



My Child's Learning - A Family Resource Gr. 4-6 English Language Arts and Literature

Grade 4 English Language Arts and Literature - At a Glance		
Organizing Idea	Grade 4 Learning Outcome	Highlights of your Child's Learning by <u>the end of Grade 4</u>
Text Forms and Structures	Students examine how the form and structure of texts can support the communication of ideas and information.	<ul style="list-style-type: none"> ● Texts have purpose to inform, persuade and provide enjoyment ● Students learn about genres and subgenres including traditional literature and fantasy ● Learn about and examine literary forms of fiction and non-fiction texts such as novels, journal entries and media. ● Students learn about flashbacks, point of view, minor characters ● Media can be digital or non-digital ● Narrative texts can be fiction or non-fiction and have a structure (beginning, problem, events, solution, ending). ● Poetry including figurative language is explored (poetic structures such as verse, free verse and concrete).
Oral Language	Students examine and demonstrate how listening and speaking support connections and clarify understandings.	<ul style="list-style-type: none"> ● Oral traditions support connections to people, the community, natural world and the constructed world. ● Stories in oral traditions ● Protocol for sharing information ● Describe personal connections to spirit, land, universe, time or people revealed through oral traditions. ● Explore respectful interactions ● Phrasing and pausing in speech ● Projecting of voice ● Active Listening in different situations ● Verbal and non-verbal language ● Preparing presentations - planning, sharing, integrating visuals.
Vocabulary	Students expand vocabulary and analyze morphemes to communicate in multiple contexts.	<ul style="list-style-type: none"> ● Students learn about figurative language such as personification, analogy and idioms ● Learn and use commonly used words ● Apply tier 2 words in literary contexts ● Use tier 3 words to describe subject content ● Confirm word meanings, spellings or word choice ● Use digital and non-digital tools ● Integrate words studied into use ● Learn and use suffixes that change the meaning of words when added to base word. ● Learn that English Language is made up of words derived from many origins ● Analyze different words and their morphemes.

<p>Fluency</p>	<p>Students enhance fluency to refine comprehension and proficient reading.</p>	<ul style="list-style-type: none"> ● Students read with accuracy, automaticity and prosody with a focus on meaning. ● Student reading focus is on comprehension of text using pausing, phrasing, intonation and use of punctuation.
<p>Comprehension</p>	<p>Students investigate strategies and connections that support text comprehension.</p>	<ul style="list-style-type: none"> ● Students learn a variety of reading processes and strategies that support comprehension of longer and more complex texts through independent practice. ● Processes: Making connections, synthesizing information, making predictions, inference, applying critical thinking skills, summarizing. ● Read strategically through questioning, problem solving, and metacognition
<p>Writing</p>	<p>Students construct and organize text to share perspectives and develop creative expression.</p>	<ul style="list-style-type: none"> ● Students use the writing process to organize their messages. Planning, drafting, revising, editing, publishing. ● Paragraphs include topic sentences, supporting details and concluding sentences. ● Students write creatively for a variety of audiences using a variety of text forms and structures, organization, word choice and presentation. ● Students become intentional in applying expression of ideas or emotions, experimenting with ideas and word choice, sensory detail and communicating personal voice. ● Students engage in research methods through organizing information. ● Students share their research findings digitally or in non-digital forms. ● Students learn about ethical use of information. ● Students create messages using a variety of digital or non-digital methods and tools such as printing, keyboarding, cursive writing.
<p>Conventions</p>	<p>Students examine and apply conventions to develop effective written communication.</p>	<ul style="list-style-type: none"> ● Students use capitalization for abbreviations ● Students use punctuation to add clarity, precision, or creativity to messages. ● Commas, quotations, apostrophes are used. ● Students implement grammatical structures such as types of sentences (past, present, future tense); subject- verb, object-verb, nouns, pronouns, possessive adjectives, adjectives, conjunctions. ● Spelling accuracy is supported by transferring understanding of word patterns and structures. ● Spelling patterns: Vowel-vowel-consonant-consonant; vowel-vowel-consonant-silent e; vowel-consonant-consonant- silent e; vowel-consonant-consonant-consonant; vowel-vowel-consonant-consonant silent e; vowel-vowel-consonant-consonant-consonant ● Students learn and use homophones ● Students use digital and non-digital reference tools ● Students use suffixes ● Students apply a range of compound words, contractions, possessives and complex plurals.

