

P4 - HORIZONTAL & VERTICAL PLANNER - 2025-2026

Unit 1 Aug 18 –Oct 10	Unit 2 Oct 13 - Nov 21	Unit 3 Nov 24 – Jan 16	Unit 4 Jan 19 - Mar 13	Unit 5 Mar 16 – Apr 30	Unit 6 May 5 – June 19th
Collaboration with Visual Arts	Collaboration with Performing Arts	Collaboration with Makerspace	Collaboration with	Collaboration with Mandarin	Collaboration with PSPE
Sharing the planet	How we express ourselves	Where we are in place and time	Who we are	How we organize ourselves	How the world works
An inquiry into the interdependence of human and natural worlds through: <ul style="list-style-type: none"> rights, responsibilities and dignity of all pathways to just, peaceful and reimagined futures nature, complexity, co-existence and wisdom 	An inquiry into the diversity of voice, perspectives, and expression through: <ul style="list-style-type: none"> inspiration, imagination, creativity personal, social and cultural modes and practices of communication intentions, perceptions, interpretations and responses 	An inquiry into histories and orientation in place, space and time through: <ul style="list-style-type: none"> periods, events and artefacts communities, heritage, culture and environment natural and human drivers of movement, adaptation, and transformation 	An inquiry into identity as individuals and as part of a collective through: <ul style="list-style-type: none"> physical, emotional, social and spiritual health and well-being relationships and belonging learning and growing. 	An inquiry into systems, structures and networks through: <ul style="list-style-type: none"> interactions within and between social and ecological systems approaches to livelihoods and trade practices: intended and unintended consequences representation, collaboration and decision-making 	An inquiry into understandings of the world and phenomena through: <ul style="list-style-type: none"> patterns, cycles, systems diverse practices, methods and tools discovery, design, innovation: possibilities and impacts
Central Idea Children worldwide have rights and responsibilities that should be protected. Specified Concepts: function, connection, responsibility Additional Concepts: rights, responsibilities, equality Lines of Inquiry: An inquiry into 1. Rights and responsibilities of children (function) 2. Children's roles in their community (connection) 3. How we protect ourselves (responsibility) Learner Profile:	Central Idea The structures and purposes of texts influence how we express our feelings and experiences. Specified Concepts: form, perspective, responsibility Additional Concepts: voice, text structure, conventions Lines of Inquiry: An inquiry into 1. Structural features of texts. 2. Different kinds of personal writing 3. Sharing our experiences through writing. Learner Profile: communicator, reflective	Central Idea People plan and build structures considering purpose, design and location. Specified Concepts: function, causation, perspective Additional Concepts: structures, stability, materials, design, Lines of Inquiry: An inquiry into 1. Purposes of structures (function) 2. Strength and stability of structures (causation) 3. Cultural influences on design (perspective) Learner Profile: thinker, risk-taker,	Central Idea We use media to connect and communicate with others. Specified Concepts: form, responsibility, perspective Additional Concepts: social media, expression, conventions, techniques Lines of Inquiry: An inquiry into 1. Media forms and techniques. 2. Responsible use of social media. 3. Use media techniques to communicate.	Central Idea Soils impact plant growth and guide environmental decisions. Specified Concepts: function, change, responsibility Additional Concepts: erosion, change, growth, geology Lines of Inquiry: An inquiry into 1. How soil helps plants grow (function) 2. How plants adapt to their environment (change) 3. What can be done to support plant survival (responsibility) Learner Profile: caring, knowledgeable	Central Idea Forces and motion create changes in the world around us. Specified Concepts: connection, causation, change Additional Concepts: forces, efficiency, change Lines of Inquiry: An inquiry into 1. Natural and human made forces (connection) 2. Impacts of forces. (causation) 3. How we use forces. (change) Learner Profile: balanced, inquirer,

