

English Language Arts and Literature Grade 4 to Grade 6 Curriculum

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Organizing Idea	Text Forms and Structures: Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.								
Guiding Question	How can text organization influence communication?			How can text organization support expression and influence meaning?			How can text form and structure improve understanding of content?		
Learning Outcome	4T1 Students examine how the form and structure of texts can support the communication of ideas and information.			5T1 Students examine how text genres, forms, and structures support and enhance communication.			6T1 Students analyze how text form and structure clarify information and support connecting with self, others, and the world.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Texts can be communicated for a variety of purposes, including to</p> <ul style="list-style-type: none"> inform persuade provide enjoyment <p>Texts read for enjoyment can inspire, fascinate, or expand understandings.</p> <p>A genre is a category of text that has a specific content or style and includes fiction and non-fiction.</p> <p>Literary forms of fiction and non-fiction texts include</p> <ul style="list-style-type: none"> novels journal entries media <p>Media texts can be digital or non-digital and can combine sounds, words, images, and graphics.</p> <p>Narrative texts can be fiction or non-fiction and can follow a structure, including</p> <ul style="list-style-type: none"> beginning problem events solution ending 	<p>4T1.1 Text form or structure can support the enjoyment and communication of ideas and information for a variety of purposes.</p>	<p>Confirm the author's or text creator's purpose based on information in the text.</p> <p>Explain how personal preferences for texts inspire, fascinate, or expand understandings.</p> <p>Examine a variety of literary forms used to communicate ideas and information.</p> <p>Examine the structure of a variety of narrative texts.</p> <p>Determine how the structure of texts can support the organization and communication of ideas or information.</p>	<p>Texts can be digital or non-digital.</p> <p>Texts can have more than one purpose, including to</p> <ul style="list-style-type: none"> inform entertain persuade inspire <p>Reading stamina can be developed through engaging with text forms, genres, or structures that are personally enjoyable.</p> <p>Literary text forms can be fiction or non-fiction and include</p> <ul style="list-style-type: none"> photo essays news articles hybrids <p>Hybrid is a type of text that includes both fiction and non-fiction text forms.</p> <p>Narrative texts can be fiction or non-fiction and can be structured in a variety of ways, including</p> <ul style="list-style-type: none"> beginning problem multiple events with many details resolution of problem ending 	<p>5T1.1 Text genres, forms, and structures can support the enjoyment and communication of ideas and information.</p>	<p>Examine the purpose of a variety of digital or non-digital texts.</p> <p>Engage with a variety of genres of literary texts.</p> <p>Determine the form and structure of a variety of literary texts.</p> <p>Develop reading stamina by engaging with text that is personally enjoyable.</p>	<p>Texts can have more than one purpose and may have one that stands out.</p> <p>Reading a variety of texts for enjoyment can support academic development.</p> <p>Literary texts can be categorized by genre, including fiction and non-fiction.</p> <p>Literary text forms can be digital or non-digital and include</p> <ul style="list-style-type: none"> articles speeches hybrids <p>Narrative texts can be fiction or non-fiction and can be structured in a variety of ways to create effect.</p>	<p>6T1.1 Text genres, forms, and structures can enhance and influence the enjoyment and communication of ideas and information.</p>	<p>Analyze the purpose of a variety of digital or non-digital texts.</p> <p>Categorize a variety of texts according to genre.</p> <p>Examine the form and structure of a variety of literary texts.</p> <p>Make connections between texts read for enjoyment and academic development.</p>

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	<p>Text features can be digital or non-digital, including</p> <ul style="list-style-type: none"> images and graphics indexes 	<p>4T1.2 Text features can organize and enhance information in the main body of a text.</p>	<p>Examine a variety of text features that provide important information in a text.</p> <p>Include a variety of text features to organize, clarify, or enhance information.</p>	<p>Text features can be digital or non-digital and include sidebars and glossaries.</p>	<p>5T1.2 Text features can help organize content and identify information that is most important.</p>	<p>Examine a variety of text features that organize content and emphasize information that is most important.</p> <p>Include a variety of text features to organize content and to identify information that is most important.</p>	<p>Text features can be digital or non-digital and can</p> <ul style="list-style-type: none"> organize and present important content enhance comprehension of content expand vocabulary 	<p>6T1.2 Text features are used to navigate, enhance, or create complex information in an efficient manner.</p>	<p>Examine a variety of text features that organize content, identify important information, and enhance understandings of texts.</p> <p>Include a variety of text features to help organize content, identify important information, and enhance personal expression.</p>

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	<p>Fictional texts can be categorized by sub-genres, including traditional literature and fantasy.</p> <p>A fantasy is a fictional text that contains elements that are highly unreal.</p> <p>Fictional texts can have structures that include main plots with subplots and flashbacks.</p> <p>A flashback interrupts the story plot to take an audience back in time to past events in a character's life.</p> <p>Elements of fiction include</p> <ul style="list-style-type: none"> major and minor characters point of view <p>A minor character is a character in a story who is not the main focus and is less developed.</p> <p>Fictional texts include characters who can be known by what they say, think, or do.</p> <p>Point of view is the way an author or text creator chooses to tell or narrate a story and includes first person.</p> <p>First person is where the author, text creator, or narrator relates information from their own point of view, often using the word <i>I</i>.</p>	<p>4T1.3 Fictional texts can open minds to new possibilities and ideas.</p>	<p>Differentiate between a variety of fiction sub-genres, considering content, characters, time, or place.</p> <p>Examine fictional text structures that include main plots with subplots or flashbacks.</p> <p>Examine elements within a variety of fictional texts, including point of view.</p> <p>Determine if characters in fictional texts are major or minor.</p> <p>Create imaginative representations or dramatizations of fictional texts that depict point of view.</p> <p>Examine the narrator's point of view in texts.</p>	<p>Fiction sub-genres include science fiction, tall tales, and traditional literature.</p> <p>A tall tale is an exaggerated folk tale that describes a central legendary character with extraordinary physical features or abilities.</p> <p>Science fiction is a modern fantasy text that describes technology, futuristic situations, and real or imagined scientific occurrences.</p> <p>Fictional texts can have a variety of structures, including flash-forward.</p> <p>A flash-forward interrupts the story plot to take an audience forward in time to events in the future.</p> <p>Elements of fiction include theme, the underlying message of a text.</p> <p>Third person point of view is where the author or text creator is narrating a story about the characters, referring to them by name or using pronouns.</p> <p>Types of characters include round and flat.</p> <p>A round character is interesting and layered and may change</p>	<p>5T1.3 Engaging with fictional texts can help to analyze the world through the eyes of others.</p>	<p>Categorize texts according to a variety of fiction sub-genres.</p> <p>Examine a variety of fictional text structures, including flash-forward.</p> <p>Examine elements within a variety of fictional texts, including theme.</p> <p>Describe characters based on what they say, think, or do or what others say and think about them.</p>	<p>Fiction sub-genres include traditional literature and comedy.</p> <p>Comedic text is amusing in tone and often has a cheerful ending.</p> <p>Fictional texts can have a variety of structures, including a story within a story.</p> <p>Elements of fiction include conflict, which is a struggle between individuals, groups, or forces that prevents the protagonist from achieving a goal.</p> <p>Types of characters include</p> <ul style="list-style-type: none"> stock protagonist antagonist <p>A stock character is a stereotypical figure who is recognized from familiar literature and traditions.</p> <p>A protagonist is the main character at the centre of a story who makes decisions, deals with consequences, and faces obstacles.</p> <p>An antagonist is an opponent of or force acting against the protagonist and often gets in the protagonist's way or creates challenges.</p>	<p>6T1.3 Engaging with fictional texts can develop empathy and inspire creativity.</p>	<p>Examine mentor texts to deepen understandings of fiction sub-genres.</p> <p>Examine a variety of fictional text structures, including a story within a story.</p> <p>Examine elements within a variety of fictional texts, including conflict.</p> <p>Examine characters based on what they say, think, or do or what others say and think about them.</p> <p>Describe the protagonist and antagonist in a variety of fictional texts.</p>

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				<p>throughout a story.</p> <p>A flat character does not change throughout a story.</p> <p>Fictional texts can contain characters with multiple dimensions revealed by</p> <ul style="list-style-type: none"> • what they say, think, or do • what others say and think about them 					

