

STRAND / COURSE	A.	Literacy Connections And Applications
STRAND / OVERALL EXPECTATION	A1.	Transferable Skills: demonstrate an understanding of how the seven transferable skills (critical thinking and problem solving; innovation, creativity, and entrepreneurship; self-directed learning; collaboration; communication; global citizenship and sustainability; and digital literacy) are used in various language and literacy contexts
STAGE / SKILLS		Receptive and Expressive Communication
SUB-ORGANIZER / SPECIFIC EXPECTATION	A1.1.	explain how transferable skills can be used to support communication in various cultural, social, linguistic, and domain-specific contexts, and apply them when reading, listening to, viewing, and creating texts of various forms

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STAGE / SKILLS		Student Agency and Engagement
SUB-ORGANIZER / SPECIFIC EXPECTATION	A1.2.	evaluate and explain how transferable skills help them express their voice, be engaged in their learning, and plan the next steps to develop their capabilities and potential

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STRAND / COURSE	A.	Literacy Connections And Applications
STRAND / OVERALL EXPECTATION	A2.	Digital Media Literacy: demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media
STAGE / SKILLS		Digital Citizenship
SUB-ORGANIZER / SPECIFIC EXPECTATION	A2.1.	explain 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

No Correlations

STRAND / COURSE	A.	Literacy Connections And Applications
STRAND / OVERALL EXPECTATION	A2.	Digital Media Literacy: demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media
STAGE / SKILLS		Online Safety, Well-Being, and Etiquette
SUB-ORGANIZER / SPECIFIC EXPECTATION	A2.2.	demonstrate an understanding of how to navigate online environments safely, manage their privacy and personal data, and interact in a way that supports their well-being and that of others, including seeking appropriate permission

No Correlations

STRAND / COURSE	A.	Literacy Connections And Applications
STRAND / OVERALL EXPECTATION	A2.	Digital Media Literacy: demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media
STAGE / SKILLS		Research and Information Literacy
SUB-ORGANIZER / SPECIFIC EXPECTATION	A2.3.	gather, evaluate, and use information, considering validity, credibility, accuracy, and perspectives, to construct knowledge, create texts, and demonstrate learning

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STRAND / COURSE	A.	Literacy Connections And Applications
STRAND / OVERALL EXPECTATION	A2.	Digital Media Literacy: demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media
STAGE / SKILLS		Forms, Conventions, and Techniques
SUB-ORGANIZER / SPECIFIC EXPECTATION	A2.4.	demonstrate an understanding of the forms, conventions, and techniques of digital and media texts, consider the impact on the audience, and apply this understanding when analyzing and creating texts

No Correlations

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STRAND / OVERALL EXPECTATION	A2.	Digital Media Literacy: demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media
STAGE / SKILLS		Media, Audience, and Production
SUB-ORGANIZER / SPECIFIC EXPECTATION	A2.5.	demonstrate an understanding of the interrelationships between the form, message, and context of texts, the intended audience, and the purpose for production

No Correlations

STRAND / COURSE	A.	Literacy Connections And Applications
STRAND / OVERALL EXPECTATION	A2.	Digital Media Literacy: demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media
STAGE / SKILLS		Innovation and Design
SUB-ORGANIZER / SPECIFIC EXPECTATION	A2.6.	select and use appropriate digital and media tools to support the design process and address authentic, relevant, real-world problems by developing innovative solutions

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STRAND / COURSE	A.	Literacy Connections And Applications
STRAND / OVERALL EXPECTATION	A2.	Digital Media Literacy: demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media
STAGE / SKILLS		Community and Cultural Awareness
SUB-ORGANIZER / SPECIFIC EXPECTATION	A2.7.	communicate and collaborate with various communities in a safe, respectful, responsible, and inclusive manner when using online platforms and environments, including digital and media tools, and demonstrate cultural awareness with members of the community

No Correlations

STRAND / COURSE	A.	Literacy Connections And Applications
STRAND / OVERALL EXPECTATION	A3.	Applications, Connections, and Contributions: apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations
STAGE / SKILLS		Cross-Curricular and Integrated Learning
SUB-ORGANIZER / SPECIFIC EXPECTATION	A3.1.	explain how the knowledge and skills developed in this grade support learning in various subject areas and in everyday life, and describe how they enhance understanding and communication

No Correlations

STRAND / COURSE	A.	Literacy Connections And Applications
STRAND / OVERALL EXPECTATION	A3.	Applications, Connections, and Contributions: apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations
STAGE / SKILLS		Identity and Community
SUB-ORGANIZER / SPECIFIC EXPECTATION	A3.2.	demonstrate an understanding of the historical contexts, contributions, lived experiences, and perspectives of a diversity of individuals and communities, including those in Canada, by exploring the concepts of identity, self, and sense of belonging in a variety of culturally responsive and relevant texts

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STRAND / COURSE	A.	Literacy Connections And Applications
STRAND / OVERALL EXPECTATION	A3.	Applications, Connections, and Contributions: apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations
STAGE / SKILLS		First Nations, Métis, and Inuit Perspectives and Ways of Knowing
SUB-ORGANIZER / SPECIFIC EXPECTATION	A3.3.	explain themes explored in First Nations, Métis, and Inuit cultures to demonstrate an understanding of the varied identities, perspectives, relationships, legacies, truths, and ways of knowing, being, and doing

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STRAND / COURSE	B.	Foundations of Language
STRAND / OVERALL EXPECTATION	B1.	Oral and Non-Verbal Communication: apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences
STAGE / SKILLS		Effective Listening Skills
SUB-ORGANIZER / SPECIFIC EXPECTATION	B1.1.	use effective listening skills, including asking questions to encourage a speaker to elaborate, and responding to the contributions of others in group discussions, in formal and informal contexts and for various purposes

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STRAND / OVERALL EXPECTATION	B1.	Oral and Non-Verbal Communication: apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences
STAGE / SKILLS		Listening Strategies for Comprehension
SUB-ORGANIZER / SPECIFIC EXPECTATION	B1.2.	select and use a variety of listening strategies before, during, and after listening to comprehend information and messages communicated orally and non-verbally, express interest in what is being said at appropriate times, seek clarification, and develop an appropriate response

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STRAND / COURSE	B.	Foundations of Language
STRAND / OVERALL EXPECTATION	B1.	Oral and Non-Verbal Communication: apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences
STAGE / SKILLS		Speaking Purposes and Strategies
SUB-ORGANIZER / SPECIFIC EXPECTATION	B1.3.	identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including paraphrasing and restating, to communicate clearly and coherently

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STRAND / COURSE	B.	Foundations of Language
STRAND / OVERALL EXPECTATION	B1.	Oral and Non-Verbal Communication: apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences
STAGE / SKILLS		Oral and Non-Verbal Communication Strategies
SUB-ORGANIZER / SPECIFIC EXPECTATION	B1.4.	identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and explain how these strategies help them understand or communicate ideas and meaning

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STRAND / OVERALL EXPECTATION	B1.	Oral and Non-Verbal Communication: apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences
STAGE / SKILLS		Word Choice, Syntax, and Grammar in Oral Communication
SUB-ORGANIZER / SPECIFIC EXPECTATION	B1.5.	use appropriate word choice, including new vocabulary, varied adjectives and adverbs to elaborate, a variety of sentence types, and cohesive sentences during formal and informal communication, to support audience comprehension

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STRAND / OVERALL EXPECTATION	B2.	Language Foundations for Reading and Writing: demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing
STAGE / SKILLS		Word-Level Reading and Spelling: Using Morphological Knowledge
SUB-ORGANIZER / SPECIFIC EXPECTATION	B2.1.	use knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell words

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STRAND / COURSE	B.	Foundations of Language
STRAND / OVERALL EXPECTATION	B2.	Language Foundations for Reading and Writing: demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing
STAGE / SKILLS		Vocabulary
SUB-ORGANIZER / SPECIFIC EXPECTATION	B2.2.	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

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[The Smithsonian Institution](#)
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STRAND / COURSE	B.	Foundations of Language
STRAND / OVERALL EXPECTATION	B2.	Language Foundations for Reading and Writing: demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing
STAGE / SKILLS		Reading Fluency: Accuracy, Rate, and Prosody
SUB-ORGANIZER / SPECIFIC EXPECTATION	B2.3.	read a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and when reading aloud, adjust expression and intonation according to the purpose of reading

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STRAND / COURSE	B.	Foundations of Language
STRAND / OVERALL EXPECTATION	B3.	Language Conventions for Reading and Writing: demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts
STAGE / SKILLS		Syntax and Sentence Structure
SUB-ORGANIZER / SPECIFIC EXPECTATION	B3.1.	identify and construct various sentence types and forms, including simple and compound sentences formed with prepositional phrases and/or independent and dependent clauses

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[People of Influence Theme Pack](#)

[Stories from Asgard: Norse Myths](#)

[The Art of People Theme Pack](#)

[The Day Jimmy's Boa Ate the Wash](#)

[The Lion, the Witch and the Wardrobe](#)

STRAND / COURSE	B.	Foundations of Language
STRAND / OVERALL EXPECTATION	B3.	Language Conventions for Reading and Writing: demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts
STAGE / SKILLS		Grammar
SUB-ORGANIZER / SPECIFIC EXPECTATION	B3.2.	demonstrate an understanding of the functions of parts of speech in sentences, including relative pronouns, the perfect verb tense and interrogative and imperative verbs, and the use of pronouns as adjectives, and use this knowledge to support comprehension and communicate meaning clearly

No Correlations

STRAND / COURSE	B.	Foundations of Language
STRAND / OVERALL EXPECTATION	B3.	Language Conventions for Reading and Writing: demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts
STAGE / SKILLS		Capitalization and Punctuation
SUB-ORGANIZER / SPECIFIC EXPECTATION	B3.3.	use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly and coherently, including the use of capital letters for proper adjectives, commas to set off nouns of direct address, and quotation marks to indicate the title of a short work

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STRAND / COURSE	C.	Comprehension: Understanding and Responding to Texts
STRAND / OVERALL EXPECTATION	C1.	Knowledge about Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various texts forms and genres
STAGE / SKILLS		Using Foundational Knowledge and Skills to Comprehend Texts
SUB-ORGANIZER / SPECIFIC EXPECTATION	C1.1.	read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge

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STRAND / COURSE	C.	Comprehension: Understanding and Responding to Texts
STRAND / OVERALL EXPECTATION	C1.	Knowledge about Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various texts forms and genres
STAGE / SKILLS		Text Forms and Genres
SUB-ORGANIZER / SPECIFIC EXPECTATION	C1.2.	describe some characteristics of various text forms and genres, including cultural text forms, and explain how they help communicate meaning

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[The Great Salt March of Gandhi](#)

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STRAND / COURSE	C.	Comprehension: Understanding and Responding to Texts
STRAND / OVERALL EXPECTATION	C1.	Knowledge about Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various texts forms and genres
STAGE / SKILLS		Text Patterns and Features
SUB-ORGANIZER / SPECIFIC EXPECTATION	C1.3.	identify text patterns, such as spatial order in a graphic text, and text features, such as type styles and hyperlinks, associated with various text forms, including cultural texts, and explain how they help readers, listeners, and viewers understand the meaning

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STRAND / COURSE STRAND / OVERALL EXPECTATION		The Hero Maui The View from Saturday Writer's Response
	C.	Comprehension: Understanding and Responding to Texts
	C1.	Knowledge about Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various texts forms and genres
STAGE / SKILLS		Visual Elements of Texts
SUB-ORGANIZER / SPECIFIC EXPECTATION	C1.4.	explain how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts

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STRAND / COURSE STRAND / OVERALL EXPECTATION	C. C1.	U.S. Presidency from Election to Inauguration Valley of the Kings Waiting for Mama What Is Water Worth? What are some ways people solve problems? What are the rights and responsibilities of being a citizen? Wild and Wacky World of Wigs Wildflower Children Winter Snapshots Word Smith, Private I Yellow Brick Roadies Yosemite and the Badge
		Comprehension: Understanding and Responding to Texts
STAGE / SKILLS SUB-ORGANIZER / SPECIFIC EXPECTATION	C1.5.	Knowledge about Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various texts forms and genres Elements of Style
		identify various elements of style in texts, including voice, word choice, word patterns, and sentence structure, and analyze how each element helps create meaning and is appropriate for the text form and genre

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[The Eurovision Song Contest!](#)
[The Phantom Tollbooth](#)

STRAND / COURSE STRAND / OVERALL EXPECTATION	C. C1.	The Rumble in the Jungle The Secret Garden Trick or Treat! A Halloween Rhyme Tundra U.S. Presidency from Election to Inauguration Wildflower Children Wimbledon
		Comprehension: Understanding and Responding to Texts
STAGE / SKILLS SUB-ORGANIZER / SPECIFIC EXPECTATION	C1.6.	Knowledge about Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various texts forms and genres Point of View
		identify the narrator’s point of view, including first, second, or third person, in a variety of texts, and describe the advantages and disadvantages of the approach used in each story

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STRAND / COURSE	C.	Comprehension: Understanding and Responding to Texts
STRAND / OVERALL EXPECTATION	C1.	Knowledge about Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various texts forms and genres
STAGE / SKILLS		Indigenous Context of Various Text Forms
SUB-ORGANIZER / SPECIFIC EXPECTATION	C1.7.	read, listen to, and view various forms of texts by diverse First Nations, Métis, and Inuit creators to make meaning through Indigenous Storywork about First Nations, Métis, and Inuit histories, cultures, relationships, communities, groups, nations, and lived experiences

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STRAND / COURSE	C.	Comprehension: Understanding and Responding to Texts
STRAND / OVERALL EXPECTATION	C2.	Comprehension Strategies: apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts
STAGE / SKILLS		Prereading: Activating Prior Knowledge
SUB-ORGANIZER / SPECIFIC EXPECTATION	C2.1.	identify and explain prior knowledge from various sources, including personal experiences, that they can use to make connections and understand new texts

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		The Olympics: Past and Present
		The Snowy Day
		The Solar System
		The Sun
		Trick or Treat! A Halloween Rhyme
		Wildflower Children
		Winter Snapshots
STRAND / COURSE	C.	Comprehension: Understanding and Responding to Texts
STRAND / OVERALL EXPECTATION	C2.	Comprehension Strategies: apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts
STAGE / SKILLS		Prereading: Identifying the Purpose for Reading, Listening, and Viewing
SUB-ORGANIZER / SPECIFIC EXPECTATION	C2.2.	identify a variety of purposes for engaging with texts, and select texts from diverse creators that are suitable for the purposes

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STRAND / COURSE	C.	Comprehension: Understanding and Responding to Texts
STRAND / OVERALL EXPECTATION	C2.	Comprehension Strategies: apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts
STAGE / SKILLS		Monitoring of Understanding: Making and Confirming Predictions
SUB-ORGANIZER / SPECIFIC EXPECTATION	C2.3.	make predictions using background knowledge, text features, and evidence from the text, and pose questions to check whether their predictions were correct

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STRAND / OVERALL EXPECTATION	C2.	Comprehension Strategies: apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts
STAGE / SKILLS		Monitoring of Understanding: Ongoing Comprehension Check
SUB-ORGANIZER / SPECIFIC EXPECTATION	C2.4.	use strategies such as adjusting reading rate, visualizing, reading ahead, asking questions, and consulting references and other texts or sources of information, to monitor and confirm their understanding of various texts

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STRAND / OVERALL EXPECTATION	C2.	Comprehension Strategies: apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts
STAGE / SKILLS		Monitoring of Understanding: Making Connections
SUB-ORGANIZER / SPECIFIC EXPECTATION	C2.5.	describe how the ideas expressed in texts connect to their knowledges and lived experiences, the ideas in other texts, and the world around them

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		Comprehension: Understanding and Responding to Texts
STAGE / SKILLS SUB-ORGANIZER / SPECIFIC EXPECTATION	C2.6.	Comprehension Strategies: apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts Summarizing: Identifying Relevant information and Drawing Conclusions
		summarize the main idea of a text and the supporting details in sequence, and draw a simple conclusion

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STRAND / OVERALL EXPECTATION	C2.	Comprehension Strategies: apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts
STAGE / SKILLS		Reflecting on Learning
SUB-ORGANIZER / SPECIFIC EXPECTATION	C2.7.	explain how strategies, such as visualizing, making predictions, summarizing, and connecting to their experiences, have helped them comprehend various texts

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STRAND / OVERALL EXPECTATION	C3.	Critical Thinking in Literacy: apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts
STAGE / SKILLS		Literary Devices
SUB-ORGANIZER / SPECIFIC EXPECTATION	C3.1.	describe literary devices, including personification and anthropomorphism, in a variety of texts, and explain how they help create meaning and are appropriate for the intended purpose and audience

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STAGE / SKILLS		Making Inferences
SUB-ORGANIZER / SPECIFIC EXPECTATION	C3.2.	make local and global inferences, using explicit and implicit evidence, to extend their understanding of various texts

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STRAND / OVERALL EXPECTATION	C3.	Critical Thinking in Literacy: apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts
STAGE / SKILLS		Analyzing Texts
SUB-ORGANIZER / SPECIFIC EXPECTATION	C3.3.	analyze various texts, including literary and informational texts, by identifying main and supporting ideas, sequencing the events of multiple plots, and explaining cause and effect

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STRAND / OVERALL EXPECTATION	C3.	Critical Thinking in Literacy: apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts
STAGE / SKILLS		Analyzing Cultural Elements of Texts
SUB-ORGANIZER / SPECIFIC EXPECTATION	C3.4.	identify cultural elements that are represented in various texts, including norms, values, artifacts, sports, and music, investigate the meanings of these elements, and make connections to their lived experience and culture

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STRAND / OVERALL EXPECTATION	C3.	Critical Thinking in Literacy: apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts
STAGE / SKILLS		Perspectives within Texts
SUB-ORGANIZER / SPECIFIC EXPECTATION	C3.5.	identify explicit and implicit perspectives communicated in various texts, explain how these perspectives are conveyed, give some evidence of any biases the texts may contain, and suggest how such biases could influence an audience

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STRAND / OVERALL EXPECTATION	C3.	Critical Thinking in Literacy: apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts
STAGE / SKILLS		Analysis and Response
SUB-ORGANIZER / SPECIFIC EXPECTATION	C3.6.	explain how various topics, such as diversity, inclusion, and accessibility, are addressed in texts, and describe what insights or messages are conveyed

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STRAND / OVERALL EXPECTATION	C3.	Critical Thinking in Literacy: apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts
STAGE / SKILLS		Indigenous Contexts
SUB-ORGANIZER / SPECIFIC EXPECTATION	C3.7.	explain how texts created by First Nations, Métis, and Inuit individuals, communities, groups, or nations are influenced by historical periods, cultural experiences, and events, and how they relate to current lived experiences

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STRAND / OVERALL EXPECTATION	C3.	Critical Thinking in Literacy: apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts
STAGE / SKILLS		Reflecting on Learning
SUB-ORGANIZER / SPECIFIC EXPECTATION	C3.8.	identify the critical thinking skills they used to analyze and evaluate various texts, and explain how these skills have helped them better understand the texts

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STRAND / OVERALL EXPECTATION	D1.	Developing Ideas and Organizing Content: plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics
STAGE / SKILLS		Purpose and Audience
SUB-ORGANIZER / SPECIFIC EXPECTATION	D1.1.	identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience and how they will help communicate the intended meaning

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STRAND / OVERALL EXPECTATION	D1.	Developing Ideas and Organizing Content: plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics
STAGE / SKILLS		Developing Ideas
SUB-ORGANIZER / SPECIFIC EXPECTATION	D1.2.	generate and develop ideas about various topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences

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STRAND / COURSE	D.	Composition: Expressing Ideas and Creating Texts
STRAND / OVERALL EXPECTATION	D1.	Developing Ideas and Organizing Content: plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics
STAGE / SKILLS		Research
SUB-ORGANIZER / SPECIFIC EXPECTATION	D1.3.	gather information and content relevant to a topic, using a variety of sources and strategies, and record the sources of information

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STRAND / COURSE	D.	Composition: Expressing Ideas and Creating Texts
STRAND / OVERALL EXPECTATION	D1.	Developing Ideas and Organizing Content: plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics
STAGE / SKILLS		Organizing Content
SUB-ORGANIZER / SPECIFIC EXPECTATION	D1.4.	select and classify ideas and collected information, using appropriate strategies and tools, and sequence content, taking into account the chosen text form, genre, and medium

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STRAND / COURSE	D.	Composition: Expressing Ideas and Creating Texts
STRAND / OVERALL EXPECTATION	D1.	Developing Ideas and Organizing Content: plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics
STAGE / SKILLS		Reflecting on Learning
SUB-ORGANIZER / SPECIFIC EXPECTATION	D1.5.	describe the strategies and tools that helped them develop ideas and organize content for texts of the chosen forms, genres, and media, and explain how they helped them improve as a text creator

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STRAND / COURSE	D.	Composition: Expressing Ideas and Creating Texts
STRAND / OVERALL EXPECTATION	D2.	Creating Texts: apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and strategies, and reflect critically on created texts
STAGE / SKILLS		Producing Drafts
SUB-ORGANIZER / SPECIFIC EXPECTATION	D2.1.	draft texts of various forms and genres, including narrative, persuasive, and informational texts, using a variety of media, tools, and strategies

