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| **Unit –Time** | **BC Big Ideas (Understand)** | **BC Curricular Competencies (Do)** | **BC Content (Know)** | **Instructional Strategies/ Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Unit 1:**  Reading  Term 1: August 29- November 8, 2018 (11 weeks) | Language and text can be a source of creativity and joy.  Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.  Texts can be understood from different perspectives.  Stories can be understood from different perspectives.  Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. | **Students are expected to be able to:**  **Comprehend and connect**  -Access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding  -Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to deepen understanding of text  -Consider different purposes, audiences, and perspectives in exploring texts  -Apply a variety of thinking skills to gain meaning from texts  -Identify how differences in context, perspectives, and voice influence meaning in texts  -Recognize the role of language in personal, social, and cultural identity  -Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world  -Respond to text in personal and creative ways  -Recognize how literary elements, techniques, and devices enhance meaning in texts  -Show an increasing understanding of the role of organization in meaning  -Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts  -Identify how story in First Peoples cultures connects people to land  **Create and communicate**  -Exchange ideas and perspectives to build shared understanding  -Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences  -Use language in creative and playful ways to develop style  -Communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation  -Develop and apply expanding word knowledge  -Use oral storytelling processes  -Transform ideas and information to create original texts | **Students are expected to know the following:**  **Story/text**  -forms, functions, and genres of text  -text features  -literary elements  -literary devices  -evidence  **Strategies and processes**  -reading strategies  -oral language strategies  -metacognitive strategies  -writing processes  **Language features, structures, and conventions**  -features of oral language  -paragraph structure  -sentence structure and grammar  -conventions | **CAFE whole class Instruction**  CAFE reading strategies  Review comprehension strategies from G3  -Check for understanding  -Back up and reread  New strategies  Comprehension:  Monitor and fixup  Retell the story  Summarize text  Accuracy:  Cross checking  Use the pictures  Fluency:  Reread text  Practice sight and high frequency words  Use punctuation to enhance phrasing  Expand Vocabulary:  Voracious reading  Use pictures, illustrations,diagrams  Ask someone to define word  **Strategy Lesson Plan**  Strategies are reviewed and/ or introduced through a read aloud.  Teacher models strategy while reading the book.  Students are provided guided practice.  Students use PM books to practice strategy individually.  Teacher checks in with individuals during practice time.  Students are provided time to share and reflect on practice time.  **Reading Powers focus:**  Literal level  -retell, recount, determine importance, summarize  **Nonfiction Reading Power:**  The Power to Zoom In  **Guided Reading** Instruction small groups based on student ability  **Independent Reading**  -Choosing just right books  -DEAR (drop everything and read)  - read to self  **Shared Reading**  -read to someone  **Read Alouds**  **Morning Message**  **Caught Ya’** | PM Benchmark books Levels 10-30  Novel Class Sets  Charlie and the Chocolate Factory  Flat Stanley  Abominables  Owls in the Family  The Tiger rising  George’s Marvelous Medicine  PM+ Teacher's’ Guides (Library)  Scholastic Learning Zone LitPro Library  Literacy place guided reading kits (Library)  Picture books from *The Trait Crate: Grade 4*  *Reading Power* by Adrienne Gear  CAFÉ book by Gail Boushey & Joan Moser  Readworks.org  -read and respond  -article-a-day | **Diagnostic assessments:**  -Running record benchmark assessments for levelling students  **Formative Assessments:**  -Running records should be done at least every 2-3 weeks on each student  -Anecdotal observations from guided reading sessions (each week)  -LitPro Quizzes and weekly reading logs  **Summative Assessments:**  -LitPro Reading Assessment  -Running Records due to BC Head: November 1 | Preview  Connect  Question  Infer  Visualize  Evaluate  Predict  Summarize  Retell  Recount  Accuracy  Text-to-text  Text-to-self  Text-to-world  Text-to-media  Comprehension  Accuracy  Fluency  Expanding vocabulary |

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| **Unit 1:**  Writing Term 1: August 29th – November 8th (11 weeks)  Procedural Writing | Language and text can be a source of creativity and joy.  Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.  Texts can be understood from different perspectives.  Using language in creative and playful ways helps us understand how language works.  Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.. | **Comprehend and connect**  -Consider different purposes, audiences, and perspectives in exploring texts  -Recognize how literary elements, techniques, and devices enhance meaning in texts  -Show an increasing understanding of the role of organization in meaning  **Create & Communicate**  -Exchange ideas and perspectives to build shared understanding  -Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences  -Use language in creative and playful ways to develop style  -Communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation  -Develop and apply expanding word knowledge  -Use oral storytelling processes  -Transform ideas and information to create original texts | **Students are expected to know the following:**  **Story/Text:**   * Structures and features of written text   **Strategies and Processes:**   * Writing processes   **Language Features, Structures, and Conventions:**   * Features, Structures, & Conventions:   **Features of oral language**   * Word patterns, word families * Legible printing * Sentence structure and grammar * Conventions | Spelling   * Using Words Their Way to develop and improve student spelling, phonics and expand vocabulary   Grammar   * Subject and predicate * Sentence fragment * Types of sentences * Verbs * Adjectives * Adverbs * Punctuations * Compound sentences   Journal Writing   * 15 minutes allotment of free choice writing during BC Instructional time   Writing Process   * Brainstorm/Prewriting * Draft * Revise * Edit * Publish   Procedural Writing   * Provide and assist students in generating ideas, by using a sample anchor chart, guided practice, templates and a rubric to assist students with the Procedural Writing process. | A  Words Their Words  Sentence Sense: Understanding Sentence Structure  Journal notebook  Graphic Organizer  Dictionary  Hard copies of:  recipes, manuals, instructions for games, directions  [Procedural Writing - "How to" Graphic Organizers, Charts and Writing Prompts](https://www.teacherspayteachers.com/Product/Procedural-Writing-How-to-Graphic-Organizers-Charts-and-Writing-Prompts-1335173?aref=ybs3ikhx)  6 + 1 Traits of Writing: The Complete Guide Grade 4  Ruth Culham  Caught’ya story | Diagnostic assessment:   * Student will produce a “how to” writing piece to gauge writing level * Words Their Way diagnostic test   Formative assessment:   * Exit Slips: 3 things I learned; 2 things I have questions about; 1 question I still have * Produce 3-4 complete procedural writing pieces with the necessary features, structures, and conventions * Weekly and/or bi-weekly spelling tests   Summative assessment:  School Wide Write  October 29 and 30  Grammar Test | Procedural writing:   * Action words (cut, paste, spread, stir, smear etc..) * Transition Words first, next, etc... |

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| **Unit 1:**  Speaking  Term 1: August 29- November 8, 2018 (11 weeks) | Language and text can be a source of creativity and joy.  Using language in creative and playful ways helps us understand how language works.  Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. | **Create and communicate:**  -Exchange ideas and perspectives to build shared understanding  -Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences  -Use language in creative and playful ways to develop style  -Communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation  -Develop and apply expanding word knowledge  -Use oral storytelling processes | **Story/Text:**  -Literary elements and devices  **Strategies and processes:**  -Oral language strategies  **Language features, structures, and conventions:**  -Features of oral language  -Sentence structure | Responding to questions during activities or instruction with appropriate answers  Oral presentations  Use of subject-based vocabulary from all subject areas when speaking  Sharing ideas orally during group discussion (ie. KWL charts)  Instructing students on varying tone, volume and expression  Talk about individual and shared experiences  Model speaking using proper grammar when sharing information about a subject or experience  Model taking turns during partner talk, small group, or large group discussions  Retelling First Peoples stories | Successful Speaking  <https://www.mesd.k12.or.us/cms/lib/OR01915807/Centricity/Domain/35/SSOS.pdf> | Oral Presentation Rubrics:  <https://drive.google.com/open?id=1Q9X7o-dftoq4hughKrpJ7BCJaXRYH3um>  <https://drive.google.com/open?id=1eL3esqrCAewaQL1IMNKCgsmnoZxb31uk>  <https://drive.google.com/open?id=1FtVIbcGNKpThydsTfdXGVCViFgZFsn5F>  Formative assessment:  Daily Reflections  Author’s Chair | speaker  volume  tone  expression  audience  meaning |
| **Unit 1:**  Listening  Term 1: August 29- November 8, 2018 (11 weeks) | Language and text can be a source of creativity and joy.  Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.  Texts can be understood from different perspectives.  Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. | **Students are expected to be able to:**  **Comprehend and connect**  -Access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding  -Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to deepen understanding of text  -Consider different purposes, audiences, and perspectives in exploring texts  -Apply a variety of thinking skills to gain meaning from texts  -Recognize the role of language in personal, social, and cultural identity  -Respond to text in personal and creative ways  -Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts  -Identify how story in First Peoples cultures connects people to land  **Create and communicate**  -Develop and apply expanding word knowledge  -Use oral storytelling processes  -Transform ideas and information to create original texts | **Students are expected to know the following:**  **Strategies and processes:**  -metacognitive strategies  **Language features, structures, and conventions:**  -features of oral language | Use Whole Body Listening to help maintain focus  Maintain a “listening” posture; taking turns; and asking questions related to the topic  Follow directions and instructions  Listen to others and build on their ideas during:  -play  -collaborative work  -class discussions  -center  -oral presentations  -PHE class  Follow directed step-by-step drawing  Listen to Read-Alouds including stories from First Peoples, and retell | Readworks Audio setting  Raz Kids audio book setting  Storylineonline.net  Scholastic Learning Zone audio book setting  Retelling Checklist  <https://drive.google.com/open?id=1zryV5lUgAkB_2Z08IvpTMG08SadlV9cB> | Rubrics  <https://drive.google.com/open?id=1FtVIbcGNKpThydsTfdXGVCViFgZFsn5F>  In-class/Center Listening Rubric  <https://drive.google.com/open?id=1yfyp3WdJMJiJzkYTdJ3M17jL-aNoyzWooBwKlKAdk-M>  Retell Rubric  <https://drive.google.com/open?id=1CMdKb5tCMdfN6qcbTa2jM7wiem4xi2Ia> | Whole body listening  Listener  Speaker  Take Turns |
| **Unit 2:**  Reading Narrative  Term 2: November 12, 2018- February 18, 2019 (11 weeks) | Language and text can be a source of creativity and joy.  Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.  Texts can be understood from different perspectives.  Using language in creative and playful ways helps us understand how language works.  Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. | **Students are expected to be able to:**  **Comprehend and connect**  -Read fluently at grade level  -Use sources of information and prior knowledge to make meaning  -Make connections between ideas from a variety of sources and prior knowledge to build understanding  -Use developmentally appropriate reading, listening, and viewing strategies to make meaning  -Recognize how different texts reflect different purposes  -Engage actively as listeners and readers to develop understanding of self, identity and community  -Explain the role that story plays in personal, family and community identity  -Use personal experience and knowledge to connect to text and make meaning  -Recognize the structure and elements of story  -Show awareness of how story in First People cultures connects people to family and community  -Develop awareness of how story in First Peoples cultures connects people to land  **Create and communicate**  -Exchange ideas and perspectives to build shared understanding | **Students are expected to know the following:**  **Story/text:**  -Elements of a story  -Function and genres of stories and other texts  -Text features  -literary elements and devices  **Strategies and processes:**  -Reading strategies  -Metacognitive strategies | **CAFE Strategies**  **Guided Reading** Instruction small groups based on student ability  **Independent Reading**  -Choosing just right books  -DEAR (drop everything and read)  **Shared Reading**  -buddy reading  **Read Alouds**  **Reading Powers**  **Morning Message**  **Caught Ya’** | PM Benchmark books Levels 10-30  Novel Class Sets  Charlie and the Chocolate Factory  Flat Stanley  Abominables  Owls in the Family  The Tiger rising  George’s Marvelous Medicine  PM+ Teacher's’ Guides (Library)  Scholastic Learning Zone LitPro Library  Literacy place guided reading kits (Library)  Picture books from *The Trait Crate: Grade 4*  *Reading Power* by Adrienne Gear  Readworks.org  -read and respond  -article-a-day  CAFÉ book by Gail Boushey & Joan Moser | **Formative Assessments:**  -Running records should be done at least every 2-3 weeks on each student  -Anecdotal observations from guided reading sessions (each week)  -LitPro Quizzes  **Summative Assessments:**  LitPro Assessment and  Running Records due to BC Head:  February 7 | Connect  Question  Infer  Visualize  Vocab words from Rooted in Reading Program  Text-to-text  Text-to-self  Text-to-world  Text-to-media |
| **Unit 2:**  Writing Term 2: November 12, 2018- February 18, 2019 (11 weeks)  Narrative Writing | Language and text can be a source of creativity and joy.  Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.  Texts can be understood from different perspectives.  Using language in creative and playful ways helps us understand how language works.  Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. | **Create and communicate**  Exchange ideas and perspectives to build shared understanding  Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences  Use language in creative and playful ways to develop style  Communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation  Develop and apply expanding word knowledge  Use oral storytelling processes  Transform ideas and information to create original texts | **Students are expected to know the following:**  **Story/text**  -forms, functions, and genres of text  -text features  -literary elements  -literary devices  -evidence  **Strategies and processes**  -reading strategies  -oral language strategies  -metacognitive strategies  -writing processes  **Language features, structures, and conventions**  -features of oral language  -paragraph structure  -sentence structure and grammar  -conventions  **Features of oral language**   * Word patterns, word families * Legible printing * Sentence structure and grammar * Conventions | Spelling   * Using Words Their Way develop and improve student spelling, phonics and expand vocabulary   Grammar   * Subject and predicate * Sentence fragment * Types of sentences * Verbs * Adjectives * Adverbs * Punctuations * Compound sentences   Journal Writing   * 15 minutes allotment of free choice writing during BC Instructional time   Writing Process   * Brainstorm/Prewriting * Draft * Revise * Edit * Publish   Narrative Writing   * Scaffold story writing using graphic organizers | Words Their Way  Sentence Sense: Understanding Sentence Structure  Narrative Writing Interactive Folder  Journal notebook  Graphic Organizer  Dictionary  6 + 1 Traits of Writing: The Complete Guide Grades 3 and Up - Ruth Culham | Diagnostic assessment:   * Student will write a story to gauge writing level * Words Their Way diagnostic test   Formative assessment:   * Exit Slips: 3 things I learned; 2 things I have questions about; 1 question I still have * Produce 3-4 complete stories with the necessary features, structures, and conventions * Weekly and/or bi-weekly spelling tests   Summative assessment:  School Wide Write  February 11 and 12  Grammar Test | Narrative Writing:   * Characters * Setting * Beginning, middle, end * Problem, solution * Message, moral * Character trait and setting specific vocabulary * Transition Words first, next, etc... |
| **Unit 2:**  Speaking  Term 2: November 12, 2018- February 18, 2019 (11 weeks) | Language and text can be a source of creativity and joy.  Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.  Texts can be understood from different perspectives.  Using language in creative and playful ways helps us understand how language works.  Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. | **Create and communicate:**  -Exchange ideas and perspectives to build shared understanding  -Plan and create a variety of communication forms for different purposes and audiences  -Communicate using sentences and most conventions of Canadian spelling, grammar and punctuation  -Develop and apply expanding word knowledge  -Explore and appreciate aspects of First Peoples oral traditions  -Use oral storytelling processes | **Story/Text:**  -Literary elements and devices  **Strategies and processes:**  -Oral language strategies  **Language features, structures, and conventions:**  -Features of oral language  -Sentence structure | Responding to questions during activities or instruction with appropriate answers  Oral presentations  Use of subject-based vocabulary from all subject areas when speaking  Sharing ideas orally during group discussion (ie. KWL charts)  Instructing students on varying tone, volume and expression  Talk about individual and shared experiences  Model speaking using proper grammar when sharing information about a subject or experience  Model taking turns during partner talk, small group, or large group discussions  Retelling First Peoples stories | Successful Speaking for Students  <https://www.mesd.k12.or.us/cms/lib/OR01915807/Centricity/Domain/35/SSOS.pdf> | Oral Presentation Rubrics:  <https://drive.google.com/open?id=1Q9X7o-dftoq4hughKrpJ7BCJaXRYH3um>  <https://drive.google.com/open?id=1eL3esqrCAewaQL1IMNKCgsmnoZxb31uk>  <https://drive.google.com/open?id=1FtVIbcGNKpThydsTfdXGVCViFgZFsn5F>  **Poster Rubric**  <https://docs.google.com/document/d/1xQv2xDCB5KyhVTJ6YBMn_UkcUCnIgl2VTA-oKWlwTFo/edit?usp=sharing>  Storytelling exercises  Formative assessment:  Daily Reflections  Author’s Chair | speaker  volume  tone  expression  audience |
| **Unit 2:**  Listening  Term 2: November 12, 2018- February 18, 2019 (11 weeks) | Language and text can be a source of creativity and joy.  Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.  Texts can be understood from different perspectives.  Using language in creative and playful ways helps us understand how language works.  Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. | **Students are expected to be able to:**  **Comprehend and connect:**  -Use developmentally appropriate reading, listening and viewing strategies to make meaning  -Engage actively as **listeners, viewers,** and readers, as appropriate, to develop understanding of self, identity, and community  **Create and Communicate:**  -Exchange ideas and perspectives to build shared understanding  -Explore and appreciate aspects of First Peoples oral traditions | **Students are expected to know the following:**  **Strategies and processes:**  -metacognitive strategies  **Language features, structures, and conventions:**  -features of oral language | Use Whole Body Listening to help maintain focus  Maintain a “listening” posture; taking turns; and asking questions related to the topic  Follow directions and instructions  Listen to others and build on their ideas during:  -play  -collaborative work  -class discussions  -center  -oral presentations  -PHE class  Follow directed step-by-step drawing  Listen to Read-Alouds including stories from First Peoples, and retell | Readworks Audio setting  Raz Kids audio book setting  Storylineonline.net  Scholastic Learning Zone audio book setting  Retelling Checklist  <https://drive.google.com/open?id=1zryV5lUgAkB_2Z08IvpTMG08SadlV9cB> | Rubrics  <https://drive.google.com/open?id=1FtVIbcGNKpThydsTfdXGVCViFgZFsn5F>  In-class/Center Listening Rubric  <https://drive.google.com/open?id=1yfyp3WdJMJiJzkYTdJ3M17jL-aNoyzWooBwKlKAdk-M>  Retell Rubric  <https://drive.google.com/open?id=1CMdKb5tCMdfN6qcbTa2jM7wiem4xi2Ia> | Whole body listening  Listener  Speaker  Take Turns |
| **Unit 3:**  Writing Term 3: February 19, 2019- May 16th, 2019 (11 weeks)  Persuasive | Language and text can be a source of creativity and joy.  Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.  Texts can be understood from different perspectives.  Using language in creative and playful ways helps us understand how language works.  Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.. | **Comprehend and connect**  -Use sources of information and prior knowledge to make meaning  -Make connections between ideas from a variety of sources and prior knowledge to build understanding  -Use developmentally appropriate reading, listening, and viewing strategies to make meaning  -Recognize how different texts reflect different purposes  -Engage actively as listeners and readers to develop understanding of self, identity and community  -Use personal experience and knowledge to connect to text and make meaning  **Create and communicate**  -Exchange ideas and perspectives to build shared understanding  -Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences  -Use language in creative and playful ways to develop style  -Communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation  -Develop and apply expanding word knowledge  -Use oral storytelling processes  -Transform ideas and information to create original texts | **Students are expected to know the following:**  **Story/text**  -forms, functions, and genres of text  -text features  -literary elements  -literary devices  -evidence  **Strategies and processes**  -reading strategies  -oral language strategies  -metacognitive strategies  -writing processes  **Language features, structures, and conventions**  -features of oral language  -paragraph structure  -sentence structure and grammar  -conventions | Spelling   * Using Words Their Way develop and improve student spelling, phonics and expand vocabulary   Grammar   * Subject and predicate * Sentence fragment * Types of sentences * Verbs * Adjectives * Adverbs * Punctuations * Compound sentences   Journal Writing   * 15 minutes allotment of free choice writing during BC Instructional time   Writing Process   * Brainstorm/Prewriting * Research * Draft * Revise * Edit * Publish   Persuasive:   * Provide and assist students to write, conference, edit, revise and publish persuasive essays/paragraphs. | Words Their Words  Sentence Sense: Understanding Sentence Structure  Journal notebook  Graphic Organizer  Dictionary  Readworks.org  6 + 1 Traits of Writing: The Complete Guide Grades 3 and Up  Ruth Culham  <http://6traitpowerwrite.com/media/pdfs/20_persuasive_essay.pdf>  6 +1 persuasive rubric  <http://www.fm.coe.uh.edu/resources/language_arts/persuaderubric.pdf>  6 +1 persuasive rubric (alternative)  <http://educationnorthwest.org/sites/default/files/5-pointwriters-rubric.pdf>  Example handout  <https://www.superteacherworksheets.com/writing-persuasive-opinion/prompt-zoo-animals.pdf?up=1466611200>  Rubric  <http://www.readwritethink.org/files/resources/lesson_images/lesson405/PersuasiveWritingScoringGuide.pdf>  rubric  <http://www.enetlearning.org/wp-content/uploads/2015/04/Grades-4-5-6-Persuasive-rubric.pdf> | Diagnostic assessment:   * Student will write a persuasive paragraph about how they feel about a particular topic * Words Their Way diagnostic test   Formative assessment:   * Exit Slips: 3 things I learned; 2 things I have questions about; 1 question I still have * Produce 3-4 complete persuasive paragraph on various topics including the necessary features, structures, and conventions * Weekly and/or bi-weekly spelling tests   Summative assessment:  Grammar Test  School Wide Write  May 27 and 28, 2019 | Opinion  Fact  Perspective  Viewpoint  Loaded words  Suggestion  Expert  Argument  Evidence  Reliable source  Media  Information  Reasoning  Modes of Persuasion  Ethos  Logos  Pathos |
| **Unit 3:**  Speaking Term 3: February 19, 2019- May 16th, 2019 (11 weeks)  **Speech/Debate** | Language and text can be a source of creativity and joy.  Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.  Texts can be understood from different perspectives.  Using language in creative and playful ways helps us understand how language works.  Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.. | **Comprehend and connect**  -Use sources of information and prior knowledge to make meaning  -Make connections between ideas from a variety of sources and prior knowledge to build understanding  -Use developmentally appropriate reading, listening, and viewing strategies to make meaning  -Recognize how different texts reflect different purposes  -Engage actively as listeners and readers to develop understanding of self, identity and community  -Use personal experience and knowledge to connect to text and make meaning  **Create and communicate**  -Exchange ideas and perspectives to build shared understanding  -Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences  -Use language in creative and playful ways to develop style  -Communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation  -Develop and apply expanding word knowledge  -Use oral storytelling processes  -Transform ideas and information to create original texts | **Students are expected to know the following:**  **Story/text**  -literary devices  -evidence  **Strategies and processes**  -oral language strategies  -metacognitive strategies  -writing processes  **Language features, structures, and conventions**  -features of oral language  -paragraph structure  -sentence structure and grammar  -conventions | Responding to questions during activities or instruction with appropriate answers  Oral presentations  Presenting arguments effectively to your audience through speeches and debates  Persuading listeners  Speaking clearly and expressively.  Use of subject-based vocabulary from all subject areas when speaking  Sharing ideas orally during group discussion (ie. KWL charts)  Instructing students on varying tone, volume and expression  Talk about individual and shared experiences  Model speaking using proper grammar when sharing information about a subject or experience  Model taking turns during partner talk, small group, or large group discussions | Teaching public speaking  <http://www.teachhub.com/teaching-strategies-teach-speech-skills>  <http://www.teachhub.com/5-creative-speech-teaching-strategies-drama>  introduction to debate lesson activities  <https://www.tes.com/teaching-resource/lesson-activities-for-teaching-debate-skills-11450986>  <http://www.teachhub.com/classroom-activities-how-hold-classroom-debate> | Oral Presentation Rubrics:  <https://www.edu.gov.mb.ca/k12/cur/socstud/frame_found_sr2/g_blms/g-15.pdf>  <http://www.readwritethink.org/files/resources/lesson_images/lesson819/rubric2.pdf>  <http://www.readwritethink.org/files/resources/printouts/30700_rubric.pdf>  <https://drive.google.com/open?id=1Q9X7o-dftoq4hughKrpJ7BCJaXRYH3um>  <https://drive.google.com/open?id=1eL3esqrCAewaQL1IMNKCgsmnoZxb31uk>  <https://drive.google.com/open?id=1FtVIbcGNKpThydsTfdXGVCViFgZFsn5F> | speaker  volume  tone  expression  audience  Discussion  Opinion  Fact  Perspective  Viewpoint  Loaded words  Suggestion  Expert  Argument  Evidence  Reliable source  Media  Information  Reasoning  Modes of Persuasion  Ethos  Logos  Pathos |
| **Unit 3:**  Listening Term 3: February 19, 2019- May 16th, 2019 (11 weeks) | Language and story can be a source of creativity and joy | **Comprehend and connect**  -Use sources of information and prior knowledge to make meaning  -Make connections between ideas from a variety of sources and prior knowledge to build understanding  -Use developmentally appropriate reading, listening, and viewing strategies to make meaning  -Recognize how different texts reflect different purposes  -Engage actively as listeners and readers to develop understanding of self, identity and community  -Use personal experience and knowledge to connect to text and make meaning  **Create and communicate**  -Exchange ideas and perspectives to build shared understanding  -Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences  -Use language in creative and playful ways to develop style  -Communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation  -Develop and apply expanding word knowledge  -Use oral storytelling processes  -Transform ideas and information to create original texts | **Students are expected to know the following:**  **Strategies and processes:**  -metacognitive strategies  **Language features, structures, and conventions:**  -features of oral language | Use Whole Body Listening to help maintain focus  Listening and responding to persuasive speech/ debate topics presented in class.  Constructive feedback/criticism of others work.  Maintain a “listening” posture; taking turns; and asking questions related to the topic  Follow directions and instructions  Listen to others and build on their ideas during:  -play  -collaborative work  -class discussions  -center  -oral presentations  -PHE class  Follow directed step-by-step drawing  Listen to Read-Alouds including stories from First Peoples, and retell | Readworks Audio setting  Raz Kids audio book setting  Storylineonline.net  Scholastic Learning Zone audio book setting  Retelling Checklist  <https://drive.google.com/open?id=1zryV5lUgAkB_2Z08IvpTMG08SadlV9cB> | Rubrics  <https://drive.google.com/open?id=1FtVIbcGNKpThydsTfdXGVCViFgZFsn5F>  In-class/Center Listening Rubric  <https://drive.google.com/open?id=1yfyp3WdJMJiJzkYTdJ3M17jL-aNoyzWooBwKlKAdk-M>  Retell Rubric  <https://drive.google.com/open?id=1CMdKb5tCMdfN6qcbTa2jM7wiem4xi2Ia> | Whole body listening  Listener  Speaker  Take Turns |