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	<p>Non-fiction texts include</p> <ul style="list-style-type: none"> • autobiographies • procedural texts • land <p>Procedural texts include recipes or instruction manuals.</p> <p>Non-fiction texts can have structures that include</p> <ul style="list-style-type: none"> • introduction • main idea or topic • supporting details • conclusion • compare and contrast <p>Non-fiction texts can share opinions regarding information.</p>	<p>4T1.4 Non-fiction texts can open minds to new possibilities and ideas.</p>	<p>Investigate ways that non-fiction texts can be organized to support sharing of information.</p> <p>Discuss a variety of facts and opinions expressed in non-fiction texts.</p>	<p>Non-fiction texts include persuasive texts, such as editorials and opinion pieces.</p> <p>Structures within non-fiction texts include</p> <ul style="list-style-type: none"> • larger topics and subtopics • cause and effect <p>Non-fiction texts can be examined to help the reader form opinions based on the structure, content, or source of information.</p>	<p>5T1.4 Engaging with non-fiction texts can help to analyze the world through the eyes of others.</p>	<p>Examine organizational structures of non-fiction texts.</p> <p>Discuss a variety of opinions regarding the structure, content, or source of information expressed in non-fiction texts.</p>	<p>Non-fiction texts include speeches.</p> <p>Non-fiction texts can have a variety of structures, including problem and solution.</p> <p>The content and source of information should be analyzed for factual accuracy.</p>	<p>6T1.4 Non-fiction texts have structures that support factual information that can be analyzed for accuracy.</p>	<p>Investigate ways that non-fiction texts can be organized to enhance the presentation of factual information.</p> <p>Provide personal opinions regarding the structure, content, or source of information expressed in non-fiction texts.</p> <p>Confirm the accuracy of information presented in non-fiction texts.</p>
	<p>Poetry includes figurative language to create a desired effect.</p> <p>Poetic structures include</p> <ul style="list-style-type: none"> • verse • free verse • concrete <p>Verse is text structured with a rhythm and typically has a rhyme.</p> <p>Free verse is a type of poetry that does not rhyme or have a regular rhythm.</p> <p>A concrete poem creates an image with words or symbols that matches the topic of the poem.</p>	<p>4T1.5 Poetry engages the imagination and can encourage individuals to connect with other people, places, ideas, or emotions.</p>	<p>Investigate figurative language used in imaginative ways.</p> <p>Examine how a variety of poetic structures contribute to creative expression of ideas.</p> <p>Experiment with creating verse, free verse, or concrete poetry.</p>	<p>Poetry can be experienced when it is read, listened to, or spoken.</p> <p>Poetic structures include lyric poetry and stanzas.</p> <p>Lyric poetry expresses personal emotions or feelings.</p> <p>A stanza is a series of lines grouped together in a poem that relate to a similar idea.</p>	<p>5T1.5 Poetry can be experienced for its beauty and emotion.</p>	<p>Listen to poems to identify beauty or emotion.</p> <p>Recite or sing a poem from memory.</p> <p>Examine figurative language that can be experienced for its beauty or emotion.</p> <p>Investigate poetic structures that contribute to creative expression of ideas, including stanzas.</p> <p>Experiment with creating lyric poetry.</p>	<p>Poetic structures include ballads, poems, or songs narrating stories in short stanzas.</p>	<p>6T1.5 Poetry can be explored to build a foundation of cultural knowledge and a sense of historical continuity.</p>	<p>Listen to, recite, or sing poetry.</p> <p>Analyze figurative language that can develop empathy and inspire creativity.</p> <p>Investigate poetic structures that contribute to creative expression of ideas, including ballads.</p> <p>Experiment with creating poetry of various structures.</p>

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				<p>Dramatic works can activate the imagination and provide information about people in various times, places, and situations.</p> <p>In dramatic works, plot and characters are developed through dialogue and action.</p> <p>In dramatic works, ideas and information can be expressed through verbal, non-verbal, and paraverbal language.</p>	<p>5T1.6 Drama is a literary form that can artfully express stories and ideas.</p>	<p>Listen to, read, or view dramatic works to learn about artful expression of stories and ideas.</p> <p>Examine main characters and events in a variety of dramatic works.</p>	<p>Forms of drama include comedy and tragedy.</p> <p>A comedy is a humorous story with a happy ending.</p> <p>A tragedy is a serious story with an unhappy ending.</p>	<p>6T1.6 Forms of drama can influence the outcome of the story being represented.</p>	<p>Listen to, read, or view dramatic works, including comedy and tragedy.</p> <p>Examine narrative structures in dramatic works.</p>			
				<p>Land can be understood through personal connections to its features, such as</p> <ul style="list-style-type: none"> • living things in the natural world • human-made structures • patterns and cycles • stories of place 	<p>5T1.7 Meaning is derived through personal experiences with various features of land.</p>	<p>Make connections between features of land and personal experiences.</p>	<p>Human-made structures of land convey meaning, such as</p> <ul style="list-style-type: none"> • First Nations pictographs • First Nations petroglyphs • Inuit inuksuit • Métis lobstersticks • Coastal First Nations totem poles • Pyramids (Egyptian and Mesoamerican) • Stonehenge • Neolithic burial mounds • Cave paintings at Lascaux and Chauvet • Mesopotamian dams and dikes <p>Land is a text that can be read for multiple meanings and understandings.</p>	<p>6T1.7 Land literacy can be enhanced through examining human-made structures of land.</p>	<p>Describe how meaning is conveyed through human-made structures of land by First Nations, Métis, or Inuit and peoples from other parts of the world.</p>			

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Organizing Idea	Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.								
Guiding Question	In what ways can listening and speaking skills clarify intent and build relationships?			How can the presentation of ideas and information be enhanced through oral communication?			What relationships can be made between skillful oration and communication content, style, and delivery?		
Learning Outcome	4O1 Students examine and demonstrate how listening and speaking support connections and clarify understandings.			5O1 Students investigate how oral language can be designed to communicate ideas and information.			6O1 Students connect the quality and efficacy of oral communication to oral language skills.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Oral traditions can support connections to</p> <ul style="list-style-type: none"> • people • the community • the natural world • the constructed world <p>Stories presented in oral traditions can reflect connections to spirit, land, universe, time, and people.</p> <p>Protocols for sharing information may vary by source, context, community, or culture.</p>	<p>4O1.1 Oral traditions can connect the speaker and listener in experiences of the past or present that help prepare for the future.</p>	<p>Describe personal connections to spirit, land, universe, time, or people revealed through oral traditions.</p> <p>Discuss protocols used to share oral traditions.</p>	<p>Different time periods gave rise to different forms of oral communication, including</p> <ul style="list-style-type: none"> • storytelling • poetry • drama • choral speech • speeches or presentations <p>Oral traditions include the use of stories to connect prior knowledge to lived experiences.</p> <p>Oral traditions include diverse types of stories, including</p> <ul style="list-style-type: none"> • tales of everyday life • sacred stories • stories of extraordinary experiences • trickster stories or tales <p>Trickster stories or tales can</p> <ul style="list-style-type: none"> • have human, superhuman, and animal characters • teach lessons • reflect aspects of a culture <p>Oral traditions hold communities together based on some shared knowledge and</p>	<p>5O1.1 The content and delivery of oral traditions are influenced by history, communities, or contexts.</p>	<p>Discuss cultural contexts of oral traditions.</p> <p>Discuss meanings of stories and lessons shared orally.</p>	<p>Oral communication can be enhanced through use of protocols that support respectful relationships.</p> <p>First Nations, Métis, and Inuit communication processes and protocols can preserve shared knowledge and include practices such as</p> <ul style="list-style-type: none"> • ongoing conversations • sharing circles • respectfully acknowledging all voices • waiting to take turns • active listening • focusing on the idea rather than on who gave the idea • ending with consensus 	<p>6O1.1 Oral traditions can enhance relationships and preserve shared knowledge.</p>	<p>Reflect on how oral communication processes or protocols can enhance the quality of personal relationships.</p> <p>Examine communication processes and protocols that contribute to the transmission or preservation of knowledge.</p>

