

**Grade 4 English**

<b>Curriculum</b>	<b>Teaching Strategy</b>	<b>Assessment</b>
<p><b>Oral Communication</b></p> <ul style="list-style-type: none"> <li>-identify points of view in oral texts and ask questions about possible bias</li> <li>-identify some non-verbal cues, such as facial expression, body language and eye contact and use them when presenting</li> <li>-reflect on oral communication skills and set goals to improve using specific strategies</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-identify a variety of reading comprehension strategies and use them appropriately before, during and after reading</li> <li>-connect read texts to their own knowledge, experiences and insights to extend understanding</li> <li>-make inferences about texts based on evidence and explain their reasoning</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-identifying and ordering the main ideas for their writing and including supporting details for a summary</li> <li>-using personal voice in writing to show mood and engage readers</li> <li>-building more complex, varied and interesting sentences</li> </ul> <p><b>Media Literacy</b></p> <ul style="list-style-type: none"> <li>-express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions</li> <li>-identify who produces various media texts and the reason for their production</li> </ul>	<ul style="list-style-type: none"> <li>-Modelling</li> <li>-Daily 5</li> <li>-Whole class discussion</li> <li>-Small group discussion</li> <li>-Teacher/ student conference</li> <li>-Guided reading</li> <li>-Writer's Workshop</li> </ul>	<ul style="list-style-type: none"> <li>-Observations</li> <li>-Classroom discussions</li> <li>-Presentations</li> <li>-Descriptive feedback based on success criteria</li> <li>-Rubrics reflecting success criteria</li> <li>-Conferences</li> <li>-Self and peer evaluation</li> </ul>

**Grade 5 English**

Curriculum	Teaching Strategy	Assessment
<p><b>Oral Communication</b></p> <ul style="list-style-type: none"> <li>-identify points of view in oral texts and suggest possible missing or alternate points of view not presented</li> <li>-identify some non-verbal cues, such as facial expression, body language and eye contact and use them when presenting</li> <li>-reflect on oral communication skills and set goals to improve using specific strategies</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-identify a variety of reading comprehension strategies and use them appropriately before, during and after reading</li> <li>-connect read texts to their own knowledge, experiences and insights, as well as the world around them, to extend understanding</li> <li>-make inferences about texts based on evidence and explain the author's meaning, using evidence to support their answer</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-identifying and ordering the main ideas for their writing and including supporting details for a series of related paragraphs</li> <li>-using personal voice in writing to show moods that suit specific purposes (i.e. serious tone in a letter to the editor, humorous tone in a letter to a friend)</li> <li>-use figurative language and literary devices to add interest to writing</li> <li>-generate ideas about a potential topic and identify those most appropriate for the purpose</li> </ul> <p><b>Media Literacy</b></p> <ul style="list-style-type: none"> <li>-express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions</li> <li>-identify who produces various media texts, the reason for their production, how they are produced, and how they are funded</li> </ul>	<ul style="list-style-type: none"> <li>-Modelling</li> <li>-Novel Study</li> <li>-Whole class discussion</li> <li>-Small group discussion</li> <li>-Teacher/student conference</li> <li>-Guided reading</li> <li>-Writer's Workshop</li> </ul>	<ul style="list-style-type: none"> <li>-Observations</li> <li>-Classroom discussions</li> <li>-Presentations</li> <li>-Descriptive feedback based on success criteria</li> <li>-Rubrics reflecting success criteria</li> <li>-Conferences</li> <li>-Self and peer evaluation</li> </ul>

**Grade 6 English**

Curriculum	Teaching Strategy	Assessment
<p><b>Oral Communication</b></p> <ul style="list-style-type: none"> <li>-identify points of view in oral texts, form an opinion whether or not they agree, and suggest other possible perspectives</li> <li>-identify some non-verbal cues, such as facial expression, body language and eye contact and use them when presenting</li> <li>-reflect on oral communication skills and set goals to improve using specific strategies</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-identify a variety of reading comprehension strategies and use them appropriately before, during and after reading</li> <li>-connect, compare, and contrast read texts with their own knowledge, experiences and insights, as well as with the world around them, to extend understanding</li> <li>-develop interpretations about texts based on stated and implied ideas using evidence to support their thinking</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-identifying and ordering the main ideas for their writing and including supporting details for a series of related paragraphs</li> <li>-using personal voice in writing to show moods that suit specific purposes (i.e. serious tone in a letter to the editor, humorous tone in a letter to a friend)</li> <li>-use figurative language and literary devices to add interest to writing</li> <li>-generate ideas about a potential topic and identify those most appropriate for the purpose</li> </ul> <p><b>Media Literacy</b></p> <ul style="list-style-type: none"> <li>-express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions</li> <li>-identify who produces various media texts, the reason for their production, how they are produced, and how they are funded</li> </ul>	<ul style="list-style-type: none"> <li>-Modelling</li> <li>-Novel Study</li> <li>-Online/Blended Learning</li> <li>-Whole class discussion</li> <li>-Small group discussion</li> <li>-Teacher/student conference</li> <li>-Guided reading</li> <li>-Writer's Workshop</li> </ul>	<ul style="list-style-type: none"> <li>-Observations</li> <li>-Classroom discussions</li> <li>-Presentations</li> <li>-Descriptive feedback based on success criteria</li> <li>-Rubrics reflecting success criteria</li> <li>-Conferences</li> <li>-Self and peer evaluation</li> </ul>