Grade Five English Language Arts - At a Glance

Organizing Idea	Grade 5 Learning Outcome	Highlights of your Child's Learning by the end of Grade Five
Text Forms and Structures	Students examine how text genres, forms and structures support and enhance communication.	<ul style="list-style-type: none"> ● Text genres, forms and structures support enjoyment and communication ideas and information. ● Texts have more than one purpose. They inform, entertain, persuade, inspire. ● Students build reading stamina. ● Literary text forms can be fiction or nonfiction including photo essays, news articles, hybrids ● Narrative texts can be structured in many ways such as: beginning, problem, multiple events with details, resolution of problem, ending. ● Students learn about text features (sidebars and glossaries) in digital or non digital media. ● Fictional texts can be analyzed ● Fiction sub-genres (science fiction, tall tales, and traditional literature, flash forwards) ● Elements of fiction (theme) ● Third Person point of view ● Flat and round characters ● Multi-dimensional characters ● Nonfiction texts can be analyzed ● Nonfiction structures - larger topics & subtopics, cause & effect. ● Poetry is experienced ● Poetic structures including lyric poetry and stanzas ● Dramatic texts as a literary form provide imagination and information. ● Dramatic works have plot and character and they are developed through dialogue and action. ● Verbal, non-verbal and paraverbal language. ● Meaning from texts is derived through personal experiences with various features of land. ● Students understand Land through connections with living things in the natural world, inhuman-made structures, patterns and cycles and stories of place.
Oral Language	Students investigate how oral language can be designed to communicate ideas and information.	<ul style="list-style-type: none"> ● The delivery of oral texts are influenced by history, communities or contexts. ● Time periods give rise to different forms of oral communication - storytelling, poetry, drama, choral speech, speeches or presentations. ● Oral traditions use stories to connect prior knowledge to lived experiences ● Oral traditions include diverse types of stories - tales of everyday life, sacred stories, stories of extraordinary experiences, trickster stories. ● Oral language is enhanced through integration and adjustment of verbal, non-verbal and paraverbal language. ● Choices in communication can be intentional in how body movement supports communication. ● Vocal sounds are affected by breath, body and energy. ● Inflection of voice ● Content and delivery of oral communication. ● Language conventions or protocols vary with oral communication. ● Space influences oral communication ● Oral communication can be enhanced through selection of digital or non-digital tools or formats. ● Collaboration and effective dialogue - listening, respect, adaptability, compromise.

Vocabulary	Students analyze how knowledge of vocabulary supports meaning and use of language.	<ul style="list-style-type: none"> • Word origins and morphemes influence meaning and use of vocabulary. • Bases and affixes are learned and used. • Vocabulary learning involves the use of strategies and tools. This supports comprehension of text. (thesauruses, dictionaries). • Development of vocabulary involves extensive reading and listening to and noting how others use words. • Figurative language is language that has non-literal meaning and includes metaphors. • Students apply tier 2 words. • Students apply tier 3 words with subject content. • Context influences the meaning of words or phrases. • Similes, metaphors, analogies • Figurative language.
Comprehension	Students analyze information, contexts and perspectives using a variety of comprehension strategies.	<ul style="list-style-type: none"> • Students learn and use critical thinking skills, how to interpret text and manage information. • Predicting, inferring, making connections, summarizing, synthesizing, evaluating. • Students self monitor understanding. • Students make connections to texts - text to self, text to text, text to world. • Students make inferences and predictions (make predictions, revise predictions, confirm predictions). • Students use evidence from texts to support responses and interpretations. • Students learn about perspectives in texts (attitudes; ways of thinking; influence of culture, experiences and interests; character perspectives). • Students learn about context or circumstances that form the background of a person, event or idea or text.
Writing	Students enhance the accuracy and artistry of expression through creative and critical thinking processes.	<ul style="list-style-type: none"> • Students use the writing process (planning, drafting, revising, editing, publishing). • Students use creative thinking processes - Creative writing • Students learn about the significance of word choice, mentor texts, mood. • Students use research processes and manage information gathered. • Students learn about sources of information such as digital, nondigital, people (such as Knowledge keepers, Elders and Spiritual Leaders). • Protocols are considered in writing • Research can be shared in a variety of digital or non-digital ways. • Students learn the importance of Ethical use of Information. • Students write using different tools such as printing, keyboarding, cursive writing.
Conventions	Students apply and experiment with conventions to enhance precision and artistry of communication.	<ul style="list-style-type: none"> • Students use capitals and punctuation, abbreviations • Punctuation - parentheses • Conventions of grammar - tense, adverbs, conjunctions, pronouns, object pronouns, adverbs • Spelling accuracy - using accurate spelling patterns, knowledge of morphemes to spell (prefixes, bases, suffixes).

Grade Six English Language Arts - At a Glance

Organizing Idea	Grade 6 Learning Outcome	Highlights of your Child's Learning by the end of Grade Six
Text Forms and Structures	Students analyze how text form and structure clarify information and support connecting with self, others, and the world.	<ul style="list-style-type: none"> ● Students learn about text genres, forms and structures ● Students learn that texts have more than one purpose. ● Students learn to enjoy different forms of texts. ● Students learn more about fiction and non-fiction text, digital and nondigital including articles, speeches and hybrid text. ● Narrative texts are analyzed. ● Text features are digital or nondigital and organize important content, enhance comprehension and expand vocabulary. ● Students examine traditional literature and comedy. ● Students examine: stock characters, the protagonist and antagonist. ● Students conflict in fiction. ● Nonfiction text includes speeches, has a variety of structures. ● Students provide opinions on structure, content or source of information. ● Students confirm accuracy of information presented in nonfiction text. ● Poetic structures: ballads, poems, songs, stories in short stanzas. ● Poetic structures are analyzed, experimented with and investigated. ● Forms of drama include comedy and tragedy. ● Forms of drama can influence the outcome of the story. ● Land literacy is enhanced through examining human-made structures of the land. Land is a text that can be read for multiple meanings and understandings.
Oral Language	Students connect the quality and efficacy of oral communication to oral language skills.	<ul style="list-style-type: none"> ● Oral traditions - relationships and shared knowledge <ul style="list-style-type: none"> ○ Protocols that support respectful relationships. ○ Ongoing conversations ○ Sharing circles ○ Respectfully acknowledging all voices ○ Waiting to take turns ○ Active listening ○ Focusing on the idea rather than who gave it ○ Ending with consensus ● Style and delivery of oral communication is influenced by verbal, non-verbal and paraverbal language. ● Styles of speaking include: <ul style="list-style-type: none"> ○ Informal ○ Formal ○ Colloquial ○ Slang