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				values.					
	<p>Respectful interactions include behaviours that consider the contributions, feelings, points of view, and needs of participants.</p> <p>Phrasing and pausing work together to</p> <ul style="list-style-type: none"> • support flow of thought and speech • support meaning • create emphasis <p>Projection is the directing and supporting of the voice toward an intended target.</p> <p>Projection is a combination of breath, clarity, and intentionality.</p>	<p>4O1.2 Listening and speaking skills can be applied and adapted to support respectful interactions.</p>	<p>Contribute respectfully to a variety of interactions that involve listening and speaking.</p> <p>Identify opinions or points of view shared in conversations or texts that are listened to.</p> <p>Select appropriate volume, intonation, phrasing, and pausing to create a desired effect when speaking or presenting.</p> <p>Project voice appropriately for the audience and situation.</p>	<p>Language that influences oral communication includes</p> <ul style="list-style-type: none"> • verbal • non-verbal • paraverbal <p>Verbal communication includes word choice and use.</p> <p>Choices can be intentional regarding how body movement can support communication.</p> <p>Paraverbal communication is the manner in which a message is delivered and involves</p> <ul style="list-style-type: none"> • stress or emphasis • articulation • pace • pitch or inflection • tone <p>Vocal sounds are affected by breath, body, and energy.</p> <p>Inflection is the process by which the voice slides up and down through a range of pitches.</p>	<p>5O1.2 Oral communication can be enhanced through integration and adjustment of verbal, non-verbal, and paraverbal language.</p>	<p>Integrate verbal, non-verbal, and paraverbal language to enhance communication.</p> <p>Ensure messages are heard clearly by using breath, body, and energy to project voice.</p>	<p>Effective oral communication is supported by combining verbal, non-verbal, and paraverbal language.</p> <p>Styles of speaking can be selected, adapted, or changed depending on the situation or desired effect.</p> <p>Styles of speaking include</p> <ul style="list-style-type: none"> • formal • informal • colloquial • slang 	<p>6O1.2 Oral communication style and delivery can be influenced by the connections between verbal, non-verbal, and paraverbal language.</p>	<p>Analyze the effectiveness of verbal, non-verbal, and paraverbal language used in oral communications.</p> <p>Select a speaking style to fit a text or situation.</p>

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	<p>Listening includes restating key points or ideas and making personal connections.</p> <p>Listening to texts can expand vocabulary, understandings, and personal views.</p>	<p>4O1.3 Listening involves playing an active role in understanding the speaker and supports collaboration.</p>	<p>Demonstrate active listening when engaging in collaborative work.</p> <p>Use a variety of listening strategies to support understanding.</p>	<p>Content and delivery of oral communication can change based on purpose or audience.</p> <p>Language conventions or protocols can vary depending on the audience or purpose of oral communication.</p> <p>The size, shape, layout, and acoustics (echoing) of a space can influence oral communication.</p> <p>Oral communication can be enhanced through the selection of digital or non-digital tools or formats.</p>	<p>5O1.3 Oral communication can be intentionally designed according to different situations to convey ideas and information.</p>	<p>Adjust the pitch or projection of the voice with respect to purpose, audience, context, and space.</p> <p>Adjust language conventions or protocols in oral communication.</p> <p>Select appropriate formats for oral communication based on audience and purpose.</p> <p>Present ideas and information in a logical manner to inform, persuade, or entertain.</p>	<p>Organization and preparation for presentations can support confidence.</p> <p>Selection of digital or non-digital tools or formats can enhance presentation delivery and capture the interest and attention of the audience.</p>	<p>6O1.3 Oral communication content, style, and delivery can be adjusted to share ideas and information for specific purposes and audiences.</p>	<p>Develop and deliver presentations for specific purposes and audiences.</p> <p>Adjust presentations based on audience background, motivation, or interests.</p> <p>Reflect on the preparation, content, and delivery of oral communication and consider opportunities for improvement.</p>

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	A combination of verbal and non-verbal language can be used to enhance clarity or create effects when communicating.	4O1.4 Communication can be enhanced through adjusting verbal and non-verbal language.	Adjust verbal and non-verbal language to enhance clarity or create effects when communicating.	<p>Collaborative processes include building trust by listening to, acknowledging, and accepting the contributions of others.</p> <p>Collaborative and effective dialogue includes consideration of the perspectives of others and use of respectful language.</p> <p>Demonstrating respect for how other people wish to be addressed maintains relationships.</p> <p>Adaptability and compromise can lead to consensus in collaborative activities.</p> <p>Non-verbal and paraverbal language can enhance collaborative dialogue.</p>	5O1.4 Collaboration is an active process supported by effective dialogue.	<p>Engage in collaborative dialogue when sharing ideas, solving problems, or making decisions.</p> <p>Contribute to discussions or dialogues by agreeing, disagreeing, and adding to or explaining ideas.</p> <p>Use respectful language when collaborating with others.</p> <p>Demonstrate adaptability to build consensus when perspectives or opinions within groups differ.</p>	<p>Collaborative dialogue can empower individuals or groups to</p> <ul style="list-style-type: none"> • voice ideas • express understandings • consider a variety of perspectives • examine new ways of thinking <p>Collaborative dialogue can be used as a process to solve problems and generate innovative ideas.</p> <p>Collaborative dialogue can increase individual or group confidence through the development of trust and the building of relationships.</p> <p>Respectful language and humour can advance collaborative dialogue.</p>	6O1.4 Collaborative dialogue can be used to expand ideas and deepen understandings of self, others, and the world.	<p>Offer relevant information and logical reasoning to enhance collaborative dialogue.</p> <p>Consider varied perspectives or opinions when collaborating.</p> <p>Reflect on and share new, expanded, or adjusted learnings resulting from collaborative dialogue.</p>

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	<p>Presentations can be prepared by</p> <ul style="list-style-type: none"> developing a plan using notes and speaking cards using visual aids selecting digital or non-digital tools <p>Speaking cards can be jot notes or cue cards that contain key points to support speakers.</p> <p>Visual aids can be digital or non-digital, such as</p> <ul style="list-style-type: none"> objects diagrams images text <p>Presentation delivery includes</p> <ul style="list-style-type: none"> clear enunciation appropriate tone and pace correct grammar appropriate word choice <p>Communication choices and styles differ from speaker to speaker.</p>	<p>4O1.5 Presentations can be prepared and delivered to engage, inform, persuade, or entertain an audience.</p>	<p>Plan ideas and details in a logical manner, including introductions and conclusions.</p> <p>Present information that engages, informs, persuades, or entertains an audience.</p> <p>Share a verse from memory, demonstrating emphasis, pausing, and phrasing that enhance the presentation.</p> <p>Integrate visual aids to enhance communication.</p> <p>Vary word choice to appeal to an audience.</p> <p>Participate in presentations as a respectful audience member.</p>				<p>An oration is a formal speech that can be given on a special occasion by an orator.</p> <p>The art of effective speaking (rhetoric) can be used to</p> <ul style="list-style-type: none"> share information or understandings influence change persuade <p>Skilled orators are able to combine the musicality and rhythmicity of the spoken word to enhance the power of their messages.</p> <p>Elements of public speaking include</p> <ul style="list-style-type: none"> invention arrangement style memory delivery 	<p>6O1.5 Skillful oration can be examined to provide inspiration for effective speaking.</p>	<p>Describe how effective speaking can impact daily life.</p> <p>Examine speeches for their ability to persuade and engage an audience.</p> <p>Apply elements of public speaking for planning and delivering a speech.</p>

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Organizing Idea	Vocabulary: Communication and comprehension are improved by understanding word meaning and structures.								
Guiding Question	How can building vocabulary and understanding morphology strengthen communication?			How does vocabulary support communication?			How does context influence vocabulary and the intentionality of communication?		
Learning Outcome	4V1 Students expand vocabulary and analyze morphemes to communicate in multiple contexts.			5V1 Students analyze how knowledge of vocabulary supports meaning and use of language.			6V1 Students evaluate how vocabulary enhances communication and provides clarity.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Figurative language includes</p> <ul style="list-style-type: none"> • personification • analogy • idiom <p>Personification is when animals or objects are given qualities or abilities that a human can have.</p> <p>An analogy compares two things that are mostly different but have some things in common.</p> <p>An idiom is a phrase that means something different than the literal meaning of the words within it.</p>	<p>4V1.1 An extensive and varied vocabulary enhances effective communication in a variety of contexts.</p>	<p>Communicate clearly and accurately using precise alternatives for commonly used words.</p> <p>Record information about words in a variety of ways.</p> <p>Apply tier 2 words in a variety of literacy contexts.</p> <p>Use tier 3 words to describe subject content.</p> <p>Confirm word meanings, spellings, or word choices using a variety of digital or non-digital resources.</p> <p>Integrate knowledge of word study across multiple literacy contexts.</p> <p>Use analogies to compare words or clarify word meanings.</p> <p>Analyze the meanings of words or phrases expressed figuratively.</p>	<p>Words in the English language come from a variety of origins.</p> <p>Vocabulary changes over time and reflects how words are used at a given time in society.</p> <p>Affixes change the meaning of a word when applied to a base and include <ous>, <ious>, <al>, <ial>, <ian>, <ic>, <ical>, <ment>, <ity>, <ant>, <ent>, <ance>, <ence>, <circu>, <per>, <trans>, <ad>, <sub>, <ob>, <com>, and <ex>.</p>	<p>5V1.1 Word origins and morphemes influence the meaning and use of vocabulary in the English language.</p>	<p>Examine words to determine their origins.</p> <p>Examine words with meanings that have changed over time.</p> <p>Examine words that are new to the English language.</p> <p>Investigate the meaning of bases and affixes in words.</p>	<p>The English language has been influenced by people, places, and events in history.</p> <p>Vocabulary is contextual and influenced by emerging or changing conditions, including technology.</p> <p>Many words with Greek or Latin roots are still in use today.</p> <p>Words that are specific to First Nations, Métis, and Inuit languages can be found in the people, places, and things that surround us.</p> <p>Many words in the English language have French origins.</p> <p>Suffixes, including <en> and <ize>, change the meaning of a word when applied to a base.</p> <p>Prefixes change the meaning of a word when applied to a base and include <pro>, <com>, <con>, <en>, and <oc>.</p>	<p>6V1.1 Word origins and morphemes can reflect the past and influence how we understand the present.</p>	<p>Examine the historical origins of words in the English language.</p> <p>Examine words with meanings that have changed over time.</p> <p>Research the meaning of words with Greek or Latin roots that are still in use today.</p> <p>Study the origin and meaning of First Nations, Métis, and Inuit words in local environments.</p> <p>Examine words in the English language that have French origins.</p> <p>Examine words or sayings that are new to the English language and are based on recent innovations or changes in society.</p> <p>Analyze how adding affixes changes the meaning of words.</p> <p>Add affixes to bases to build new words.</p>

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	<p>Suffixes, including the following, change the meaning of words when added to the ending of a base</p> <ul style="list-style-type: none"> • <y> • <ish> • <able/ible> • <ful> • <ant/ent> <p>The English language is made up of words derived from many origins, including</p> <ul style="list-style-type: none"> • other languages • technology • place names • trademarked products • social practices 	<p>4V1.2 Morphology involves examining words and parts of words and how they are related to each other to enhance communication.</p>	<p>Examine morphemes in words to determine meaning.</p> <p>Analyze the meaning of affixes and how they influence the meaning of bases.</p> <p>Predict meanings of unfamiliar words using morphological cues.</p> <p>Analyze word origins for meaning and spelling.</p>	<p>Increased knowledge of vocabulary supports comprehension of text.</p> <p>Tools for vocabulary development include thesauruses and dictionaries.</p> <p>Strategies for vocabulary development include extensive reading and listening to and noting how others use words.</p>	<p>5V1.2 Vocabulary learning involves the use of strategies and tools.</p>	<p>Discuss multiple ways to learn and remember vocabulary.</p> <p>Record words of personal interest.</p> <p>Use a variety of tools to build vocabulary knowledge.</p> <p>Engage with a wide variety of texts to expand vocabulary.</p>	<p>Words can be categorized by</p> <ul style="list-style-type: none"> • forms of writing • parts of speech • content • context • definition • word origins 	<p>6V1.2 Vocabulary learning involves an intentional desire to deepen knowledge of words.</p>	<p>Categorize words and phrases of personal interest gleaned from a wide variety of texts.</p> <p>Analyze word parts and cross-check with context clues to determine the meaning of unknown words.</p> <p>Read for enjoyment to enhance vocabulary.</p>
				<p>Figurative language is language that has non-literal or figurative meanings and includes metaphors.</p> <p>A metaphor compares two things that are not alike but have something in common, without using comparison words such as <i>like</i> or <i>as</i>.</p>	<p>5V1.3 Knowledge of an extended vocabulary is a lifelong pursuit that enhances the ability to communicate.</p>	<p>Apply a wide variety of words to communicate in new ways.</p> <p>Apply tier 2 words to enhance meaning within subject content.</p> <p>Apply tier 3 words within subject content.</p> <p>Discuss how context can influence the meaning of words and phrases.</p> <p>Examine word meanings in similes, metaphors, and analogies.</p> <p>Analyze the meanings of words or phrases expressed figuratively.</p> <p>Integrate figurative language into personal writing and oral communications.</p>	<p>Figurative language is language that has non-literal or figurative meanings and includes palindromes.</p> <p>A palindrome is a word or phrase that reads the same backward and forward (e.g., radar).</p>	<p>6V1.3 Precise vocabulary leads to engaging, clear, concise, and intentional communication.</p>	<p>Use similes, metaphors, and analogies to compare words or clarify word meanings.</p> <p>Analyze the meanings of words or phrases expressed figuratively.</p> <p>Apply tier 2 words across subjects to enhance precise communication.</p> <p>Apply tier 3 words in subject-specific contexts.</p>

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Organizing Idea	Fluency: Comprehension and literary appreciation are improved by the ability to read a range of texts accurately, automatically, and with expression.								
Guiding Question	How does fluency support comprehension and proficient reading?								
Learning Outcome	4F1 Students enhance fluency to refine comprehension and proficient reading.								
	Knowledge	Understanding	Skills & Procedures						
	Proficient reading involves the ability to read with accuracy, automaticity, and prosody with a focus on meaning.	4F1.1 Reading with fluency allows readers to focus more attention on understanding text and supports proficient reading.	<p>Demonstrate comprehension of text through appropriate stress on words, pausing, phrasing, intonation, and use of punctuation.</p> <p>Read dialogue with phrasing and expression to reflect understandings of characters and events.</p>						

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Organizing Idea	Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.								
Guiding Question	How do comprehension processes and strategies enhance understandings of texts?			How does the interpretation of evidence support comprehension of texts?			How do comprehension strategies enhance interpretations of texts?		
Learning Outcome	4CP1 Students investigate strategies and connections that support text comprehension.			5CP1 Students analyze information, contexts, and perspectives using a variety of comprehension strategies.			6CP1 Students interpret and respond to texts through application of comprehension strategies.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	A variety of reading processes and strategies support comprehension of longer and more complex texts through independent practice.	4CP1.1 Comprehension processes and strategies can be purposefully applied to broaden understandings of texts.	Independently read and demonstrate comprehension of a variety of texts that increase in length or complexity. Apply comprehension processes and strategies when interacting with texts.	Comprehension strategies that can be used to understand and interpret complex texts include <ul style="list-style-type: none"> • predicting • inferring • making connections • summarizing • synthesizing • evaluating Evaluating is a comprehension strategy where readers make judgements based on textual evidence. Comprehension is enhanced when reading is fluent and self-monitored. Self-monitoring is noticing when comprehension falters and applying appropriate skills to make sense of texts, including <ul style="list-style-type: none"> • rereading • adjusting reading rate • asking questions • using context clues • using supporting resources • metacognition Metacognition is an awareness that involves thinking about	5CP1.1 Comprehension is enhanced through application of critical thinking strategies and skills that support interpretations of texts and management of information.	Use a variety of comprehension strategies before, during, and after reading texts. Evaluate the effectiveness of comprehension strategies used before, during, and after reading. Monitor comprehension and apply skills to support understandings of texts.	Comprehension strategies can be used to interpret and respond to increasingly complex texts and include <ul style="list-style-type: none"> • predicting • inferring • making connections • summarizing • synthesizing • evaluating Self-monitoring skills can support comprehension and interpretation of texts read independently.	6CP1.1 Comprehension, interpretation, and management of information from increasingly complex texts are enhanced through application of a variety of critical thinking strategies and skills.	Incorporate a variety of strategies to comprehend, interpret, and manage information from texts. Evaluate the effectiveness of comprehension strategies used to interpret texts read independently. Apply a variety of self-monitoring skills to comprehend and interpret texts.

