Junior Language & Literacy (Grade 4 to Grade 6)
Strands & Expectations in the Ontario Curriculum

Grade 4 (ages 9-10)

Oral Communication

1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
   1.1 identify purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks
   1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups
   1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts
   1.4 demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details
   1.5 make inferences using stated and implied ideas in oral texts
   1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them
   1.7 analyse oral texts and explain how specific elements in them contribute to meaning
   1.8 identify the point of view presented in oral texts and ask questions about possible bias
   1.9 identify the presentation strategies used in oral texts and analyse their effect on the audience

2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
2.1 identify a variety of purposes for speaking
2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions
2.3 communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form
2.4 use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience
2.5 identify some vocal effects, including tone, pace, pitch, volume, and a range of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning
2.6 identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning
2.7 use a variety of appropriate visual aids to support or enhance oral presentations

3. Reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations
3.1 identify, in conversation with the teacher and peers, what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills
3.2 identify, in conversation with the teacher and peers, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills

Reading

1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning
1.1 read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts
1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes
1.3 identify a variety of reading comprehension strategies and use them
appropriately before, during, and after reading to understand texts
1.4 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details
1.5 make inferences about texts using stated and implied ideas from the texts as evidence
1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them
1.7 analyse texts and explain how specific elements in them contribute to meaning
1.8 express opinions about the ideas and information in texts and cite evidence from the text to support their opinions
1.9 identify the point of view presented in a text, citing supporting evidence from the text, and suggest some possible alternative perspectives

2. Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning
2.1 explain how the particular characteristics of various text forms help communicate meaning, with a focus on literary texts such as a diary or journal
2.2 recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the texts
2.3 identify a variety of text features and explain how they help readers understand texts
2.4 identify various elements of style including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures – and explain how they help communicate meaning

3. Use knowledge of words and cueing systems to read fluently
3.1 automatically read and understand high-frequency words, most regularly used words, and words of personal interest or significance in a variety of reading contexts
3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cues, including:
   • semantic (meaning) cues (e.g., prefixes, suffixes, base words, phrases, sentences, and visuals that activate existing knowledge of oral and written language)
   • syntactic (language structure) cues (e.g., word order; language patterns such as those for regular and irregular plurals, possessives, and contractions; punctuation)
• graphophonic (phonological and graphic) cues (e.g., familiar words within larger words: highlight, enlighten; recognizable sequences of letters within long words: spacious, conscious, delicious)

3.3 read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and an audience

4. Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading

4.1 identify, in conversations with the teacher and peers or in a reader’s notebook, what strategies they found most helpful before, during, and after reading and how they can use these and other strategies to improve as readers

4.2 explain, in conversations with the teacher and peers or in a reader’s notebook, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read

Writing

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience

1.1 identify the topic, purpose, and audience for a variety of writing forms

1.2 generate ideas about a potential topic using a variety of strategies and resources

1.3 gather information to support ideas for writing using a variety of strategies and oral, print, and electronic sources

1.4 sort and classify ideas and information for their writing in a variety of ways

1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers and organizational patterns

1.6 determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and do more research if necessary

2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience

2.1 write more complex texts using a variety of forms

2.2 establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood such as amusement
2.3 use specific words and phrases to create an intended impression
2.4 use sentences of different lengths and structures
2.5 identify their point of view and other possible points of view on the topic, and determine whether their information sufficiently supports their own view
2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features
2.7 make revisions to improve the content, clarity, and interest of their written work, using several types of strategies
2.8 produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions

3. Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively
3.1 spell familiar words correctly
3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling
3.3 confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose
3.4 use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: the apostrophe to indicate possession, and quotation marks to indicate direct speech
3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: common and proper nouns; verbs in the simple present, past, and future tenses; adjectives and adverbs; subject/verb agreement; prepositions; and conjunctions
3.6 proofread and correct their writing using guidelines developed with peers and the teacher
3.7 use some appropriate elements of effective presentation in the finished product, including print, script, different fonts graphics, and layout
3.8 produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies

4. Reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different
stages in the writing process
4.1 identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers
4.2 describe, with prompting by the teacher, how their skills in listening, speaking, reading, viewing, and representing help in their development as writers
4.3 select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choice

Media Literacy

1. Demonstrate an understanding of a variety of media texts
1.1 identify the purpose and audience for a variety of media texts
1.2 use overt and implied messages to draw inferences and construct meaning in media texts
1.3 express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions
1.4 explain why different audiences might respond differently to specific media texts
1.5 identify whose point of view is presented or reflected in a media text, citing supporting evidence from the text, and suggest how the text might change if a different point of view were used
1.6 identify who produces various media texts and the reason for their production

2. Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning
2.1 identify elements and characteristics of some media forms
2.2 identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning

3. Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques
3.1 describe in detail the topic, purpose, and audience for media texts they plan to create
3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create
3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create
3.4 produce media texts for specific purposes and audiences, using a few simple
media forms and appropriate conventions and techniques

4. Reflect on and identify their strengths as media interpreters and
creators, areas for improvement, and the strategies they found most
helpful in understanding and creating media texts
4.1 identify, initially with support and direction, what strategies they found most
helpful in making sense of and creating media texts, and explain how these and
other strategies can help them improve as media viewers/listeners/producers
4.2 explain, initially with support and direction, how their skills in listening,
speaking, reading, and writing help them to make sense of and produce media texts
Grade 5 (ages 10-11)

Oral Communication

1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
   1.1 identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks
   1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a range of situations, including work in groups
   1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts
   1.4 demonstrate an understanding of the information and ideas in oral texts by summarizing important ideas and citing a variety of supporting details
   1.5 make inferences about oral texts using stated and implied ideas in the texts as evidence
   1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them
   1.7 analyse oral texts and explain how specific elements in them contribute to meaning
   1.8 identify the point of view presented in oral texts and ask questions to identify missing or possible alternative points of view
   1.9 identify a range of presentation strategies used in oral texts and analyse their effect on the audience

2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
   2.1 identify a variety of purposes for speaking
   2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions
   2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions,
and information in a readily understandable form
2.4 use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory language, and stylistic devices suited to the purpose, to communicate their meaning accurately and engage the interest of their audience
2.5 identify some vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning
2.6 identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning
2.7 use a variety of appropriate visual aids to support or enhance oral presentations

3. Reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations
3.1 identify, in conversation with the teacher and peers, what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills
3.2 identify, in conversation with the teacher and peers, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills

Reading
1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning
1.1 read a variety of texts from diverse cultures, including literary texts
1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes
1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts
1.4 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details
1.5 use stated and implied ideas in texts to make inferences and construct meaning
1.6 extend understanding of texts by connecting the ideas in them to their own
knowledge, experience, and insights, to other familiar texts, and to the world around them
1.7 analyse texts and explain how various elements in them contribute to meaning (e.g., narrative: character development, plot development, mood, theme; report: introduction, body, conclusion)
1.8 make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views
1.9 identify the point of view presented in texts, ask questions to identify missing or possible alternative points of view, and suggest some possible alternative perspectives

2. Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning
2.1 analyse a variety of text forms and explain how their particular characteristics help communicate meaning, with a focus on literary texts such as short stories
2.2 identify a variety of organizational patterns in a range of texts and explain how they help readers understand the texts
2.3 identify a variety of text features and explain how they help readers understand texts
2.4 identify various elements of style – including word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures – and explain how they help communicate meaning

3. Use knowledge of words and cueing systems to read fluently
3.1 automatically read and understand most words in common use
3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cues, including:
   • semantic (meaning) cues (e.g., prefixes, suffixes, base words, phrases, sentences, and visuals that activate existing knowledge of oral and written language)
   • syntactic (language structure) cues (e.g., word order, language patterns, punctuation)
   • graphophonic (phonological and graphic) cues (e.g., familiar words within larger words, syllables within longer words, similarities between words with known spelling patterns and unknown words, visual cues that indicate irregular plurals)
3.3 read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose
4. Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading

4.1 identify the strategies they found most helpful before, during, and after reading and explain, in conversation with the teacher and/or peers or in a reader’s notebook, how they can use these and other strategies to improve as readers

4.2 explain, in conversations with peers and/or the teacher or in a reader’s notebook, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read

**Writing**

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience

1.1 identify the topic, purpose, and audience for a variety of writing forms

1.2 generate ideas about a potential topic and identify those most appropriate for the purpose

1.3 gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources

1.4 sort and classify ideas and information for their writing in a variety of ways

1.5 identify and order main ideas and supporting details and group them into units that could be used to develop several linked paragraphs, using a variety of strategies

1.6 determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary

2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience

2.1 write longer and more complex texts using a variety of forms

2.2 establish an appropriate voice in their writing, with a focus on modifying language and tone to suit different circumstances or audiences

2.3 use some vivid and/or figurative language and innovative expressions to add interest

2.4 vary sentence types and structures, with a focus on using conjunctions to connect ideas, and pronouns to make links within and between sentences
2.5 identify their point of view and other possible points of view, and determine, when appropriate, if their own view is balanced and supported by evidence
2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features
2.7 make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies
2.8 produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions

3. Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively
3.1 spell familiar words correctly
3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling
3.3 confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose
3.4 use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: a comma before and or but in compound sentences to join principal clauses; quotation marks for direct speech; and the placement of commas, question marks, and exclamation marks inside quotation marks in direct speech
3.5 use parts of speech correctly to communicate their intended meaning clearly, with a focus on the use of: common, proper, and abstract nouns (e.g., courage, hope); collective nouns (e.g., flock of birds); adjectives, including comparative adjectives (e.g., bigger, more expensive); the helping verb have; adverbs modifying verbs (e.g., when, where, how); comparative adverbs (e.g., faster, slower)
3.6 proofread and correct their writing using guidelines developed with peers and the teacher
3.7 use a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout
3.8 produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies
4. Reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process
4.1 identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers
4.2 describe, with prompting by the teacher, how their skills in listening, speaking, reading, viewing, and representing help in their development as writers
4.3 select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choices

Media Literacy
1. Demonstrate an understanding of a variety of media texts
1.1 identify the purpose and audience for a variety of media texts
1.2 use overt and implied messages to draw inferences and construct meaning in media texts
1.3 express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions
1.4 explain why different audiences might respond differently to the same media text
1.5 identify whose point of view is presented or reflected in a media text, ask questions to identify missing or alternative points of view, and, where appropriate, suggest how a more balanced view might be represented
1.6 identify who produces various media texts, the reason for their production, how they are produced, and how they are funded

2. Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning
2.1 describe in detail the main elements of some media forms (e.g., television talk show: host, studio audience, guests, commercial breaks; news broadcast: news anchor, reporters, video clips, commercial breaks; television sitcom: standard set, regular cast, visiting actors, laugh track, plot problem and complications, happy ending)
2.2 identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience
3. Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques
3.1 describe in detail the topic, purpose, and audience for media texts they plan to create
3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice
3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message
3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques (e.g.,
  • a T-shirt to be worn by a character in a story or television show
  • a pamphlet on a socially relevant topic they have studied this year
  • a collection of images (downloaded, clipped, or scanned, as appropriate) from various sources, such as magazines, the Internet, newspapers, or textbooks, to illustrate a topic from a cross-curricular unit of study
  • a flyer/poster, created using software, to advertise a school event
  • a mock television commercial for a food product, drink, or item of clothing
  • a news broadcast about a topic – such as immigration – from a cross-curricular unit of study
  • a breakfast, lunch, or dinner menu for a restaurant depicted in a novel, short story, or film)

4. Reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts
4.1 identify, with some support and direction, what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers
4.2 explain, with some support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts
Grade 6 (ages 11-12)

Oral Communication

1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
   1.1 identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks
   1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups
   1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex oral texts
   1.4 demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways
   1.5 interpret oral texts by using stated and implied ideas from the texts
   1.6 extend understanding of oral texts by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them
   1.7 analyse oral texts in order to evaluate how well they communicate ideas, opinions, themes, and information
   1.8 identify the point of view presented in oral texts, determine whether they agree with the point of view, and suggest other possible perspectives
   1.9 identify a variety of presentation strategies used in oral texts and analyse their effect on the audience

2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
   2.1 identify a variety of purposes for speaking and explain how the purpose and intended audience influence the choice of form
   2.2 demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions
   2.3 communicate orally in a clear, coherent manner, using appropriate organizing strategies and formats to link and sequence ideas and information
   2.4 use appropriate words and phrases from the full range of their vocabulary
including inclusive and non-discriminatory language, and stylistic devices appropriate to the purpose and context, to communicate their meaning accurately and engage the interest of their intended audience

2.5 identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning

2.6 identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning

2.7 use a variety of appropriate visual aids, to support or enhance oral presentations

3. Reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations

3.1 identify, in conversation with the teacher and peers, what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills

3.2 identify, in conversation with the teacher and peers, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills

Reading

1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning

1.1 read a wide variety of texts from diverse cultures, including literary texts (e.g., short stories, poetry, myths, legends, fantasies, novels, plays), graphic texts (e.g., graphic novels, advertisements, atlases, graphic organizers, charts and tables), and informational texts (e.g., biographies, textbooks, and other non-fiction materials; articles and reports; print and online editorials, various electronic texts, webquest texts)

1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes

1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts
1.4 demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details

1.5 develop interpretations about texts using stated and implied ideas to support their interpretations

1.6 extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them

1.7 analyse increasingly complex texts and explain how the different elements in them contribute to meaning (e.g., narrative: contribution of characters, setting, and plot to the theme; persuasive argument: the role of the summing-up paragraph in highlighting the most compelling points in the argument)

1.8 make judgements and draw conclusions about ideas in texts and cite stated or implied evidence from the text to support their views

1.9 identify the point of view presented in texts; determine whether they can agree with the view, in whole or in part; and suggest some other possible perspectives

2. Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning

2.1 analyse a variety of text forms and explain how their particular characteristics help communicate meaning, with a focus on literary texts such as a myth

2.2 identify a variety of organizational patterns in a range of texts and explain how they help readers understand the texts

2.3 identify a variety of text features and explain how they help readers understand texts

2.4 identify various elements of style – including voice, word choice, and the use of hyperbole, strong verbs, dialogue, and complex sentences – and explain how they help communicate meaning

3. Use knowledge of words and cueing systems to read fluently

3.1 automatically read and understand most words in a range of reading contexts

3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cues, including:
- semantic (meaning) cues (e.g., prefixes, suffixes, base words, phrases, sentences, and visuals that activate existing knowledge of oral and written language);
- syntactic (language structure) cues (e.g., word order, language patterns, punctuation);
• graphophonic (phonological and graphic) cues (e.g., words within larger words, syllables within longer words, similarities between words with known spelling patterns and unknown words)

3.3 read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose

4. Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading

4.1 identify the strategies they found most helpful before, during, and after reading and explain, in conversation with the teacher and/or peers, or in a reader’s notebook, how they can use these and other strategies to improve as readers

4.2 explain, in conversation with the teacher and/or peers or in a reader’s notebook, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read

Writing

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience

1.1 identify the topic, purpose, and audience for a variety of writing forms

1.2 generate ideas about a potential topic and identify those most appropriate for the purpose

1.3 gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources

1.4 sort and classify information for their writing in a variety of ways that allow them to view information from different perspectives and make connections between ideas