		<ul style="list-style-type: none"> ● Oral communication can be adjusted to share ideas and information for specific purposes and audiences. <ul style="list-style-type: none"> ○ Digital or non digital tools. ○ Presentations are adjusted based on audience. ● Collaborative dialogue empowers individuals or groups to: <ul style="list-style-type: none"> ○ Voice ideas ○ Express understandings ○ Consider others' perspective ○ Consider new ways of thinking. ○ Solve problems ○ Increase confidence ● Use respectful language ● Oration - skillful speech giving is used <ul style="list-style-type: none"> ○ To share information or understandings ○ Influence change ○ Persuade. ● Elements of Public speaking: <ul style="list-style-type: none"> ○ Invention ○ Arrangement ○ Style ○ Memory ○ delivery
<p>Vocabulary</p>	<p>Students evaluate how vocabulary enhances communication and provides clarity.</p>	<ul style="list-style-type: none"> ● Students learn about word origins and morphemes ● Vocabulary is contextual and influenced by change and technology ● Many words have Greek or Latin roots. ● First Nations Metis and Inuit - words that are specific to these languages can be found in the people, places and things that surround us. ● Many words have French origins. ● Suffixes - include <en> and <ize> can change the meaning of a word when applied to a base. ● Prefixes change the meaning of a word when applied to a base and include <pro>, <com>, >con>, <en>, and <oc>. ● Affixes added to bases build new words. ● To deepen knowledge of words, vocabulary learning involves intention. ● Words can be categorized ● Reading for enjoyment enhances vocabulary. ● Precise vocabulary leads to engaging, clear, concise, intentional communication. <ul style="list-style-type: none"> ○ Figurative language <ul style="list-style-type: none"> ■ Palindromes ■ Similes, metaphors, and analogies ○ Apply tier 2 words ○ Apply tier 3 words

<p>Comprehension</p>	<p>Students interpret and respond to texts through application of comprehension strategies.</p>	<ul style="list-style-type: none"> ● Students use and learn the following comprehension strategies: <ul style="list-style-type: none"> ○ Predicting ○ Inferring ○ Making connections - text to text, text to self, text to world. ○ Summarizing ○ Synthesizing ○ Evaluating ○ Self-monitoring ● Comprehension requires attention to explicit and implicit contextual information. Context clues include: <ul style="list-style-type: none"> ○ Words ○ Phrases ○ Punctuation ○ Dialogue ○ Information in pictures, diagrams, charts or graphs. ● Comprehension can deepen and expand perspectives. ● Perspectives evolve because of: <ul style="list-style-type: none"> ○ Passage of time ○ Experience ○ Context ○ New information ● Students use critical thinking skills ● Students learn about the author's perspective, bias ● Historical, social, cultural contexts support readers.
<p>Writing</p>	<p>Students create texts that reflect personal voice and style through creative and critical thinking processes.</p>	<ul style="list-style-type: none"> ● Students implement the writing process to cultivate creativity, problem solving and critical thinking. <ul style="list-style-type: none"> ○ Planning ○ Drafting ○ Revising ○ Edition ○ Publishing. ● Students write creatively ● Students learn about word choice and tone. ● Students engage in the Research process <ul style="list-style-type: none"> ○ Students manage information ○ Questions - narrow their question ○ Gather information ○ Organize information ○ Record information ○ Access information ethically <ul style="list-style-type: none"> ■ Asking permission to use information ■ Citing basic information ■ Fair and accurate representation of information ● Written communication involves making choices to effectively convey messages. <ul style="list-style-type: none"> ○ Use of digital or non digital methods or tools <ul style="list-style-type: none"> ■ Printing ■ Keyboarding ■ Cursive handwriting

Conventions	Students apply and analyze conventions that support accuracy or enhance creative expression.	<ul style="list-style-type: none">● Students use capitalization● Apply punctuation● Students use abbreviations● Students use proper grammar<ul style="list-style-type: none">○ Verb tenses○ Simple sentence = independent clause○ Subject - verb agreement○ Dependent clause○ Compound sentences and simple sentences● Students become more accurate in spelling and use spelling patterns● Students apply knowledge of bases and affixes to spell words
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