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				<p>one's thinking to improve comprehension.</p> <p>Comprehension is enhanced when the purpose for reading is clear.</p> <p>Managing information involves researching, organizing, and using information for specific purposes.</p>					
	<p>Connections that support comprehension of text include</p> <ul style="list-style-type: none"> • text to self • text to text • text to world 	<p>4CP1.2 Comprehension is enhanced when relevant connections are made to information within and between texts.</p>	<p>Examine connections between texts and self, between a text and other texts, and between texts and the world.</p> <p>Compare or contrast aspects of texts within an individual text or between multiple texts.</p> <p>Reflect on personal connections to a text that best support understandings.</p>	<p>Connections with texts that can provide evidence include</p> <ul style="list-style-type: none"> • text to self • text to text • text to world <p>Summarizing includes identifying main ideas and using supporting evidence.</p>	<p>5CP1.2 Comprehension can be enhanced when connections with texts are supported by summarized evidence.</p>	<p>Respond to texts by summarizing main ideas and providing supporting evidence from self, other texts, or the world.</p>	<p>Making text to self, text to text, and text to world connections can support analyzing, summarizing, and synthesizing texts.</p> <p>Analyzing texts includes reading closely to examine ideas and information in texts separately and in relationship to each other.</p>	<p>6CP1.2 Comprehension of texts includes analyzing, summarizing, and synthesizing information and ideas.</p>	<p>Respond to texts by summarizing main ideas and providing supporting evidence from the texts.</p> <p>Make connections between new ideas and information in texts and known ideas and information.</p> <p>Analyze ideas and information to support comprehension and interpretation of texts.</p> <p>Synthesize ideas and information in texts to confirm or expand understandings.</p>

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	<p>Significant information that is synthesized to make predictions includes</p> <ul style="list-style-type: none"> background knowledge personal experience specific clues from a text anticipation of logical outcomes or events 	<p>4CP1.3 Comprehension and making predictions have a reciprocal relationship when understanding texts.</p>	<p>Revise or confirm predictions based on new or additional information in texts.</p> <p>Examine how making, modifying, or confirming predictions supports text comprehension.</p>	<p>Ideas and information in texts can be explicit or implicit.</p> <p>Inferences and predictions can be made about plot, characters, setting, and main ideas of texts.</p>	<p>5CP1.3 Comprehension and interpretation of texts requires attention to ideas or information that may be explicit or implicit.</p>	<p>Examine ideas and information within texts that are explicit and implicit.</p> <p>Make inferences based on content that is implicit in texts.</p> <p>Revise or confirm predictions based on new or additional information from texts or additional sources.</p> <p>Analyze ideas and information in texts to interpret and respond.</p> <p>Use evidence from texts or additional sources to support responses and interpretations.</p>	<p>Conclusions can be judgements reached based on information that is stated in or inferred from texts.</p> <p>Context clues in texts include</p> <ul style="list-style-type: none"> words phrases punctuation dialogue information in pictures, diagrams, charts, or graphs 	<p>6CP1.3 Comprehension and interpretation of texts requires attention to explicit and implicit contextual information and ideas.</p>	<p>Revise or confirm predictions based on new or additional information and sources.</p> <p>Infer meanings from texts based on context clues.</p> <p>Interpret and draw conclusions from texts using stated and implied ideas or information.</p> <p>Distinguish between information that is stated and inferred.</p> <p>Analyze ideas and information using text evidence.</p>

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	<p>Inferencing involves multiple critical thinking skills, including</p> <ul style="list-style-type: none"> considering cause and effect relationships answering personal wonderings combining information from various sources to draw conclusions reading between the lines to discover the author's meaning 	<p>4CP1.4 Comprehension involves inferencing and relying on multiple critical thinking skills when engaging with texts.</p>	<p>Infer cause and effect relationships in texts.</p> <p>Make inferences in texts that reach beyond personal experiences.</p> <p>Combine information from various sources to draw conclusions.</p> <p>Infer ideas that are not explicitly stated in texts.</p>	<p>Perspectives include attitudes, beliefs, or ways of thinking about events or information.</p> <p>Perspectives are influenced by cultures, experiences, and interests.</p> <p>Characters in texts present various perspectives.</p>	<p>5CP1.4 Perspectives revealed in texts enhance comprehension and enrich understandings of the world.</p>	<p>Explore how varied perspectives presented in texts can influence personal perspectives.</p> <p>Examine how the interests, experiences, or perspectives of a character might influence how that character thinks, feels, or acts.</p> <p>Compare and contrast the varied perspectives of main and supporting characters.</p> <p>Identify various perspectives in texts and propose alternative perspectives.</p>	<p>Perspectives can evolve for a variety of reasons, including</p> <ul style="list-style-type: none"> passage of time experience context new information <p>Critical thinking involves considering the thoughts and experiences of others to develop empathy.</p> <p>Authors can explicitly and implicitly share perspectives through text creation.</p> <p>Bias is the favouring of one thing, person, or group over another, usually in a way that is considered to be unfair.</p>	<p>6CP1.4 Interaction with texts can deepen comprehension, expand perspectives, and help readers learn more about themselves and the world.</p>	<p>Connect perspectives reflected in texts to personal experiences.</p> <p>Analyze factors that cause characters in texts to change their perspectives.</p> <p>Compare personal perspectives to varied perspectives found in texts.</p> <p>Select the information needed to support a perspective.</p> <p>Share how considering differences in perspectives can develop empathy.</p> <p>Consider whether an author or a text creator presents information with or without bias.</p>

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	<p>Summarizing information involves determining key ideas and specific details, logically ordering ideas, and paraphrasing.</p> <p>Synthesizing can create new understandings through a combination of background knowledge and new information from a text.</p>	<p>4CP1.5 Comprehension is enhanced when information is synthesized and summarized.</p>	<p>Synthesize a variety of information when creating summaries of texts.</p> <p>Create personal responses to a variety of literature, informational texts, or other texts by synthesizing information.</p>	<p>Context refers to the circumstances that form the background of a person, an event, an idea, or a text.</p> <p>Personal contexts can contribute to how a text is created or interpreted.</p> <p>The author's or text creator's context can contribute to how a text is created or interpreted.</p> <p>Context can impact what characters think and do.</p>	<p>5CP1.5 An awareness of context strengthens comprehension of texts.</p>	<p>Examine information from texts that describes context around people, ideas, or events.</p> <p>Analyze the actions or feelings of characters in stories, considering the context.</p> <p>Consider how personal interests, experiences, or perspectives might influence how texts are understood or created.</p> <p>Investigate background information about the author or text creator to provide context for informational texts.</p> <p>Examine contextual information about characters or events in fictional texts.</p>	<p>Texts are situated in and can be influenced by specific historical, social, and cultural contexts.</p> <p>Specific historical and social contexts influence understandings of text.</p> <p>Historical contexts include time and place.</p> <p>Social contexts include beliefs.</p> <p>Contexts can change and affect how texts are understood.</p> <p>Artifacts as texts can provide insights into contexts of people, time, or place.</p> <p>Authors or text creators may present information to deliberately influence an audience's beliefs, perspectives, values, or understandings, such as advertising or social media.</p>	<p>6CP1.5 Historical, social, and cultural contexts can support readers in examining influences on texts.</p>	<p>Analyze texts to determine contextual information that supports how a text can be understood.</p> <p>Examine information in a text that implies or confirms that the context has changed.</p> <p>Examine changes in context that affect actions, behaviours, or feelings of characters in texts.</p> <p>Examine artifacts as texts that can provide insights into contexts of people, time, or place.</p> <p>Consider how information in a text may be presented to influence an audience.</p>

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	<p>Strategic reading and questioning occur before, during, and after reading.</p> <p>Problem solving can occur at the word, sentence, and whole-passage level.</p> <p>Reading comprehension skills that address challenges include</p> <ul style="list-style-type: none"> • appropriate text selection • rereading parts of the text • reading ahead • visualizing • questioning • word solving <p>Metacognition is an awareness of thoughts and how one thinks and involves</p> <ul style="list-style-type: none"> • connecting thinking and learning • identifying problems • considering options • reflecting on strategies and skills • adjusting thinking based on information or experience 	<p>4CP1.6 The reading comprehension process involves checking for understanding, problem solving, and metacognition.</p>	<p>Apply self-monitoring skills to self-correct when comprehension breaks down during reading.</p> <p>Evaluate skills that can be implemented to repair and strengthen reading comprehension.</p> <p>Apply metacognitive strategies that are personally effective when reading.</p>					

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Organizing Idea	Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.								
Guiding Question	How can development of writing processes and expression support effective communication?			How does proficient writing enhance communication skills?			How is precise writing influenced by ongoing craft and process development?		
Learning Outcome	4W1 Students construct and organize text to share perspectives and develop creative expression.			5W1 Students enhance the accuracy and artistry of expression through creative and critical thinking processes.			6W1 Students create texts that reflect personal voice and style through creative and critical thinking processes.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Writing processes used to organize and enhance messages include</p> <ul style="list-style-type: none"> planning drafting revising editing publishing <p>Methods and tools that support planning include</p> <ul style="list-style-type: none"> lists visualizing <p>Interest can be created by varying sentence beginnings and length.</p> <p>Paragraphs include a topic sentence, supporting details, and a concluding sentence.</p> <p>A topic sentence describes what the paragraph is going to be about.</p> <p>A concluding sentence brings closure to a paragraph by identifying main ideas without adding new information.</p> <p>Fluent writing is smooth, natural, and easy to read aloud with inflection, which helps bring out meaning.</p>	<p>4W1.1 Writing is a vehicle for communication, creativity, and connection.</p>	<p>Create written texts for a variety of audiences and purposes.</p> <p>Create written texts using a variety of text forms and structures.</p> <p>Develop creative expression through the use of organizational processes, methods, and tools.</p> <p>Share perspectives on a topic in a clear and focused manner.</p> <p>Develop creative expression through a range of sentence beginnings, lengths, and types.</p> <p>Develop a logical order by grouping ideas into paragraphs.</p> <p>Write paragraphs with topic and concluding sentences.</p> <p>Reread written texts to identify what could be added or deleted to enhance creative expression.</p> <p>Revise texts to enhance clarity or fluency.</p> <p>Edit writing for</p>	<p>Writing processes can be used to break writing into manageable chunks so that text creators can focus on impact or artistry.</p> <p>Writing processes include</p> <ul style="list-style-type: none"> planning drafting revising editing publishing <p>Planning includes</p> <ul style="list-style-type: none"> consideration of audience, purpose, and form idea generation narrowing a topic <p>Written expressions of ideas or information can follow organizational structures, such as</p> <ul style="list-style-type: none"> introduction, opening, or lead details in order of sequence or importance transitions conclusions <p>Topic and concluding sentences provide structure and link ideas and information within paragraphs.</p> <p>Interest can be created</p>	<p>5W1.1 Writing skills can be developed to understand self and influence others.</p>	<p>Create written texts for a variety of audiences and purposes.</p> <p>Create written texts in a variety of forms and structures.</p> <p>Develop creative expression through the use of organizational processes, methods, and tools.</p> <p>Express ideas through multiple-paragraph works that include topic introductions, supporting evidence, and conclusions.</p> <p>Arrange and express ideas logically, using interesting details and transitions between sentences or paragraphs.</p> <p>Communicate a clear position supported by relevant evidence.</p> <p>Revise drafts to improve the fluency, coherence, sequence, and logical support of ideas.</p> <p>Edit writing for spelling, punctuation, and grammar.</p> <p>Publish selected</p>	<p>Writing processes can be used to clearly compose and refine ideas and develop personal style, and include</p> <ul style="list-style-type: none"> planning drafting revising editing publishing <p>Planning can help organize thoughts and prioritize information and includes</p> <ul style="list-style-type: none"> consideration of audience, purpose, and form idea generation narrowing a topic <p>Organizational structures can help focus the expression of ideas or information, such as</p> <ul style="list-style-type: none"> introduction, opening, or lead details in order of sequence or importance transitions conclusions <p>Variety in sentence length and structure can enhance writing fluency and reader engagement.</p> <p>Fluent writing invites expressive oral</p>	<p>6W1.1 Writing can cultivate expression, problem solving, and critical thinking.</p>	<p>Create written texts for a variety of audiences and purposes.</p> <p>Create written texts in a variety of forms and structures.</p> <p>Develop creative expression through the use of writing processes.</p> <p>Analyze how ideas align with the purpose, audience, and form of writing.</p> <p>Express personal ideas through multiple paragraphs for the purpose of engaging an audience.</p> <p>Organize writing around clear ideas or positions that are supported by examples or relevant evidence.</p> <p>Express ideas using organizational structures that enhance writing.</p> <p>Relate ideas and connect paragraphs using a variety of transitions.</p> <p>Revise text for clarity, focus, and audience.</p>

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	<p>Revising includes adding or removing words or sentences to enhance writing clarity or fluency.</p> <p>Publishing can involve consideration and selection of a variety of text features to enhance and finalize written work.</p>	<p>spelling, punctuation, and grammar.</p> <p>Incorporate images, charts, graphs, or other text features when publishing selected pieces to support a purpose or connect with an audience.</p>	<p>by varying sentence structure and length.</p> <p>Writing fluency is the rhythm and flow of language in written text.</p> <p>Revision includes adding or removing words, phrases, or sentences to ensure writing is clear and focused from beginning to end.</p>		<p>pieces, incorporating graphics, captions, charts, or other text features to support a purpose or connect with an audience.</p>	<p>reading that brings out the writer's voice or style.</p> <p>Revision may involve adding or deleting portions of text, moving pieces of text around, or restructuring sentences.</p> <p>Revision can ensure writing is</p> <ul style="list-style-type: none"> • clear • focused • informative • engaging 	<p>Edit writing for spelling, punctuation, and grammar.</p> <p>Publish selected writing, incorporating graphics, captions, charts, or other text features to express individuality.</p>

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	<p>Creative thinking processes involve</p> <ul style="list-style-type: none"> reviewing, revising, and enhancing ideas considering the processes of other creators constructing drafts or models applying feedback to improve the creative product <p>Writing is a craft that involves creative expression of ideas through</p> <ul style="list-style-type: none"> organization word choice presentation <p>Word choice can reflect the author's voice or style through careful selection and presentation of details.</p> <p>Words selected to enhance written texts include figurative language.</p> <p>Dialogue can be used to add variety to written texts, advance the plot, or reveal a character's thoughts or feelings.</p>	<p>4W1.2 Creative thinking involves intentional application of skills and processes to enhance the expression of ideas and emotions.</p>	<p>Apply creative thinking processes to enhance the expression of ideas or emotions.</p> <p>Relate how connections between audience, purpose, and text form can influence creative expression.</p> <p>Examine how effective writing provides insight into the creative expression of ideas and emotions.</p> <p>Experiment with ideas and word choice to create beginnings that catch the audience's attention.</p> <p>Experiment with sensory detail or figurative language to add interest and keep audiences engaged.</p> <p>Communicate personal voice or the voice of characters in narratives through dialogue.</p> <p>Generate effects in creative expression through punctuation.</p> <p>Create thoughtful conclusions that tie up events or leave readers wondering.</p> <p>Select a variety of presentation forms or text features to critically share perspectives.</p>	<p>Creative thinking processes involve</p> <ul style="list-style-type: none"> elaborating on a product to ensure alignment with intended audience, purpose, or context considering the processes of other creators constructing drafts or models applying feedback to improve the creative product a willingness to confront challenges <p>Words selected to include in texts may change depending on the audience, purpose, or context.</p> <p>Word choice can reflect the author's voice or artistry through</p> <ul style="list-style-type: none"> detail clarity variety humour dialogue <p>Words selected to enhance written texts include</p> <ul style="list-style-type: none"> sensory language synonyms antonyms specific words or phrases figurative language <p>A mentor text serves as an example of effective communication for students.</p> <p>Mood is the atmosphere created</p>	<p>5W1.2 Creative thinking can enhance personal expression and artistry.</p>	<p>Apply creative thinking processes to enhance personal expression and artistry.</p> <p>Analyze mentor texts to determine how word choice can influence the purpose or audience of a text.</p> <p>Create text that uses plot, characterization, dialogue, and figurative language to entertain an audience.</p> <p>Create expressive descriptions by selecting vocabulary to convey mood or sensory images.</p> <p>Establish a plot, point of view, setting, and problem through creative writing.</p> <p>Create texts that show, rather than tell, story events.</p> <p>Evaluate how language and dialogue are used to express voice, point of view, and ideas.</p> <p>Determine alternative words and meanings using a variety of digital or non-digital tools.</p>	<p>Creative thinking processes involve</p> <ul style="list-style-type: none"> communicating an intent in a variety of contexts and for a variety of audiences experimenting with ideas or processes to enhance expression evaluating and adapting ideas in response to emerging conditions being determined to succeed in producing a desired effect <p>The products of creative thinking may be interpreted differently depending on the perspectives of the audience.</p> <p>Words can create effects or emphasis, including</p> <ul style="list-style-type: none"> simplicity clarity colourfulness precision appeal <p>Word choice can reflect the author's voice or style, including in texts that</p> <ul style="list-style-type: none"> are brief, clear, and to the point (e.g., recipes, business letters) use specialized vocabulary (e.g., research reports, informative posters) provide the author the freedom to use unique or unexpected words 	<p>6W1.2 Creative thinking can enhance personal style and voice through experimenting with, evaluating, and selecting details.</p>	<p>Apply creative thinking processes through experimenting with, evaluating, and selecting details to produce a desired effect.</p> <p>Analyze the descriptive language and word choice of professional authors as models for writing.</p> <p>Create text that uses imagery, rhyme, dialogue, emphasis, or effect.</p> <p>Create narratives that develop setting, plot, and character using suspense, figurative language, and dialogue.</p> <p>Enhance personal style and voice through careful selection of words to create emphasis or effects.</p> <p>Analyze writing for development of tone and point of view through language use.</p> <p>Determine alternative words and meanings using a variety of digital or non-digital tools.</p>