open-minded, principled			Learner Profile: communicator, reflective		
Approaches to Learning: Self-Management Skills SM2.3.2 Use strategies to prevent and eliminate bullying. SM2.3.4 Manage anger and resolve conflict. Communication Skills C1.1.6 Listen actively and respectfully while others speak.	Approaches to Learning: Communication Skills C2.2.1 Use appropriate forms of writing for different purposes and audiences. C2.2.5 Organize information logically. C2.1.2 Read critically and for comprehension. Thinking Skills T2.2.7 Consider multiple alternatives, including those that might be unlikely or impossible.	Approaches to Learning: Research Skills: R1.2.4 Gather information from a variety of primary and secondary sources. R1.2.6 Record observations by drawing, note taking, charting, tallying, writing statements, annotating images. Thinking Skills: T3.7 Combine knowledge, conceptual understandings and skills to create products or solutions.	Approaches to Learning: Social Skills SS1.1.5 Be respectful to others. SS1.1.7 Learn cooperatively in a group: being courteous, sharing, taking turns. Communication Skills C1.2.2 Understand the ways in which images and language interact to convey ideas.	Approaches to Learning: Research Skills: R1.3.3 Sort and categorize information into understandable forms such as narratives, explanatory and procedural writing, tables, timelines, graphs and diagrams. R1.4.4 Draw conclusions from relationships and patterns that emerge from data.	Approaches to Learning: SS1.1.9 Build consensus and negotiate effectively. SS1.1.12 Take on a variety of roles in group learning. T3.6 Transfer conceptual understandings across transdisciplinary themes and subjects.
Social Emotional Identification and Management of Emotions* 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. Healthy Relationships* A1.4 apply skills that help them build relationships,	Social Emotional Self-Awareness and Sense of Identity* 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.	Social Emotional	Social Emotional Positive Motivation and Perseverance* 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.	Social Emotional	Social Emotional Stress Management and Coping* 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.

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.					
Science					
		<p>STRAND D: Structures and Mechanisms Strong and Stable Structures</p> <p>D1. Relating Science and Technology to Our Changing World: assess the importance of form, function, strength, and stability in structures to society and the environment</p> <p>D1.1 assess effects on society and the environment of strong and stable structures</p> <p>D1.2 assess the environmental impact of structures built by various animals, including structures built by humans</p> <p>D2. Exploring and Understanding Concepts: demonstrate an understanding of the concepts of <i>strength</i> and <i>stability</i> as they relate to structures with various forms and functions, and of the factors that affect structures' strength and stability</p> <p>D2.1 describe a structure as supporting framework that holds a load and has a</p>		<p>STRAND E: Earth and Space Systems Soils in the Environment</p> <p>E1. Relating Science and Technology to Our Changing World: assess the importance of soils for society and the environment, and the impact of human activity on soils</p> <p>E1.1 assess the importance of soils for society and the environment</p> <p>E1.2 assess the impact of human activity on soils, and describe ways in which humans can improve the quality of soils and/or lessen or prevent harmful effects on soils</p> <p>E2. Exploring and Understanding Concepts: demonstrate an understanding of the composition of soils, of different types of soils, and of processes and practices</p>	<p>STRAND C: Matter and Energy Forces and Motion</p> <p>C1. Relating Science and Technology to Our Changing World: assess the impacts of various forces on society and the environment</p> <p>C1.1 assess the effects of the action of forces from natural phenomena on natural and built environments, and identify ways in which human activities can reduce or enhance these effects</p> <p>C1.2 assess harmful effects of forces that may result from various human activities, and describe how health and safety devices can minimize these effects</p> <p>C2. Exploring and Understanding Concepts: demonstrate an understanding of how forces cause motion and changes in motion</p> <p>C2.1 describe different types of contact forces and non-contact forces</p>

		<p>definite size, shape, and function, and identify structures in the natural environment and in the built environment</p> <p>D2.2 demonstrate an understanding of the relationship between form and function for various structures</p> <p>D2.3 identify the strength of a structure as its ability to support a load and describe ways to increase the strength of structures, including ways to increase the strength of different materials used to build them</p> <p>D2.4 describe the stability of a structure as its ability to keep its shape, maintain balance, float, and/or stay fixed in one spot when a force is applied to the structure, and describe ways to improve a structure's stability</p> <p>D2.5 identify properties of materials that need to be considered when building structures</p> <p>D2.6 describe ways in which different forces can affect the shape, balance, or position of structures</p> <p>D2.7 explain the role of struts and ties in structures under load</p>	<p>that can affect the health of soil</p> <p>E2.1 identify the living and non-living components of soil, and describe the characteristics of healthy soil</p> <p>E2.2 identify different substances that are commonly added to, or absorbed by, the soil, and describe their effects on soil health</p> <p>E2.3 examine different types of soils found in Ontario, and describe how different soils are suited to growing different types of food, including crops</p> <p>E2.4 explain the process of erosion, including its causes and its impact on soils</p> <p>E2.5 identify various strategies used to maintain and improve soil health in Ontario</p> <p>E2.6 describe the process of composting, and explain some benefits of composting</p> <p>STRAND B: Life Systems Growth and Changes in Plants</p> <p>B1. Relating Science and Technology to Our Changing World: assess ways in which plants are beneficial to society and the environment, and ways in which human activity</p>	<p>C2.2 describe different ways a force can be exerted on an object</p> <p>C2.3 describe how different forces applied to an object, including forces of varying magnitude, can cause the object to start, stop, or change its direction, speed, or shape</p> <p>C2.4 identify ways in which forces are used in their daily lives</p>
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				<p>stem, flower, stamen, pistil, leaf, seed, cone, and fruit, and describe how each part contributes to plants' survival within their environment</p> <p>B2.3 describe changes that different plants undergo in their lifecycles</p> <p>B2.4 describe ways in which a variety of plants adapt and/or react to their environment and to changes in their environment</p>	
Social Studies					
<p>Roles, Relationships and Respect</p> <p>A3.1 describe some of their own roles, relationships, and responsibilities</p> <p>A3.2 identify some of the significant people, places, and things in their life, including their life in the community and describe their purpose or the role they have</p> <p>A3.3 demonstrate an understanding of simple chronology by identifying and organizing chronologically some significant events related to their personal experience</p>	<p>Past and Present Traditions</p> <p>A2.1 formulate questions to guide investigations into some of the past and present traditions and celebrations in their own family and the communities to which they belong</p> <p>A2.2 gather and organize information on some of the past and present traditions and celebrations within their family and the community to which they belong, using primary and/or secondary sources that they have gathered themselves or that have been provided to them</p>		<p>Roles, Responsibilities and Identity</p> <p>A2.1 formulate questions to guide investigations into some aspects of the interrelationship between events, people, and/or places in their lives and their own roles, relationships, responsibilities, and identity/sense of self</p> <p>A2.2 gather and organize information on significant events, people, and/or places in their lives that contribute or have contributed to the development of their roles, relationships, responsibilities, and identity/sense of self using primary and/or secondary sources that they have located themselves or that have been provided to them.</p> <p>A2.4 interpret and analyze information relevant to their investigations, using a variety of tools</p>		

<p>A3.4 identify some elements of respectful behavior that they can practice in their everyday life and/or that other people practice</p> <p>A3.5 demonstrate an understanding that it is important to treat other people and the environment with respect</p>			<p>A2.5 evaluate evidence and draw conclusions about some aspects of the interrelationship between events, people, and/or places in their lives and their own roles, relationships, responsibilities, and identity/sense of self</p> <p>A2.6 communicate the results of their inquiries, using appropriate vocabulary</p>		
Math Integrated (Inside the POI)					
<p>Financial Literacy</p> <p>F1.1 estimate and calculate the change required for various simple cash transactions involving whole amounts and amounts of less than one</p>	<p>Properties and Relationships</p> <p>B2.1 use the properties of operations, and the relationships between multiplication and division, to solve problems and check calculations.</p> <p>B2.2 recall and demonstrate multiplication facts of 2,5, and 10, and related division facts .</p> <p>Properties and Relationships</p> <p>B2.6 represent multiplication of numbers up to 10x10 and division up to 100/10, using a variety of tools and drawings, including arrays</p> <p>B2.7 represent and solve problems involving multiplication and division, including problems that involve groups of one half, one fourth, and one third, using tools and drawings</p>	<p>Measurement (Area)</p> <p>E2.7 compare the areas of two-dimensional shapes by matching, covering, or decomposing and recomposing the shapes, and demonstrate that different shapes can have the same area</p> <p>E2.8 use appropriate nonstandard units to measure area, and explain the effect that gaps and overlaps have on accuracy</p> <p>E2.9 use square centimetres (cm²) and square metres (m²) to estimate, measure, and compare the areas of various two-dimensional shapes, including those with curved sides</p> <p>C2.1 describe how variables are used, and use them in various contexts as appropriate (can we remove?)</p> <p>Geometry</p> <p>E1.1 sort, construct, and identify cubes, prisms, pyramids, cylinders, and</p>	<p>Data Collection and Organization</p> <p>D1.1 sort sets of data about people or things according to two and three attributes, using tables and logic diagrams, Including Venn, Carroll, and tree diagrams, as appropriate</p> <p>D1.2 collect data through observations, experiments, and interviews to answer questions of interest that focus on qualitative and quantitative data, and organize the data using frequency tables</p> <p>Data Visualization</p> <p>D1.3 display sets of data, using many-to-one correspondence, in pictographs and bar graphs with proper sources, titles, and labels, and appropriate scales</p> <p>Data Analysis</p> <p>D1.4 determine the mean and identify the mode(s), if any,</p>	<p>Probability</p> <p>C1.1 identify and describe repeating elements and operations in a variety of patterns, including patterns found in real-life contexts</p> <p>C1.2 create and translate patterns that have repeating elements, movements, or operations using various representations, including shapes, numbers, and tables of values</p> <p>C1.3 determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in patterns that have repeating elements, movements, or operations</p> <p>C1.4 create and describe patterns to illustrate relationships among whole numbers up to 1000</p>	<p>Location and Movement</p> <p>E1.4 give and follow multistep instructions involving movement from one location to another, including distances and half- and quarter-turns</p> <p>D2.1 use mathematical language, including the terms “impossible”, “unlikely”, “equally likely”, “likely”, and “certain”, to describe the likelihood of events happening, and use that likelihood to make predictions and informed decisions</p> <p>D2.2 make and test predictions about the likelihood that the mean and the mode(s) of a data set will be the same for data collected from different populations</p>

