

## Grade 4 English

Curriculum	Teaching Strategy	Assessment
<b>Oral Communication</b>		
-demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups  -demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions	-Modelling -Daily 5 -Whole class discussion -Small group discussion -Teacher/ student conference -Guided reading -Writer's Workshop	-Observations -Classroom discussions -Presentations  -Descriptive feedback based on success criteria  -Rubrics reflecting success criteria  -Conferences  -Self and peer evaluation
<b>Reading</b>		
-Identify a variety of reading comprehension strategies and use them appropriately before, during and after reading  -explain how the particular characteristics of various text forms help communicate meaning, with a focus on literary texts such as a diary or journal		
<b>Writing</b>		
-generate ideas about a potential topic using a variety of strategies and resources  -use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: common and proper nouns; verbs in the simple present, past, and future tenses; adjectives and adverbs; subject/verb agreement; prepositions; and conjunctions		
<b>Media Literacy</b>		
-express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions  -identify who produces various media texts and the reason for their production		

## Grade 5 English

Curriculum	Teaching Strategy	Assessment
<b>Oral Communication</b>  -demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups  -demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions	-Modelling  -Novel Study  -Whole class discussion  -Small group discussion  -Teacher/student conference  -Guided reading  -Writer's Workshop	-Observations  -Classroom discussions -Presentations  -Descriptive feedback based on success criteria  -Rubrics reflecting success criteria  -Conferences  -Self and peer evaluation
<b>Reading</b>  -Identify a variety of reading comprehension strategies and use them appropriately before, during and after reading  -analyse a variety of text forms and explain how their particular characteristics help communicate meaning, with a focus on literary texts such as short stories		
<b>Writing</b>  -generate ideas about a potential topic and identify those most appropriate for the purpose  -use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: common, proper, and abstract nouns (e.g., courage, hope); collective nouns (e.g., flock of birds); adjectives, including comparative adjectives (e.g., bigger, more expensive) the helping verb have; adverbs modifying verbs (e.g., when, where, how); comparative adverbs (e.g., faster, slower)		
<b>Media Literacy</b>  -express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions  -identify who produces various media texts, the reason for their production, how they are produced, and how they are funded		

## Grade 6 English

Curriculum	Teaching Strategy	Assessment
<b>Oral Communication</b>  -demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups	-Modelling  -Novel Study  -Online/Blended Learning	-Observations  -Classroom discussions  -Presentations
 -demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions	-Whole class discussion  -Small group discussion	-Descriptive feedback based on success criteria
<b>Reading</b>  -Identify a variety of reading comprehension strategies and use them appropriately before, during and after reading to understand increasingly complex texts	-Teacher/student conference  -Guided reading	-Rubrics reflecting success criteria
 -explain how the particular characteristics of various text forms help communicate meaning, with a focus on literary texts such as a myths, graphic texts such as an advertisement, and informational texts such as an editorial	-Writer's Workshop	-Conferences  -Self and peer evaluation
<b>Writing</b>  -generate ideas about a potential topic and identify those most appropriate for the purpose		
 -use parts of speech correctly to communicate their meaning clearly, with a focus on the use of: personal subject and object pronouns (e.g., I, me) indefinite pronouns (e.g., someone, nobody); conjunctions; subordinate clauses; adverb phrases; and present, past, and future verb tenses		
<b>Media Literacy</b>  -describe in detail the main elements of some media forms (e.g., drama scripts: cast of characters, description of setting, acts, scenes, stage directions; television quiz shows: host/hostess, contestants, prizes; magazines: cover images and text, table of contents, regular columns, feature articles, advertisements)		
 -identify who produces various media texts, the reason for their production, how they are produced, and how they are funded		