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				by setting, attitude of the narrator, and descriptions.			or phrases (e.g., poetry, stories, advertisements) <ul style="list-style-type: none"> • express opinions (e.g., speeches, personal responses, opinion statements) Tone expresses the text creator's attitude toward or feelings about the topic and audience.		

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	<p>Questioning can help focus research topics and processes.</p> <p>Methods and tools can be used to organize information, including</p> <ul style="list-style-type: none"> • note taking • graphic organizers • lists <p>Research findings can be shared in a variety of digital or non-digital forms, including</p> <ul style="list-style-type: none"> • reports • presentations • visual representations <p>Ethical use of information includes</p> <ul style="list-style-type: none"> • asking permission to use, share, or store information • acknowledging the ownership of information used to inform writing (citing) • fair and accurate representation of individuals or information 	<p>4W1.3 Research processes involve investigating materials or information to uncover facts and support problem solving.</p>	<p>Access information from a variety of sources to critically answer questions or expand knowledge.</p> <p>Demonstrate how information can be ethically shared using a variety of methods or tools.</p> <p>Use information ethically to create text for an intended audience.</p> <p>Choose and cite appropriate sources of information to inform research.</p>	<p>Research processes involve management of information, including</p> <ul style="list-style-type: none"> • questioning • gathering • organizing • recording <p>Topics that are broad may need to be narrowed to a manageable size for focused writing.</p> <p>Sources of information can be digital or non-digital and include people such as Knowledge Keepers, Elders, and spiritual leaders.</p> <p>A Knowledge Keeper is a respected community member who is recognized as having expertise in specific issues or skills.</p> <p>Elders are individuals recognized by their communities as having historical, cultural, and spiritual knowledge and wisdom.</p> <p>Protocols for accessing information may vary by source, context, community, or culture.</p> <p>Protocols can exist for sharing stories and histories.</p> <p>Methods and tools can be used to gather and organize information, including note taking.</p>	<p>5W1.3 Research processes can involve examining materials or information and reaching new conclusions.</p>	<p>Write to inform, explain, describe, or report for a variety of purposes and audiences.</p> <p>Narrow research questions to determine a clear, well-defined topic.</p> <p>Develop a main idea or topic supported by facts, details, examples, and explanations.</p> <p>Evaluate the validity and reliability of information and sources.</p> <p>Select a variety of relevant sources to inform writing.</p> <p>Summarize and organize ideas gained from multiple sources using a variety of methods or tools.</p> <p>Access and use information ethically.</p>	<p>Research processes involve management of information, including</p> <ul style="list-style-type: none"> • questioning • gathering • organizing • recording <p>Research processes can involve accessing information from multiple digital or non-digital sources.</p> <p>Protocols for accessing information may vary by source, context, community, or culture.</p> <p>Protocols can exist for requesting permission to share stories and histories from the original owner.</p> <p>Information can be gathered and organized using a variety of methods and tools.</p> <p>Research findings can be shared in a variety of digital or non-digital forms, including graphs, tables, or charts.</p> <p>Ethical use of information includes</p> <ul style="list-style-type: none"> • asking permission to use, share, or store information that is about, was created by, or belongs to someone else • citing basic information used to inform writing 	<p>6W1.3 Research processes can support systematic and objective management and sharing of information.</p>	<p>Write to inform, explain, describe, or report for a variety of purposes and audiences.</p> <p>Narrow research questions to determine a clear, well-defined topic.</p> <p>Support the main idea or topic with relevant facts, details, examples, and explanations from multiple sources.</p> <p>Summarize and organize ideas gained from multiple sources using a variety of methods or tools.</p> <p>Analyze the validity and reliability of information and sources.</p> <p>Access and use information ethically.</p>

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				<p>Research findings can be shared in a variety of digital or non-digital forms, including visual images.</p> <p>Ethical use of information includes</p> <ul style="list-style-type: none"> • asking permission to use, share, or store information that is about, was created by, or belongs to someone else • citing basic information used to inform writing • fair and accurate representation of individuals or information 			<ul style="list-style-type: none"> • fair and accurate representation of individuals or information 		

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	<p>Written messages can be created or enhanced using a variety of digital or non-digital methods or tools, such as</p> <ul style="list-style-type: none"> • printing • keyboarding • cursive handwriting <p>Messages communicated through cursive handwriting can reflect artistry through consideration of</p> <ul style="list-style-type: none"> • letter formation • size • proportion • slant <p>Keyboarding skills can be improved through practice that involves</p> <ul style="list-style-type: none"> • finger reaches • keystroking • key recognition 	<p>4W1.4 Digital or non-digital methods or tools can enhance written works and the artistry of a message.</p>	<p>Enhance the artistry of personally written works using selected methods or tools.</p> <p>Use cursive handwriting to write texts with appropriate letter formation, size, proportion, and slant.</p> <p>Apply keyboarding skills to enhance written works.</p>	<p>Written communication can be created by selecting a variety of digital or non-digital methods or tools, such as</p> <ul style="list-style-type: none"> • printing • keyboarding • cursive handwriting <p>The selection of digital or non-digital tools for written works can support clarity and voice.</p>	<p>5W1.4 The method or tool used to present written works can influence how content is perceived.</p>	<p>Evaluate how an author's selection of a method or tool can impact the audience's understanding or response to a text.</p> <p>Experiment with methods or tools to enhance communication or create effects.</p> <p>Demonstrate legibility and writing fluency through the use of printing, cursive handwriting, or keyboarding.</p>	<p>Written communication can be created or enhanced by selecting from a variety of digital or non-digital methods or tools, such as</p> <ul style="list-style-type: none"> • printing • keyboarding • cursive handwriting <p>The selection of digital or non-digital tools for written works can be adapted according to audience, purpose, form, or context.</p>	<p>6W1.4 Written communication involves making choices to effectively convey messages.</p> <p>Experiment with methods or tools to enhance communication or create effects.</p> <p>Select a method or tool to present written works that supports clarity or voice.</p> <p>Demonstrate legibility and writing fluency through the use of printing, cursive handwriting, or keyboarding.</p>

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Organizing Idea	Conventions: Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects.								
Guiding Question	How does the knowledge and application of conventions enhance written communication?			How might an informed use of conventions support effective communication?			How does the understanding and application of conventions enhance proficient communication?		
Learning Outcome	4CV1 Students examine and apply conventions to develop effective written communication.			5CV1 Students apply and experiment with conventions to enhance precision and artistry of communication.			6CV1 Students apply and analyze conventions that support accuracy or enhance creative expression.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Capitalization is used for abbreviations.</p> <p>An abbreviation is the shortened form of a word or words (e.g., Rd., St., AB).</p> <p>Punctuation can be used to add clarity, precision, or creativity to messages.</p> <p>A comma can have a variety of uses, including</p> <ul style="list-style-type: none"> to indicate a pause between parts of a sentence to separate words in a list or series to separate a transition word from the words that follow in a sentence 	<p>4CV1.1 Capitalization and punctuation can be used to support writing fluency.</p>	<p>Capitalize words appropriately in different contexts.</p> <p>Include a variety of punctuation at the end of sentences.</p> <p>Insert commas to indicate a pause between parts of sentences, to separate items in a list, or to follow a transition word.</p> <p>Insert quotation marks to identify the words of a speaker or to bring attention to a word that is used in a special way.</p> <p>Insert apostrophes in place of letters in contractions and to show possession.</p>	<p>Capitalization is used to indicate the importance of certain words in texts.</p> <p>Abbreviations can make communications easier and faster.</p> <p>Punctuation includes parentheses, which indicate additional, separate, or less important words or numbers.</p>	<p>5CV1.1 Capitalization and punctuation can support effective written communication.</p>	<p>Apply capitalization to support effective written communication.</p> <p>Apply punctuation to support effective written communication.</p> <p>Experiment with capitalization and punctuation to achieve a desired effect.</p>	<p>Capitalization is used to indicate the importance of certain words in texts and can be used to create effects.</p> <p>Abbreviations can make communications easy to read and understand.</p> <p>Punctuation includes a colon, which can be used to</p> <ul style="list-style-type: none"> introduce a list give an explanation give an example 	<p>6CV1.1 Correct use of capitalization and punctuation can strengthen and enhance written communication.</p>	<p>Apply capitalization appropriately in written communication.</p> <p>Apply punctuation appropriately in written communication.</p> <p>Experiment with capitalization and punctuation to create a variety of effects.</p>

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	<p>Sentences can describe facts or actions happening in the present (present tense).</p> <p>Sentences can describe what happened in the past (past tense).</p> <p>Sentences can describe what may happen in the future (future tense).</p> <p>The subject of a verb is the person or thing that performs the action.</p> <p>The object of a verb is the person or thing that receives the action.</p> <p>Both subjects and objects can be nouns or pronouns.</p> <p>Pronouns can replace a noun as the subject in a sentence (subjective) (e.g., I, you, he, she, it, we, they).</p> <p>Possessive adjectives come before a noun to show who or what owns it (e.g., my, your, his, her, its, our, their).</p> <p>Adjectives can compare two things (comparative—<er> or “more”).</p> <p>Adjectives can compare three or more things (superlative—<est> or “most”).</p>	<p>4CV1.2 Grammatical structures can support consistency in communication.</p>	<p>Distinguish between a variety of sentence types.</p> <p>Determine if text is in the present, past, or future tense.</p> <p>Identify nouns or pronouns that are the subject of a variety of sentences.</p> <p>Identify nouns or pronouns that are the object of a variety of sentences.</p> <p>Examine possessive adjectives in a variety of sentences.</p> <p>Use adjectives to indicate comparison of two or more things (<er> or <est>).</p> <p>Use conjunctions to connect phrases in sentences.</p> <p>Apply consistent subject-verb agreement in a variety of sentences.</p>	<p>Tense should be maintained throughout written or oral expression and includes</p> <ul style="list-style-type: none"> • present tense • past tense • future tense <p>An adverb</p> <ul style="list-style-type: none"> • describes a verb • often ends in <ly> • is sometimes placed in front of the verb and is sometimes placed after <p>Conjunctions are used to join ideas together in sentences and are also called connecting words.</p> <p>A pronoun used in place of a noun must agree in number—singular or plural—and includes</p> <ul style="list-style-type: none"> • possessive pronouns • subject pronouns • object pronouns <p>Object pronouns replace the noun to receive the action in a sentence (e.g., me, you, him, her, us, them, whom).</p>	<p>5CV1.2 Communication can be supported by conventions of grammar.</p>	<p>Apply appropriate tense throughout communications.</p> <p>Identify subject-verb agreement in communications.</p> <p>Determine nouns or pronouns that are the subject in a variety of sentences.</p> <p>Determine nouns or pronouns that are the object in a variety of sentences.</p> <p>Use noun-pronoun agreement in communications.</p> <p>Vary the position of adverbs in sentences.</p> <p>Integrate conjunctions to connect phrases in sentences.</p> <p>Distinguish between different types of pronouns used in a sentence.</p>	<p>Verb tenses clearly establish the time of the actions in written or oral expression.</p> <p>A simple sentence contains one independent clause.</p> <p>A clause is a group of words with a subject and a verb and is not always a complete sentence.</p> <p>An independent clause expresses a complete thought and can stand on its own as a sentence.</p> <p>A dependent clause does not express a complete thought and cannot stand on its own as a sentence.</p> <p>A compound sentence contains two or more independent clauses that are usually joined by a conjunction.</p>	<p>6CV1.2 Communication is enhanced when correct conventions of grammar are maintained.</p>	<p>Maintain consistent use of tense throughout communications.</p> <p>Use subject-verb agreement in communications.</p> <p>Use independent and dependent clauses in sentences.</p> <p>Differentiate between simple and compound sentences.</p>

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	<p>Spelling patterns include</p> <ul style="list-style-type: none"> vowel-vowel-consonant-consonant (VVCC) (e.g., each) vowel-vowel-consonant-silent “e” (VVCe) (e.g., weave) vowel-consonant-consonant-silent “e” (VCCe) (e.g., wedge) vowel-consonant-consonant-consonant (VCCC) (e.g., trench) vowel-vowel-consonant-consonant-silent “e” (VVCCe) (e.g., bounce) vowel-vowel-consonant-consonant-consonant (VVCCC) (e.g., health) 	<p>4CV1.3 Spelling accuracy can be supported by transferring understandings of word patterns and structures.</p>	<p>Identify spelling patterns within and across words.</p> <p>Apply knowledge of known words, word parts, and word patterns to spell unfamiliar words.</p> <p>Spell a variety of prefixes and suffixes accurately in words.</p> <p>Identify words that are not spelled in predictable ways.</p>	<p>Rapid and accurate application of spelling patterns fosters writing fluency.</p> <p>Knowledge of morphemes can be applied to spell words correctly.</p>	<p>5CV1.3 Spelling accuracy can be supported by recognizing relationships between word patterns and structures.</p>	<p>Investigate spelling patterns within and across words.</p> <p>Apply knowledge of spelling patterns to spell unfamiliar words.</p> <p>Apply knowledge of prefixes and suffixes to spell words.</p>	<p>Spelling accuracy can be supported by the application of complex patterns.</p> <p>Spelling accuracy can involve understanding how words are created by manipulating prefixes and suffixes to a base (derivation).</p> <p>Spelling accuracy and fluency enhance written communication.</p>	<p>6CV1.3 Spelling accuracy can be enhanced by recognizing patterns and by making spelling-meaning connections.</p>	<p>Apply spelling patterns within and across known and unfamiliar words.</p> <p>Apply knowledge of bases and affixes to spell words.</p>
	<p>Homophones are words that have the same pronunciation but different spellings and meanings (e.g., hear–here).</p> <p>Digital or non-digital reference tools can be used to confirm the spelling of words.</p>	<p>4CV1.4 Automatic transference of spelling knowledge can increase writing fluency.</p>	<p>Differentiate between the spelling and associated meaning of a variety of homophones.</p> <p>Apply a variety of spelling strategies to increase writing fluency.</p> <p>Use a variety of tools to spell or confirm the spelling of words.</p>						

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	Suffixes include <er>, <es>, <r>, <ly>, <ing>, <ily>, <able>, <ible>, <ar>, <less>.	4CV1.5 Guidelines for spelling transferred to writing new text can increase written clarity.	Spell a range of compound words, contractions, possessives, and complex plurals. Recognize and spell common suffixes.						