1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a structured, multi-paragraph piece of writing, using a variety of strategies

1.6 determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary

2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience
2.1 write longer and more complex texts using a wide range of forms (e.g., an “autobiography” in the role of a historical or contemporary person, based on research; a journalist’s report on a real or imagined event for a newspaper or a television news broadcast; an explanation of the principles of flight; an argument in support of one point of view on a current global issue affecting Canadians; a made-up legend or fantasy, based on themes from their reading, to entertain younger children)
2.2 establish a distinctive voice in their writing appropriate to the subject and audience
2.3 use some vivid and/or figurative language and innovative expressions to enhance interest
2.4 create complex sentences by combining phrases, clauses, and/or simple sentences
2.5 identify their point of view and other possible points of view; determine, when appropriate, if their own view is balanced and supported by the evidence; and adjust their thinking and expression if appropriate
2.6 identify elements in their writing that need improvement, selectively using feedback from the teacher and peers, with a focus on supporting details and precise language
2.7 make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies
2.8 produce revised draft pieces of writing to meet identified criteria based on the expectations

3. Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively
3.1 spell familiar words correctly
3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling
3.3 confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose
3.4 use punctuation appropriately to communicate their intended meaning in longer and more complex sentences, with a focus on the use of: commas to separate words in a list or after an introductory word or phrase; quotation marks in dialogue; and some uses of the colon, semi-colon, and brackets
3.5 use parts of speech correctly to communicate their meaning clearly, with a focus on the use of: personal subject and object pronouns (e.g., I, me) indefinite pronouns (e.g., someone, nobody); conjunctions; subordinate clauses; adverb phrases; and present, past, and future verb tenses
3.6 proofread and correct their writing using guidelines developed with peers and the teacher
3.7 use a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout
3.8 produce pieces of published work to meet identified criteria based on the expectations

4. Reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process
4.1 identify a variety of strategies they used before, during, and after writing, explain which ones were most helpful, and suggest further steps they can take to improve as writers
4.2 describe how their skills in listening, speaking, reading, viewing, and representing help in their development as writers
4.3 select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choices

Media Literacy

1. Demonstrate an understanding of a variety of media texts
1.1 explain how a variety of media texts address their intended purpose and audience
1.2 interpret media texts, using overt and implied messages as evidence for their interpretations
1.3 evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts
1.4 explain why different audiences (e.g., boys, girls, adults, seniors, various cultural groups) might have different responses to media texts (e.g., movies, songs, websites, video games, items of clothing
1.5 identify whose point of view is presented in a media text, identify missing or alternative points of view, and, where appropriate, determine whether the chosen view achieves a particular goal
1.6 identify who produces various media texts, the reason for their production, how they are produced, and how they are funded

2. Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning

2.1 describe in detail the main elements of some media forms (e.g., drama scripts: cast of characters, description of setting, acts, scenes, stage directions; television quiz shows: host/hostess, contestants, prizes; magazines: cover images and text, table of contents, regular columns, feature articles, advertisements)

2.2 identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience

3. Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques

3.1 describe in specific detail the topic, purpose, and audience for media texts they plan to create, and identify challenges they may face in achieving their purpose

3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice

3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message

3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques

• a review of a television program, film, piece of art, or artistic performance that includes commentary on the effects created through the use of various conventions and techniques

• a mock television broadcast of an announcement about a school-related issue

• a soundtrack to accompany the reading of a section of a graphic novel or comic book

• a computer-generated cover design, including special fonts, to enhance a published piece of writing

• a multimedia presentation to inform younger students about how to use a website to research a topic related to a unit of study

• a pamphlet outlining the researched or imagined biography of a writer

• a travelogue illustrating the journey of an early Canadian explorer, including contacts with First Nations peoples

• a storyboard indicating the images to be used in a scene for a television drama
adapted from a novel or play
• a movie poster to advertise a movie based on a narrative they have studied

4. Reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts
4.1 identify what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/ listeners/producers
4.2 explain how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts