HORIZONTAL AND VERTICAL PLANNER
2022-2023

Grade Level: P6

Duration	Jan 9– Mar 3 UOI No 4	15 Aug – 23 Sep UOI No 1	Sep 26 – Nov 11 UOI No 2	May 2 – June 9/16 UOI No 6	Nov 7 - Dec 23 UOI No 3	March 6 – April 28 UOI No 5 (start Nov1)
Transdisciplinary Unit	**PSPE**	**Performing Arts**	**Visual Arts**	**Mandarin, Makerspace**		**PYPX**
Transdisciplinary Theme	*Who We Are* 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	*Where we are in place and time* 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	*Sharing the planet* 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	*How the world works* 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.	*How we organize ourselves* 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.	*How we express ourselves* 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
Central Idea	**Well-being** Understanding physical changes in our body helps us take care of our wellbeing and safety.	**Migration** Stories of migration build understanding of people's challenges and opportunities.	**Ecosystem** Biodiversity relies on maintaining the balance of living organisms within ecosystems.	**Technology** Advances in technology shape the way the world perceives development.	**Government System** Governments organize society by making decisions and providing services for citizens at different levels.	**EXHIBITION**
Key Concepts	Form - What is it like? Connection - How is it linked to other things? Function - How does it work?	Causation - Why is it as it is? Perspective - What are the points of view? Responsibility - What are our obligations?	Form - What is it like? Change - How is it transforming? Connection - How is it linked to other things?	Change - How is it transforming? Causation - Why is it as it is? Responsibility - What are our obligations?	Connection - How is it linked to other things? Form - What is it like? Responsibility - What are our obligations?	

Related Concepts	Health, Interaction, Puberty	Interpretation, Contribution, Settlement	Interdependence, Habitat, Sustainability	Invention, Advances, Ingenuity	Citizenship, Systems, Leadership	
Lines of Inquiry	1. Physical changes can affect our personal, physical, emotional, and social well - being. 2. Strategies for coping with change. 3. Actions we can take for personal safety.	1. The reasons why people migrate. 2. Migration throughout history. 3. Personal and social contributions of migration on communities and cultures.	1. Elements of ecosystems. 2. Factors that affect the balance of ecosystems. 3. Our responsibility in sustaining our ecosystems.	1. What leads to technological advances. 2. How people use technology. 3. How ingenuity can help solve problems.	1. The relationship between governments and citizens within a society. 2. The levels of government within a society. 3. How citizens and government can collaborate to address issues within a society.	
Discipline Focus	Science PSPE, Language and Mathematics	Social Studies, Language, Mathematics Performing Arts	Science, Language, Mathematics, Visual Arts	Science, Language, Math, Mandarin	Social Studies, , Language, Mathematics	
Learner Profile Attributes	Balanced Caring	Principled Knowledgeable	Inquirer Communicator	Risk taker *Thinker*	Thinker Principled	
Teacher Questions and Provocations	What are the factors that affect you the most physically and emotionally? (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	Why do people leave their homes? (factual) What are some strategies used to resolve conflicts arising in a diverse setting? (conceptual) Does migration result in truly multi-cultural third	What are the things that you relate to when you think of interdependence? (factual) How do environmental changes affect you? (Conceptual) What effects does human development	How does technology help to expand our scientific understanding? (Conceptual) What are some latest advances in scientific knowledge? (Factual) What are the effects of technology on people and environment? (debatable)	How do structures work in a society? (Conceptual) What are some structures that we can identify in the society? (factual) What are the most important skills which help creating a system in any society? (debatable)	

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

	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. **A1.3** apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences, in order to promote a sense of optimism and hope.	**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.				
Science	**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	Not applicable	**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) **3.4** demonstrate an understanding of a community as a group of	**Overall Expectations** assess the importance of form, function, strength, and stability in structures through time; **Learning Outcomes** 2.1 follow established safety procedures during science and technology investigations	Not applicable	

			interacting species sharing a common habitat	2.5 use appropriate science and technology vocabulary, in oral and written communication		
	those that are beneficial **2.2** use scientific inquiry/experimentation skills to investigate changes in body systems, as a result of physical activity **3.3** identify interrelationships between body systems		**3.7** describe structural adaptations that allow plants and animals to survive in specific habitats **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	2.4 use technological problem-solving skills, and knowledge acquired from previous investigations, to design, build, and test a structure for a speciVc purpose		
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		Tradition & Heritage **A3.2** identify some different groups in their community and describe some of the ways in which they contribute to diversity. **A3.7** identify some ways in which heritage is passed on through various family			**B 1.1** assess the effectiveness of actions taken by one or more levels of government to address an issue of national, provincial/territorial, and/or local significance **B1.3** create a plan of action to address an environmental issue of local, provincial/	

		celebrations and practices. **A3.4** describe some significant traditions and celebrations of their families, their peers, and their own communities, as well as of some other communities.			territorial, and/or national significance **B3.1** describe the major rights and responsibilities associated with citizenship	