	<p>B2.9 use the ratios of 1 to 2, 1 to 5, and 1 to 10 to scale up numbers and to solve problems</p> <p>Equalities and Inequalities</p> <p>C2.2 determine whether given sets of addition, subtraction, multiplication, and division expressions are equivalent or not</p> <p>C2.3 identify and use equivalent relationships for whole numbers up to 1000, in various contexts</p>	<p>cones by comparing their faces, edges, vertices, and angles</p> <p>E1.2 compose and decompose various structures, and identify the two-dimensional shapes and three-dimensional objects that these structures contain</p> <p>E1.3 identify congruent lengths, angles, and faces of three-dimensional objects by mentally and physically matching them, and determine if the objects are congruent</p>	<p>for various data sets involving whole numbers, and explain what each of these measures indicates about the data</p> <p>D1.5 analyse different data sets presented in various ways, including in frequency tables and in graphs with different scales, by asking and answering questions about the data and drawing conclusions, then make convincing arguments and informed decisions</p>		
Stand Alone Math (Outside the POI)					
<p>Central Idea: Numbers can be changed and manipulated to give us different values</p> <p>Specified Concepts: function, change, connection</p> <p>Lines of Inquiry An inquiry into:</p> <ul style="list-style-type: none"> Compare numbers in different contexts. Use strategies to count numbers. How numbers are used in algorithms <p>Learning Outcomes:</p> <p>Number (SA)</p> <p>B1.1 read, represent, compose, and decompose</p>	<p>Central Idea:</p> <p>Specified Concepts: Form, change, connection</p> <p>Lines of Inquiry An inquiry into:</p> <ul style="list-style-type: none"> Properties of 3-D shapes Using measurements to transform shapes Relationships between 2-D and 3-D shapes <p>Measurement</p> <p>E2.1 use appropriate units of length to estimate, measure, and compare the perimeters of polygons and curved shapes, and construct polygons with a given perimeter</p>			<p>Central Idea: Fractions are equal parts of a whole.</p> <p>Specified Concepts: form, connection, perspective</p> <p>Lines of Inquiry An inquiry into:</p> <ul style="list-style-type: none"> What fractions look like How fractions work How can we represent fractions <p>Fractions and operations (SA)</p> <p>B1.6 use drawings to represent, solve, and compare the results of fair-share problems that involve sharing up to 20 items among 2, 3, 4, 5, 6,</p>	

<p>whole numbers up to and including 1000, using a variety of tools and strategies, and describe various ways they are used in everyday life.</p> <p>B1.2 compare and order whole numbers up to and including 1000, in various contexts</p> <p>B1.4 count to 1000, including by 50s, 100s, and 200s, using a variety of tools and strategies</p> <p>B1.5 use place value when describing and representing multi-digit numbers in a variety of ways, including with base ten materials</p> <p>B2.4 demonstrate an understanding of algorithms for adding and subtracting whole numbers by making connections to and describing the way other tools and strategies are used to add and subtract</p> <p>B2.5 represent and solve problems involving the addition and subtraction of whole numbers that add up to no more than 1000, using various tools and algorithms</p>	<p>E2.2 explain the relationships between millimetres, centimetres, metres, and kilometres as metric units of length, and use benchmarks for these units to estimate lengths</p> <p>E2.3 use non-standard units appropriately to estimate, measure, and compare capacity, and explain the effect that overfilling or underfilling, and gaps between units, have on accuracy</p> <p>E2.4 compare, estimate, and measure the mass of various objects, using a pan balance and nonstandard units.</p> <p>E2.5 use various units of different sizes to measure the same attribute of a given item, and demonstrate that even though using different-sized units produces a different count, the size of the attribute remains the same</p> <p>E2.6 use analog and digital clocks and timers to tell time in hours, minutes, and seconds</p>			<p>8, and 10 sharers, including problems that result in whole numbers, mixed numbers, and fractional amounts</p> <p>B1.7 represent and solve fair-share problems that focus on determining and using equivalent fractions, including problems that involve halves, fourths, and eighths; thirds and sixths; and fifths and tenths.</p> <p>B2.8 represent the connection between the numerator of a fraction and the repeated addition of the unit fraction with the same denominator using various tools and drawings and standard fractional notation.</p>	
Language Inside the Programme of Inquiry (integrated)					
<p>This unit reviews foundational language skills, encourages expressing personal opinions, and develops speaking and listening abilities, while introducing the Daily 5 framework and fostering digital citizenship awareness.</p>	<p>This unit focuses on crafting structured narrative paragraphs using literary devices, helping students enhance their storytelling skills and deepen their understanding of narrative techniques.</p>	<p>This unit engages students as researchers and readers, guiding them through digital research and descriptive writing about structures, while developing vocabulary related to architecture and engineering.</p>	<p>This unit emphasizes understanding purpose and audience, guiding students to tailor their writing and communication for specific purposes while considering the needs and interests of their audience.</p>	<p>This unit focuses on instructional writing, helping students develop technical vocabulary while composing detailed science reports that clearly communicate experimental procedures and findings.</p>	<p>This unit explores cause and effect relationships through hands-on experiments, culminating in a summative video where students explain their experiments to P3 or P2, while enhancing their skills in reading and listening to scientific content.</p>

<p><i>Digital Citizenship</i> A2.1 demonstrate an understanding of their rights and responsibilities when interacting online with appropriate permission, and make decisions that contribute positively to the development of their digital identity and those of their communities</p> <p><i>Online Safety, Well-Being, and Etiquette</i> A2.2 demonstrate an understanding of how to navigate online environments safely, manage their privacy, and interact in a way that supports their well-being and that of others, including seeking appropriate permission</p> <p><i>Effective Listening Skills</i> B1.1 use effective listening skills, including asking questions to clarify information and ideas, in formal and informal contexts and for various purposes, including in small- and large-group conversations and various classroom activities</p> <p><i>Oral and Non-Verbal Communication Strategies</i> B1.4 identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and demonstrate an understanding of how these strategies can contribute to the meaning being conveyed</p>	<p><i>Listening Strategies for Comprehension</i> B1.2 select and use a variety of listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally, recognize when a message is difficult to understand, and develop an appropriate response</p> <p><i>Text Forms and Genres</i> C1.2 identify and describe some characteristics of literary and informational text forms and their associated genres</p> <p><i>Point of View</i> C1.6 identify the narrator's point of view, including first person or third person, in a variety of texts, and suggest alternative points of view to tell each story</p> <p>C3. Critical Thinking in Literacy <i>Literary Devices</i> C3.1 identify literary devices, including metaphor and assonance, and describe how they help communicate meaning</p> <p><i>Making Inferences</i> C3.2 make inferences using stated and implied information and ideas to understand texts</p>	<p><i>Research and Information Literacy</i> A2.3 gather, evaluate, and use information, considering various perspectives, to construct knowledge and demonstrate learning</p> <p><i>Innovation and Design</i> A2.6 use digital and media tools to support stages of the design process and to develop creative solutions to authentic, real-world problems</p> <p><i>Prereading: Activating Prior Knowledge</i> C2.1 activate prior knowledge, including knowledge gained from personal and text experiences, that they can use to make connections and understand the topic and form of new texts</p> <p><i>Prereading: Identifying the Purpose for Reading, Listening, and Viewing</i> C2.2 identify specific purposes for engaging with texts, including learning facts or information, or to gain insight or new perspectives</p> <p><i>Analyzing Texts</i> C3.3 analyze various texts, including literary and informational texts, by identifying main and supporting ideas, sequencing information, and comparing and contrasting elements</p> <p><i>Research</i> D1.3 gather information and content relevant to a topic, using three or more sources</p> <p><i>Editing and Proofreading</i> D2.6 edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and text conventions, and proofread</p>	<p><i>Forms, Conventions, and Techniques</i> A2.4 demonstrate an understanding of the forms, conventions, and techniques of digital and media texts, and apply this understanding when analyzing texts</p> <p><i>Media, Audience, and Production</i> A2.5 demonstrate an understanding of the interrelationships between the form, message, and context of a text, the audience, and the creator</p> <p><i>Using Foundational Knowledge and Skills to Comprehend Texts</i> C1.1 read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge</p> <p><i>Monitoring of Understanding: Making and Confirming Predictions</i> C2.3 make predictions using background knowledge, text features, and evidence from the text, and adjust their understanding based on new information</p> <p><i>Monitoring of Understanding: Making Connections</i> C2.5 identify connections between ideas expressed in texts and their knowledges and lived experiences, the ideas in other texts, and the world around them</p> <p><i>Perspectives within Texts</i> C3.5 identify explicit and implicit perspectives communicated in texts, providing evidence, and explain how these</p>	<p><i>Word Choice, Syntax, and Grammar in Oral Communication</i> B1.5 use appropriate word choice, including new vocabulary, grammar, and cohesive sentences when speaking and communicating ideas in various contexts, to support audience comprehension</p> <p><i>Summarizing: Identifying Relevant Information and Drawing Conclusions</i> C2.6 identify the main idea in a simple text, and relate important details in sequence</p> <p><i>Text Patterns and Features</i> C1.3 identify some text patterns, such as order of importance and cause and effect, and text features, such as headings and an index, associated with various text forms, and explain how they help readers, listeners, and viewers understand the meaning</p> <p><i>Organizing Content</i> D1.4 sort and sequence ideas and information, using appropriate strategies and tools, taking into account the text form and genre to be used</p>	<p><i>Speaking Purposes and Strategies</i> B1.3 identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including establishing a rapport with the audience, to communicate clearly and coherently</p> <p><i>Elements of Style</i> C1.5 identify some elements of style in texts, including voice, word choice, word patterns, and sentence structure, and explain how they help communicate meaning</p> <p><i>Publishing and Presenting Texts</i> D3.2 present the texts they have created using appropriate strategies, including by reading aloud with expression</p>
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<p><i>Monitoring of Understanding: Ongoing Comprehension Check</i> C2.4 use strategies such as rereading, visualizing, and asking questions, to monitor and confirm their understanding of various texts</p> <p><i>Analyzing Cultural Elements of Texts</i> C3.4 identify some cultural elements represented in various texts, including symbols, language, and values, and pose questions and share ideas about how these elements contribute to the meaning</p> <p><i>Analysis and Response</i> C3.6 describe personal thoughts and feelings about ideas presented in texts, such as ideas about diversity, inclusion, and accessibility</p> <p><i>Developing Ideas</i> D1.2 generate and develop ideas about given and chosen topics, using various strategies, and drawing on various resources, including their own lived experiences, and learning from other subject areas</p>		<p>edited texts to make corrections</p>	<p>perspectives could influence an audience</p> <p><i>Voice</i> D2.3 demonstrate a personal voice in their texts, using descriptive words and sentence patterns to express their thoughts, feelings, and opinions about the topic</p>		
Language Outside the Programme of Inquiry (Year-long Foundation and Convention Skills)					

Word-Level Reading and Spelling: Using Phonics Knowledge

B2.1 use consolidated phonics knowledge, including phonemic blending to read words and set for variability to correct approximations, and phonemic segmentation to spell phonetically regular monosyllabic and multisyllabic words, in isolation and various text contexts

Word-Level Reading and Spelling: Using Orthographic Knowledge

B2.2 use consolidated orthographic knowledge, including position-based tendencies, to make a spelling choice or accurately pronounce a word when reading

Word-Level Reading and Spelling: Using Morphological Knowledge

B2.3 use developing knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell words

Vocabulary

B2.4 demonstrate an understanding of a variety of words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use morphological knowledge to analyze and understand new words in context

Reading Fluency: Accuracy, Rate, and Prosody

B2.5 read words, complex sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud using varied expression and intonation according to the purpose of reading

Syntax and Sentence Structure

B3.1 identify and construct various sentence types and forms, including simple sentences, compound sentences, and complex sentences containing adverbial clauses

Grammar

B3.2 demonstrate an understanding of the functions of parts of speech in sentences, including possessive nouns, linking verbs and the progressive tense, interrogative adjectives and adverbs, and prepositions and interjections, and use this knowledge to support comprehension and communicate meaning clearly

Capitalization and Punctuation

B3.3 use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly, including the use of capital letters in dialogue and for words in titles, commas and quotation marks to mark direct speech and direct quotations from texts within sentences, and apostrophes to indicate contractions

Using Foundational Knowledge and Skills to Comprehend Texts

C1.1 read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge