

HORIZONTAL AND VERTICAL PLANNER

2024 - 2025

Grade Level: Primary 6

Duration	August 19th – October 11 7 weeks	October 14 – November 22 6 weeks	November 25 -January 24 7 weeks	February 10 – March 21 (6 weeks)	March 24 – May 9 (6 weeks)	May 12 – June 20 (6 weeks)
Transdisciplinary	Mandarin	VA	MakerSpace	PA & PSPE		
Transdisciplinary Theme	<p><i>Where we are in place and time</i> An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives</p>	<p><i>Sharing the planet</i> An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p>	<p><i>How the world works</i> An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>	<p><i>Who We Are</i> An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p>	<p><i>How we express ourselves</i> An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p><i>How we organize ourselves</i> An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p>
Central Idea	Migration	Ecosystem	Technology	Puberty and well-being	EXHIBITION	Government System

	Stories of migration help us understand people's challenges and opportunities.	Biodiversity requires a balance of living organisms within ecosystems.	Technology changes the way the world develops.	Understanding changes during puberty help us take care of ourselves.		Governments organize society by making decisions and providing services for citizens at different levels.
Key Concepts	Causation - Why is it as it is?	Form - What is it like?	Change - How is it transforming?	Change - How is it transforming?		Connection - How is it linked to other things?
	Perspective - What are the points of view?	Causation - Why is it as it is?	Function - How does it work?	Perspective - What are the points of view?		Form - What is it like?
	Change - How is it transforming?	Connection - How is it linked to other things?	Responsibility - What are our obligations?	Connection - How is it linked to other things?		Responsibility - What are our obligations?
Related Concepts	Interpretation, Contribution, Settlement	Interdependence, Habitat, Sustainability	Invention, Advances, Ingenuity	Health, Interaction, Puberty		Citizenship, Systems, Leadership
Lines of Inquiry	1. The reasons why people migrate.	1. Elements of ecosystems.	1. What leads to technological advances.	1. Changes during puberty affect our physical, emotional, and social well-being.		1. Different government systems around the world
	2. Migration throughout history.	2. Factors that affect the balance of ecosystems.	2. How people use technology.	2. Strategies for coping with change.		2. Relationships between governments and their citizens.
	3. Migration can change communities and cultures.	3. Sustaining our ecosystems.	3. How innovations help solve problems.	3. Actions we can take to promote our well-being.		3. Rights and responsibilities of citizens around the world.

Discipline Focus	Social Studies, Language, Mathematics, Performing Arts	Science, Language, Mathematics, Visual Arts	Science, Language, Math, Mandarin	Science, PSPE, Language and Mathematics		Social Studies, , Language, Mathematics
Learner Profile Attributes	Open-minded	Inquirer	Risk taker	Balanced		Thinker
	Knowledgeable	Communicator	<i>Thinker</i>	Caring		Principled
Teacher Questions and Provocations	Why do people leave their homes? ^{SEP} (factual)	What are the things that you relate to when you think of interdependence? (factual)	How does technology help to expand our scientific understanding? (Conceptual)	What are the factors that affect you the most physically and emotionally? (factual)		How do structures work in a society? (Conceptual)
	What are some strategies used to resolve conflicts arising in a diverse setting? (conceptual)	How do environmental changes affect you? (Conceptual)	What are some latest advances in scientific knowledge? (Factual)	Do you feel the factors mentioned above will continue to be of equal importance in a different time in your life or at a different place? (conceptual)		What are some structures that we can identify in the society? (factual)
	Does migration result in truly multi-cultural third –culture kids/ adults? (debatable)	What effects does human development have on environment? (Debatable)	What are the effects of technology on people and environment? (debatable)	How would you define “Responsible choices” keeping in mind your own body and mind? (debatable)		What are the most important skills which help creating a system in any society? (debatable)

Approaches to Learning- ATLs	<p>R1.1.5 Evaluate and select appropriate information sources and/or digital tools based on the task.</p>	<p>C3.3 Communicate information and ideas effectively to multiple audiences using a variety of media and modalities.</p>	<p>SM1.11 Use technology effectively and productively.</p>	<p>SS1.2.5 Be aware of own and others' emotions.</p>		<p>R1.4.7 Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions.</p>
	<p>SS1.1.13 Advocate for one's own rights and needs, and those of others.</p>	<p>R3.2 Differentiate reliable from unreliable resources.</p>	<p>SS1.1.9 Build consensus and negotiate effectively.</p>	<p>SM2.4.1 Practice positive thinking and language that reinforces self-motivation.</p>		<p>T1.3.4 Develop contrary or opposing arguments.</p>
	<p>T1.2.8 Synthesize new understandings by finding unique characteristics; seeing relationships and connections.</p>	<p>T3.7 Combine knowledge, conceptual understandings, and skills to create products or solutions.</p>	<p>C1.3.8 Communicate with peers, experts, and members of the learning community using a variety of digital environments and media.</p>	<p>C4.1.7 Document information and observations in a variety of ways.</p>		<p>SM1.13 Delegate and share responsibility for decision-making.</p>

PSPE SEL	<p>A1.4 apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p>			<p>A1.1 apply skills that help them identify and manage emotions as they participate in learning experiences, in order to improve their ability to express their own feelings and understand and respond to the feelings of others.</p> <p style="text-align: center;">PA</p>		
	<p>A1.5 apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences, in order to support the development of a sense of identity and a sense of belonging.</p>			<p>A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help- seeking behaviours, as they participate in learning experiences, in order to support the development of personal resilience.</p>		
				<p>A1.3 apply skills that help them develop habits of mind that support positive motivation and perseverance as they</p>		

				participate in learning experiences, in order to promote a sense of optimism and hope.		
Science		3.2 demonstrate an understanding of food chains as systems in which energy from the sun is transferred to producers (plants) and then to consumers (animals)	2.1 follow established safety procedures during science and technology investigations	1.1 assess the effects of social and environmental factors on human health, and propose ways in which individuals can reduce the harmful effects of these factors and take advantage of those that are beneficial		
		3.4 demonstrate an understanding of a community as a group of interacting species sharing a common habitat	2.5 use appropriate science and technology vocabulary, in oral and written communication			
		3.7 describe structural adaptations that allow plants and animals to survive in specific habitats	2.4 use technological problem-solving skills, and knowledge acquired from previous investigations, to design, build, and test a structure for a specific purpose	2.2 use scientific inquiry/experimentation skills to investigate changes in body systems, as a result of physical activity		
		1.2 assess the impact of different human activities on plants, and list personal actions they can engage in to minimize harmful effects and enhance good effects				

		3.6 describe ways in which plants and animals depend on each other		3.3 identify interrelationships between body systems		
PSPE/Human development and sexual health/mental health literacy				D1.1 identify trusted people that can assist with injury prevention, emotional distress, emergencies, bullying, non-consensual photo sharing and other non-consensual behaviour, and abusive and violent situations.		
				D1.3 identify the parts of the reproductive system, and describe how the body changes during puberty.		
				D2.5 describe emotional and interpersonal stresses related to puberty, recognize signs that could indicate mental health concerns, and identify strategies that they can apply to manage stress, build resilience, keep open communication with family members and caring adults, and enhance their mental health and emotional well-being.		
Social Studies	A3.2 identify some different					B 1.1 assess the effectiveness of

	groups in their community and describe some of the ways in which they contribute to diversity.					actions taken by one or more levels of government to address an issue of national, provincial/territorial, and/or local significance
	A3.7 identify some ways in which heritage is passed on through various family celebrations and practices.					B1.3 create a plan of action to address an environmental issue of local, provincial/territorial, and/or national significance
	A3.4 describe some significant traditions and celebrations of their families, their peers, and their own communities, as well as of some other communities.					B3.1 describe the major rights and responsibilities associated with citizenship
	Whole Numbers		Coding	Location and Movement		Money Concepts
Mathematics	B1.1 read, represent, compose, and decompose whole numbers up to and including 100 000, using appropriate tools and strategies, and describe various		C3.1 solve problems and create computational representations of mathematical situations by writing and executing code, including code that involves conditional statements and other control structures	E1.4 plot and read coordinates in the first quadrant of a Cartesian plane using various scales, and describe the translations that move a point from one coordinate to another		F1.1 describe several ways money can be transferred among individuals, organizations, and businesses