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STRAND / COURSE	D.	Composition: Expressing Ideas and Creating Texts
STRAND / OVERALL EXPECTATION	D2.	Creating Texts: apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and strategies, and reflect critically on created texts
STAGE / SKILLS		Printing, Handwriting, and Word Processing
SUB-ORGANIZER / SPECIFIC EXPECTATION	D2.2.	write in cursive, forming letters of appropriate shape, size, proportion, and slant to improve the legibility of texts, and begin to develop fluent keyboarding skills using touch-typing techniques

No Correlations

STRAND / COURSE	D.	Composition: Expressing Ideas and Creating Texts
STRAND / OVERALL EXPECTATION	D2.	Creating Texts: apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and strategies, and reflect critically on created texts
STAGE / SKILLS		Voice
SUB-ORGANIZER / SPECIFIC EXPECTATION	D2.3.	establish a personal voice in their texts, using varied language and elements of style to express their thoughts, feelings, and opinions about a topic, and using a tone appropriate to the form and genre

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STRAND / COURSE	D.	Composition: Expressing Ideas and Creating Texts
STRAND / OVERALL EXPECTATION	D2.	Creating Texts: apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and strategies, and reflect critically on created texts
STAGE / SKILLS		Point of View and Perspective
SUB-ORGANIZER / SPECIFIC EXPECTATION	D2.4.	identify the point of view used in their texts, and the perspectives and bias conveyed in their texts

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STRAND / COURSE	D.	Composition: Expressing Ideas and Creating Texts
STRAND / OVERALL EXPECTATION	D2.	Creating Texts: apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and strategies, and reflect critically on created texts
STAGE / SKILLS		Revision
SUB-ORGANIZER / SPECIFIC EXPECTATION	D2.5.	make revisions to the content of draft texts and to elements of style, such as word choice and adding or deleting sentences, to improve clarity, focus, and coherence, seeking feedback

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STRAND / COURSE STRAND / OVERALL EXPECTATION STAGE / SKILLS SUB-ORGANIZER / SPECIFIC EXPECTATION		People of Influence Theme Pack The Art of People Theme Pack
	D.	Composition: Expressing Ideas and Creating Texts
	D2.	Creating Texts: apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and strategies, and reflect critically on created texts
		Editing and Proofreading
	D2.6.	edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and format; use a word processor to edit texts
<u>Learning A-Z RAZ</u> Citizenship Theme Pack Dear Mr. Henshaw Innovation/Technology Theme Pack Maniac Magee People in History Theme Pack People in Stories Theme Pack People of Influence Theme Pack The Art of People Theme Pack		
STRAND / COURSE STRAND / OVERALL EXPECTATION STAGE / SKILLS SUB-ORGANIZER / SPECIFIC EXPECTATION	D.	Composition: Expressing Ideas and Creating Texts
	D3.	Publishing, Presenting, and Reflecting: select suitable and effective media, techniques, and tools to publish and present final texts, and critically analyze how well the texts address various topics
		Producing Final Texts
	D3.1.	produce final texts using a variety of techniques and tools, including simple digital design and production tools, to achieve the intended effect
No Correlations		
STRAND / COURSE STRAND / OVERALL EXPECTATION STAGE / SKILLS SUB-ORGANIZER / SPECIFIC EXPECTATION	D.	Composition: Expressing Ideas and Creating Texts
	D3.	Publishing, Presenting, and Reflecting: select suitable and effective media, techniques, and tools to publish and present final texts, and critically analyze how well the texts address various topics
		Publishing and Presenting Texts
	D3.2.	publish and present texts they have created, using selected media and tools, and explain how each helped them communicate their intended message
No Correlations		
STRAND / COURSE STRAND / OVERALL EXPECTATION STAGE / SKILLS SUB-ORGANIZER / SPECIFIC EXPECTATION	D.	Composition: Expressing Ideas and Creating Texts
	D3.	Publishing, Presenting, and Reflecting: select suitable and effective media, techniques, and tools to publish and present final texts, and critically analyze how well the texts address various topics
		Reflecting on Learning
	D3.3.	describe various strategies that helped them present and communicate their message when publishing and presenting texts, and explain how they helped them improve as a text creator
No Correlations		