

# Grade 6

## English Language Arts Program - Term 1

Area of Curriculum	Curriculum Expectation	What I'm Looking For...	How I Will Assess...
<b>READING</b>	1.1	Does student (S) bring a range of reading material for independent reading time? Is S choosing 'good fit' books and can he/she sustain attention on reading without the need for frequent redirection?	Observation Reading Interest Survey Reading Log
	1.3, 1.4, 1.6, 1.8	Does S use a range of strategies to understand what he/she is reading (e.g., asking questions, making predictions, visualizing, re-reading) Can S identify and explain the main idea and supporting details in texts of varying complexity? Does S connect what he/she is reading to his/her own knowledge, ideas and experiences, to other books, and to his/her community and the world? Can S draw reasonable conclusions about what he/she has read and give evidence from the text to support these ideas?	Conferences Reading Response - (journal and oral) Guided Reading Comprehension quizzes CASI/EQAO performance tasks
	1.7	Can S discuss and explain the different elements of a fiction story? (characters, setting, theme)	Response activities for short story unit Conferences Book talks
	2.2	Is S aware of the organizational pattern in a news report (5Ws, order of importance) and can he/she explain how this pattern aids understanding?	News article summary
	3.2, 3.3	Can S accurately read grade-appropriate sight words as well as new or unfamiliar ones by using cues such as base words, prefixes/suffixes, word order, sentence context, syllables and spelling patterns? Does S read with appropriate pacing, phrasing and expression? Is reading smooth, with correct pauses?	Fountas & Pinnell Benchmarks Conferences Observation of fluency-building games

<b>WRITING</b>	1.1, 1.2, 1.4, 1.5	Can student (S) come up with ideas for writing and then organize these ideas and information in a way that suits the intended audience and purpose? Does S use effective strategies for brainstorming (e.g., mind map, list) and organizing ideas? Can S write with sustained attention for an appropriate amount of time?	Observation & notes Graphic organizers
	2.1, 2.2, 2.7	Is S making an effort to write longer, more complex pieces using a range of forms? Does S attempt the forms taught in class and experiment with various forms while free writing? Does S demonstrate his/her 'voice' as a writer (Ex: incorporate dialogue, slang, a catchy intro, or vivid language to create a mood or tone) Can S identify aspects of his/her writing that need improvement and make revisions to improve clarity, word choice, and the amount of detail?	Writing conferences with feedback Use of success criteria for specific forms Revising checklists
	3.1, 3.2, 3.3, 3.4, 3.6	Does S apply strategies and patterns or common rules to spell familiar and unfamiliar words? Is S making use of appropriate tools and resources to check/confirm spelling and word meanings? (e.g., No Excuses Spelling List, dictionary, Word Reference online) Can S correctly punctuate sentences, avoiding fragments and run-ons, and also use parts of speech (e.g., nouns, verbs, pronouns, etc.) correctly?	Words Their Way (word Study & spelling) Self- and Peer-Editing checklists Writing conferences with feedback
	3.8	Does S produce 'published' writing that adheres to success criteria? Focus on: personal narrative, news article, free write pieces	Student work
<b>ORAL COMMUNICATION</b>	1.1, 1.2	Does student (S) demonstrate active listening in a variety of situations (e.g., read-alouds, discussion, small groups, during presentations, following directions)	Observation & notes Rubrics
	2.2, 2.3, 2.4	Does S participate and communicate his/her ideas clearly when asked to speak in various situations (e.g., paired sharing, small or large group discussions)	Observation & notes Rubrics

# Grade 5

## English Language Arts Program - Term 1

Area of Curriculum	Curriculum Expectation	What I'm Looking For...	How I Will Assess...
<b>READING</b>	1.1	Does student (S) bring a range of reading material for independent reading time? Is S choosing 'good fit' books and can he/she sustain attention on reading without the need for frequent redirection?	Observation Reading Interest Survey Reading Log
	1.3, 1.4, 1.6, 1.8	Does S understand what he/she is reading as demonstrated by asking questions, making predictions, visualizing, etc.? Can S identify and explain the main idea and supporting details in texts of varying complexity? Does S connect what he/she is reading to his/her own knowledge, ideas and experiences, to other books, and to his/her community and the world? Can S draw reasonable conclusions about what he/she has read and give evidence from the text to support these ideas?	Conferences Reading Response - (journal and oral) Guided Reading CASI performance tasks Comprehension quizzes
	1.7	Can S discuss and explain the different elements of a fiction story? (characters, setting, theme)	Conferences Book talks
	2.1	Can S identify and analyze the characteristics of specific text forms, with a focus on short stories and magazine articles?	Read alouds Guided instruction
	3.2, 3.3	Can S accurately read grade-appropriate sight words as well as new or unfamiliar ones by using cues such as base words, prefixes/suffixes, word order, sentence context, syllables and spelling patterns? Does S read with appropriate pacing, phrasing and expression? Is reading smooth, with correct pauses?	Fountas & Pinnell Benchmarks Conferences Observation of fluency-building games