	ways they are used in everyday life					
	B1.2 compare and order whole numbers up to and including 100 000, in various contexts		C3.2 read and alter existing code, including code that involves conditional statements and other control structures, and describe how changes to the code affect the outcomes	E1.5 describe and perform translations, reflections, and rotations up to 180° on a grid, and predict the results of these transformations		F1.2 estimate and calculate the cost of transactions involving multiple items using various strategies
	Patterns	Probability	Equations and Inequalities	Measurement		Financial Management
	C1.1 identify and describe repeating, growing, and shrinking patterns, including patterns found in real life contexts	D2.1 use fractions to express the probability of events happening, represent this probability on a probability line, and use it to make predictions and informed decisions	C2.3 solve equations that involve whole numbers up to 100 in various contexts, and verify solutions	E2.1 use appropriate metric units to estimate and measure length, area, mass, and capacity		F1.3 design sample basic budgets to manage finances for various earning and spending scenarios
	C1.2 create and translate growing and shrinking patterns using various representations, including tables of values and graphs	D2.2 determine and compare the theoretical and experimental probabilities of an event happening	C2.4 solve inequalities that involve one operation and whole numbers up to 50, and verify and graph the solutions	E2.2 solve problems that involve converting larger metric units into smaller ones, and describe the base ten relationships among metric units		F1.4 explain the concepts of credit and debt, and describe how financial decisions may be impacted by each
	C1.3 determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in repeating,		Variables	Angles		Consumer Awareness

	growing, and shrinking patterns					
	C1.4 create and describe patterns to illustrate relationships among whole numbers and decimal tenths and hundredths		C2.1 translate among words, algebraic expressions, and visual representations that describe equivalent relationships	E2.3 compare angles and determine their relative size by matching them and by measuring them using appropriate non-standard units		F1.5 calculate unit rates for certain goods and services, and identify which rates offer the best value
			C2.2 evaluate algebraic expressions that involve whole numbers	E2.4 explain how protractors work, use them to measure and construct angles up to 180°, and use benchmark angles to estimate the size of other angles		F1.6 describe the types of taxes that are collected by the different levels of government and explain how revenue is used to provide services in the community
			Geometric Reasoning	Area		
			E1.1 identify geometric properties of triangles, and construct different types of triangles when given side or angle measurements	E2.5 use the area relationships among rectangles, parallelograms, and triangles to develop the formulas for the area of a parallelogram and the area of a triangle, and solve related problems		
			E1.2 identify and construct congruent triangles, rectangles, and parallelograms	E2.6 show that two-dimensional shapes with the same area can have different perimeters, and solve related problems		

			E1.3 draw top, front, and side views of objects, and match drawings with objects			
Math Stand-alone	Math Facts	Fractions			Data Collection and Organization	
	B2.2 recall and demonstrate multiplication facts from 0×0 to 12×12 , and related division facts	B1.3 represent equivalent fractions from halves to twelfths, including improper fractions and mixed numbers, using appropriate tools, in various contexts			D1.1 explain the importance of various sampling techniques for collecting a sample of data that is representative of a population	
	Addition and Subtraction	B1.4 compare and order fractions from halves to twelfths, including improper fractions and mixed numbers, in various contexts			D1.2 collect data, using appropriate sampling techniques as needed, to answer questions of interest about a population, and organize the data in relative- frequency tables	
	B2.4 represent and solve problems involving the addition and subtraction of whole numbers that add up to no more than 100 000, and of decimal numbers up to hundredths, using appropriate	Fractions, Decimals, and Percents			Data Visualization	

	tools, strategies, and algorithms					
	Multiplication and Division	B1.5 read, represent, compare, and order decimal numbers up to hundredths, in various contexts			D1.3 select from among a variety of graphs, including stacked-bar graphs, the type of graph best suited to represent various sets of data; display the data in the graphs with proper sources, titles, and labels, and appropriate scales; and justify their choice of graphs	
	B2.6 represent and solve problems involving the multiplication of two-digit whole numbers by two-digit whole numbers using the area model and using algorithms, and make connections between the two methods	B1.6 round decimal numbers to the nearest tenth, in various contexts			D1.4 create an infographic about a data set, representing the data in appropriate ways, including in relative-frequency tables and stacked-bar graphs, and incorporating any other relevant information that helps to tell a story about the data	
	B2.7 represent and solve problems involving the division of three-digit whole numbers by two-digit whole numbers using the area model and	B1.7 describe relationships and show equivalences among fractions, decimal numbers up to hundredths, and whole number percents, using appropriate			Data Analysis	

	using algorithms, and make connections between the two methods, while expressing any remainder appropriately	tools and drawings, in various contexts				
	B2.9 represent and create equivalent ratios and rates, using a variety of tools and models, in various contexts	Math Facts			D1.5 determine the mean and the median and identify the mode(s), if any, for various data sets involving whole numbers and decimal numbers, and explain what each of these measures indicates about the data	
		B2.1 use the properties of operations, and the relationships between operations, to solve problems involving whole numbers and decimal numbers, including those requiring more than one operation, and check calculations			D1.6 analyze different sets of data presented in various ways, including in stacked-bar graphs and in misleading graphs, by asking and answering questions about the data, challenging preconceived notions, and drawing conclusions, then make convincing arguments and informed decisions	
		B2.3 use mental math strategies to multiply whole numbers by 0.1 and 0.01 and estimate				