Math	Measurement, Geometry, and Spatial Sense	Number Sense and Numeration	Patterning and Algebra	Coding and Probability	Financial Literacy	Data Management
	Geometric Reasoning **E1.1** identify geometric properties of triangles, and construct different types of triangles when given side or angle measurements **E1.2** identify and construct congruent triangles, rectangles, and parallelograms **E1.3** draw top, front, and side views of objects, and match drawings with objects **Location and Movement** **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 **E1.5** describe and perform translations,	**Whole Numbers** **B1.1** read, represent, compose, and decompose whole numbers up to and including 100 000, using appropriate tools and strategies, and describe various ways they are used in everyday life **B1.2** compare and order whole numbers up to and including 100 000, in various contexts **Fractions** **B1.3** represent equivalent fractions from halves to twelfths, including improper fractions and mixed numbers, using appropriate tools, in various contexts **B1.4** compare and order fractions from halves to twelfths, including improper fractions and mixed numbers, in various contexts **Fractions, Decimals, and Percents**	**Patterns** **C1.1** identify and describe repeating, growing, and shrinking patterns, including patterns found in real life contexts **C1.2** create and translate growing and shrinking patterns using various representations, including tables of values and graphs **C1.3** determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in repeating, growing, and shrinking patterns **C1.4** create and describe patterns to illustrate relationships among whole numbers and decimal tenths and hundredths **Variables** **C2.1** translate among words, algebraic expressions, and visual representations that describe equivalent relationships	**Coding** **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 **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 **Probability** **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 **D2.2** determine and compare the	**Money Concepts** **F1.1** describe several ways money can be transferred among individuals, organizations, and businesses **F1.2** estimate and calculate the cost of transactions involving multiple items using various strategies **Financial Management** **F1.3** design sample basic budgets to manage finances for various earning and spending scenarios **F1.4** explain the concepts of credit and debt, and describe how financial decisions may be impacted by each **Consumer Awareness** **F1.5** calculate unit rates for certain goods and services, and identify which rates offer the best value	**Data Collection and Organization** **D1.1** explain the importance of various sampling techniques for collecting a sample of data that is representative of a population **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 **Data Visualization** **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

reflections, and rotations up to 180° on a grid, and predict the results of these transformations **Measurement** **E2.1** use appropriate metric units to estimate and measure length, area, mass, and capacity **E2.2** solve problems that involve converting larger metric units into smaller ones, and describe the base ten relationships among metric units **Angles** **E2.3** compare angles and determine their relative size by matching them and by measuring them using appropriate non-standard units **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	**B1.5** read, represent, compare, and order decimal numbers up to hundredths, in various contexts **B1.6** round decimal numbers to the nearest tenth, in various contexts **B1.7** describe relationships and show equivalences among fractions, decimal numbers up to hundredths, and whole number percents, using appropriate tools and drawings, in various contexts **Math Facts** **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 **B2.2** recall and demonstrate multiplication facts from	**C2.2** evaluate algebraic expressions that involve whole numbers **Equations and Inequalities** **C2.3** solve equations that involve whole numbers up to 100 in various contexts, and verify solutions **C2.4** solve inequalities that involve one operation and whole numbers up to 50, and verify and graph the solutions	theoretical and experimental probabilities of an event happening	**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	**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 **Data Analysis** **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 **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

	Area **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 **E2.6** show that two-dimensional shapes with the same area can have different perimeters, and solve related problems	0 × 0 to 12 × 12, and related division facts **B2.3** use mental math strategies to multiple whole numbers by 0.1 and 0.01 and estimate sums and differences of decimal numbers up to hundredths, and explain the strategies used **Addition and Subtraction** **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 tools, strategies, and algorithms **B2.5** add and subtract fractions with like denominators, in various contexts **Multiplication and Division** **B2.6** represent and solve problems involving the multiplication of two-digit whole numbers by two-digit whole numbers using the area model				arguments and informed decisions

		and using algorithms, and make connections between the two methods **B2.7** represent and solve problems involving the division of three-digit whole numbers by two-digit whole numbers using the area model and using algorithms, and make connections between the two methods, while expressing any remainder appropriately **B2.8** multiply and divide one-digit whole numbers by unit fractions, using appropriate tools and drawings **B2.9** represent and create equivalent ratios and rates, using a variety of tools and models, in various contexts				
Math Stand-alone						

Language Transdisciplinary	**ORAL COMMUNICATION**	**ORAL COMMUNICATION**	**ORAL COMMUNICATION**	**ORAL COMMUNICATION**	**ORAL COMMUNICATION**	**ORAL COMMUNICATION**

1. Listening to understanding 1.4 demonstrate an understanding of the information and ideas in oral texts by summarizing important ideas and citing a variety of supporting details. **WRITING** 3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively 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	2. Speaking to Communicate 2.1 identify a variety of purposes for speaking. **READING** 1. Reading for Meaning 1.1 read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts. 2. Understanding Form and Style 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, graphic texts such as a logo, and informational texts such as a movie review. **WRITING** Understanding media texts 1.1 identify the purpose and audience for a variety of media texts.	1. Listening to understanding 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. Speaking to Communicate 2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form. **READING** 1. Reading for Meaning 1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts. 2. Understanding Form and Style 2.2 identify a variety of organizational patterns in a range of texts and	**READING** 1. Reading for meaning 1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes. 2. Understanding Form and Style 2.3 identify a variety of text features and explain how they help readers understand texts. 3. Reading with Fluency 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**	1. Reading for meaning 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. 2. Speaking to Communicate 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. Understanding Form and Style 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	2. Speaking to Communicate 2.7 use a variety of appropriate visual aids to support or enhance oral presentations. **READING** 1. Reading for Meaning 1.4 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details. 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. 3. Creating Media Texts

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. 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.	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.	explain how they help readers understand the texts. 3. Reading with Fluency 3.1 automatically read and understand most words in common use. **WRITING** 2. Using Knowledge of Form and Style in Writing 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,	2. Understanding Media Forms, Conventions, and Techniques 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.	how they help communicate meaning.	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

			with a focus on using conjunctions to connect ideas, and pronouns to make links within and between sentences. 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.			3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques.
Language Stand-alone						
Language-yearlong						

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.

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

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.

1.5 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.
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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.

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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

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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

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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.

1.7 analyse texts and explain how various elements in them contribute to meaning.

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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
	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.