<b>WRITING</b>	1.1, 1.2, 1.4, 1.5	Can student (S) come up with ideas for writing and then organize these ideas and information in a way that suits the intended audience and purpose? Does S use effective strategies for brainstorming (e.g., mind map, list) and organizing ideas? Can S write with sustained attention for an appropriate amount of time?	Observation & notes Graphic organizers
	2.1, 2.2, 2.7	Is S making an effort to write longer, more complex pieces using a range of forms? Does S attempt the forms taught in class and experiment with various forms while doing free writing? Does S demonstrate his/her 'voice' as a writer by changing language and tone to suit different audiences? Can S identify aspects of his/her writing that need improvement and make revisions to improve clarity, word choice, and the amount of detail?	Writing conferences with feedback Use of success criteria for specific forms Revising checklists
	3.1, 3.2, 3.3, 3.4, 3.6	Does S apply strategies and patterns or common rules to spell familiar and unfamiliar words? Is S making use of appropriate tools and resources to check/confirm spelling and word meaning? (e.g., No Excuses Spelling List, dictionary, Word Reference online) Can S correctly punctuate sentences, avoiding fragments and run-ons, and also use parts of speech (e.g., common/proper nouns, adjectives, adverbs) correctly?	Words Their Way (word study & spelling) Self- and Peer-Editing checklists Writing conferences with feedback
	3.8	Does S produce 'published' writing that adheres to success criteria? Focus on: descriptive paragraph, magazine article, free write pieces	Student work
<b>ORAL COMMUNICATION</b>	1.1, 1.2	Does student (S) demonstrate active listening in a variety of situations (e.g., read-alouds, discussion, small groups, during presentations, following directions)	Observation & notes Rubrics
	2.2, 2.3, 2.4	Does S participate and communicate his/her ideas clearly when asked to speak in various situations (e.g., paired sharing, small or large group discussions, 1:1)	Observation & notes Rubrics

## Grade 4 English Language Arts Program - Term 1

Area of Curriculum	Curriculum Expectation	What I'm Looking For...	How I Will Assess...
<b>READING</b>	1.1	Does student (S) bring a range of reading material for independent reading time? Is S choosing 'good fit' books and can he/she sustain attention on reading without the need for frequent redirection?	Observation Reading Interest Survey Reading Log
	1.3, 1.4, 1.6, 1.8	Does S understand what he/she is reading as demonstrated by asking questions, making predictions, visualizing, etc.? Can S identify and explain the main idea and supporting details in texts? Does S connect what he/she is reading to his/her own knowledge, ideas and experiences, to other books, and to his/her community and the world? Can S draw reasonable conclusions about what he/she has read and give evidence from the text to support these ideas?	Conferences Reading Response - (journal and oral) Guided Reading Comprehension quizzes
	2.1	Can S identify and analyze the characteristics of specific text forms (e.g., literary vs. informational texts)	Read alouds Guided instruction Book talks
	3.2, 3.3	Can S accurately read grade-appropriate sight words as well as new or unfamiliar ones by using cues such as base words, prefixes/suffixes, word order, sentence context, syllables and spelling patterns? Does S read with appropriate pacing, phrasing and expression? Is reading smooth, with correct pauses?	Fountas & Pinnell benchmarks Conferences Observation of fluency-building games
<b>WRITING</b>	1.1, 1.2, 1.4, 1.5	Can student (S) come up with ideas for writing and then organize these ideas and information in a way that suits the intended audience and purpose? Does S use effective strategies for brainstorming (e.g., mind map, list) and organizing ideas? Can S write with sustained attention for an appropriate amount of time?	Observation & notes Graphic organizers

	2.1, 2.2, 2.7	Is S making an effort to write longer, more complex pieces using a range of forms? Does S attempt the forms taught in class and experiment with various forms while free writing? Does S demonstrate his/her 'voice' as a writer by using elements such as humor and description or 'sense' words? Can S identify aspects of his/her writing that need improvement and make revisions to improve clarity, word choice, and the amount of detail?	Writing conferences with feedback Use of success criteria for specific forms Revising checklists
	3.1, 3.2, 3.3, 3.4, 3.6	Does S apply strategies and patterns or common rules to spell familiar and unfamiliar words? Is S making use of appropriate tools and resources to check/confirm spelling and word meaning? (e.g., No Excuses Spelling List, dictionary, Word Reference online) Can S correctly punctuate sentences, avoiding fragments and run-ons, and also correctly use parts of speech (e.g., common & proper nouns, adjectives, verbs)?	Words Their Way (word study & spelling) Self- and Peer-Editing checklists Writing conferences with feedback
	3.8	Does S produce 'published' writing that adheres to success criteria? Focus on: descriptive writing, paragraph of the month, free write pieces	Student work
<b>ORAL COMMUNICATION</b>	1.1, 1.2	Does student (S) demonstrate active listening in a variety of situations (e.g., read-alouds, discussion, small groups, during presentations, following directions)	Observation & notes Rubrics
	2.2, 2.3, 2.4	Does S participate and communicate his/her ideas clearly when asked to speak in various situations (e.g., paired sharing, small or large group discussions)	Observation & notes Rubrics

**Note:** Media Literacy will be embedded in the other areas of the curriculum, through the use of various media (e.g., videos, magazine/newspaper articles, radio interviews) and the creation of media texts (e.g., journals, posters, news articles, ads, collages, etc.) I will only comment on this area of the curriculum in the second term, although students will receive a letter grade in both term one and term two.