		sums and differences of decimal numbers up to hundredths, and explain the strategies used				
		B2.5 add and subtract fractions with like denominators, in various contexts				
		Multiplication and Division				
		B2.8 multiply and divide one-digit whole numbers by unit fractions, using appropriate tools and drawings				
	READING	ORAL COMMUNICATION	ORAL COMMUNICATION	WRITING	ORAL COMMUNICATION	Reading
	1. Reading for Meaning	1. Listening to understanding	2. Speaking to Communicate	2. Using Knowledge of Form and Style in Writing	1. Listening to understanding	2. Understanding Form and Style
Language Transdisciplinary	1.1 read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts.	1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a range of situations, including work in groups.	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.	2.1 write longer and more complex texts using a variety of forms.	1.4 demonstrate an understanding of the information and ideas in oral texts by summarizing important ideas and citing a variety of supporting details.	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.

	1. Listening to understand	READING	READING	2.2 establish an appropriate voice in their writing, with a focus on modifying language and tone to suit different circumstances or audiences.	2. Speaking to Communicate	Writing
	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. Reading for Meaning	1. Reading for meaning	2.3 use some vivid and/or figurative language and innovative expressions to add interest.	2.1 identify a variety of purposes for speaking.	4. Reflecting on Writing Skills and Strategies
	2. Understanding Form and Style	1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts.	1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes.	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.	2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form.	4.1 identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers
	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	2. Understanding Form and Style	2. Understanding Form and Style	2.7 make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies.	2.7 use a variety of appropriate visual aids to support or enhance oral presentations.	4.2 describe, with prompting by the teacher, how their skills in listening, speaking, reading, viewing, and representing help in their development as writers

	stories, graphic texts such as a logo, and informational texts such as a movie review.					
	WRITING	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.	2.8 produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions.	READING	4.3 select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choices
	Understanding media texts	WRITING	3. Reading with Fluency		1. Reading for Meaning	
	1.1 identify the purpose and audience for a variety of media texts.	3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively	WRITING		1.4 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details.	
	1.3 express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions.	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	2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features.		3. Creating Media Texts	

		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; collective nouns; adjectives, including comparative adjectives; the helping verb have; adverbs modifying verbs; comparative adverbs.	MEDIA LITERACY		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.	
		3.8 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.	<i>1.2 use overt and implied messages to draw inferences and construct meaning in media texts</i>		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.	
P6 YEARLONG OUTCOMES						
P6 YEARLONG OUTCOMES	ORAL COMMUNICATION					
	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.
2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large group discussions.
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.
3. Reflecting on Oral Communication Skills and Strategies
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
1.5 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.
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.
3. Reading with Fluency

3.3 read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose.
4. Reflecting on Reading Skills and Strategies
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.
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; • syntactic (language structure) cues; • graphophonic (phonological and graphic) cues
WRITING
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.
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 resource appropriate for the purpose.
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.
1.4 explain why different audiences might respond differently to the same media text.
MEDIA LITERACY
2.1 describe in detail the main elements of some media forms.
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.

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
4. Reflecting on Media Literacy Skills and Strategies
✓ 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.
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.
2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large group discussions.
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.
2.5 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.
3. Reflecting on Oral Communication Skills and Strategies

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
1.5 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.
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.
4. Reflecting on Reading Skills and Strategies
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
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.
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 resource appropriate for the purpose.
	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.
	4. Reflecting on Writing Skills and Strategies
	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
	1.2 use overt and implied messages to draw inferences and construct meaning in media texts
	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
	4. Reflecting on Media Literacy Skills and Strategies
	✓ 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
	X 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.
	1.7 analyse texts and explain how various elements in them contribute to meaning.
	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.
4. Reflecting on Reading Skills and Strategies
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
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.
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 resource appropriate for the purpose.
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.
4. Reflecting on Writing Skills and Strategies
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

1.2 use overt and implied messages to draw inferences and construct meaning in media texts

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

4. Reflecting on Media Literacy Skills and Strategies

✓ 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.

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.

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 resource appropriate for the purpose.

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.

4. Reflecting on Writing Skills and Strategies

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
	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
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