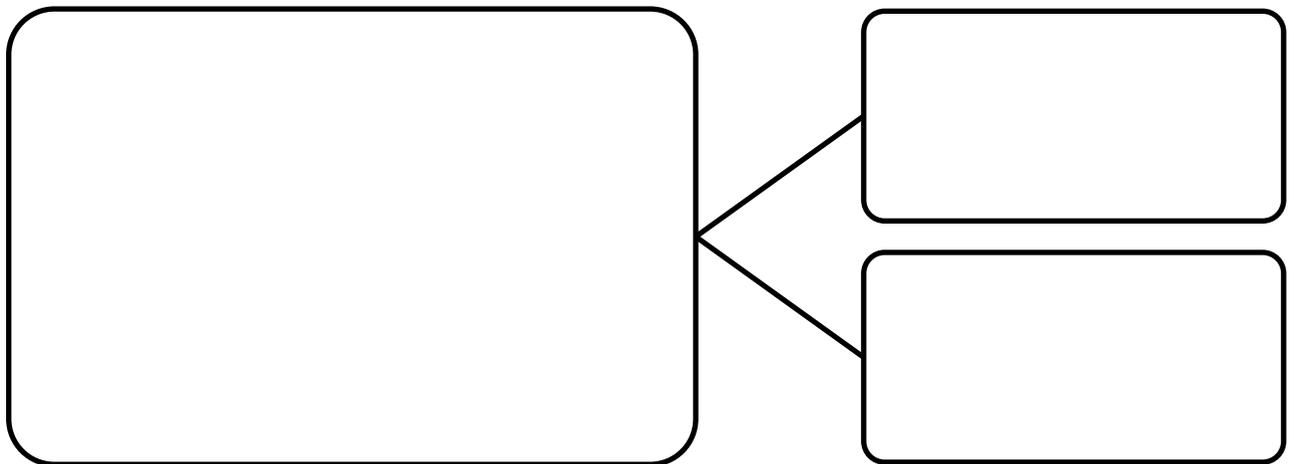
Important Ideas

Details



Important Ideas

Details



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