

ELA 4/5

Mme Vaquerano École Laurier 2025-2026

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[illegible]

Time Period

Unit

Resources Assessments Big Ideas/Strands Outcomes

Time Period

Unit

Big Ideas/Strands Outcomes

Dec.	Jan.	Feb.	Mar.
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Mar.	
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Holidays Around the World (Social, cultural and historical; Multi-genre Thematic)	Book Clubs: Independent Novel Study/Author Study: Roald Dahl: (Imaginative and literary; Author Study)	Friendship (Personal and philosophical; Multi-genre Thematic)	Poetry: (Various lenses; Genre Study)
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ubs: Independent Novel Study/Author Study: Roald Dahl: (Imaginative and Author Study)

Friendship (Personal and philosophical; Multi-genre Thematic)

Poetry: (Various lenses; Genre Study)

GLOs: All Practices	GLOs: All Practices	GLOs: All Practices	GLOs: All Practices
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All Practices

GLOs: All Practices

GLOs: All Practices

Informative writing, procedural writing. Strands: all	Applying own reading and writing strategies, oral language; Strands: all	Journal writing, narrative writing. Strands: all	Poetry writing. Strands: all
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ng own reading and writing strategies, oral language; Strands:

Journal writing, narrative writing. Strands: all

Poetry writing. Strands: all

Assessments	See above!																																																																							
Resources	See above!																																																																							
Time Period																																																																								
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					April														May														June																																							
					Genre Study: Amazing Animals (Contexts: Communicative, environmental and technological, social, cultural and historical)														When I Grow Up (Personal and philosophical; Multi-genre Thematic)														Summer Fun (Communicative; Multi-genre Thematic)																																							
					GLOs: All Practices														GLOs: All Practices														GLOs: All Practices																																							
					Expository/informative writing. Strands: all.														Narrative writing, informative writing. Strands: all.														Narrative writing, Expository/informative writing. Strands: all.																																							
Assessments	See above!																																																																							
Resources	See above!																																																																							

Practices	Elements	Descriptors
PA: The practice of using language as Power and Agency	Recognize and analyze inequities, viewpoints and bias in ideas and texts	6.1: discussing the validity and reliability in texts
	Investigate complex moral, cultural and ethical issues and conflicts	6.2: beginning to analyze bias, differences in opinions and perspectives
	Analyze alternative viewpoints and perspectives	6.3: questioning ideas and expressing disagreement with sensitivity, to the opinions and perspectives of others
	Propose and take action	6.4: analyzing purpose and choices of text creators and the impact on audience
ED: The practice of using language as Exploration and Design	Research and analyze topics and ideas	6.1: planning, designing, and creating to reflect interests, context, purpose and audience
	Interpret and integrate information and ideas from multiple texts and sources	6.2: Selecting from a variety of strategies to explore ideas and extend thinking
	Use language to problem solve and create	6.3: contributing to and sharing knowledge with communities to explore ideas and deepen thinking
	Invent, take risks and reflect to represent thinking and create possibilities	6.4: drawing on a repertoire of language and cultural resources for different functions
SM: The practice of using language as Sense-making	Use, build and refine schema accessing French learning experiences	6.1: assessing and reflecting on comprehension and communication goals
	Select from and use a variety of strategies for a specific purpose	6.2: selecting from a variety of strategies to understand and create texts
	Be aware of and articulate the ways that they are engaging with texts	6.3: building stamina for creating and making sense of texts
	Use language acquisition of English and French to construct meaning and further own learning	6.4: enhancing meaning through dialogue, reflection and revision
S: The practice of using language as System	Analyze and apply rules of language	6.1: using knowledge of language rule and conventions (spelling, grammar, punctuation and capitalization) appropriately to understand and compose texts
	Adapt conventions in a variety of texts	6.2: talking about the similarities and differences of rules and conventions of language to represent and communicate clearly and effectively
	Analyze and apply understanding of whole-part-whole relationships	6.3: demonstrating automaticity with grade appropriate texts
	Assess the similarities and differences between English and French rules and convention in a variety of texts	6.4: comparing and using the codes and conventions of print, oral, visual and multimodal texts to enhance communication

6.5: choosing and using multiple styles of communication for clarity and effect

Lenses:

Personal and philosophical
Social, cultural and historical
Imaginative and literary
Environmental and technological
Communicative

Unit Types:

Multi-genre thematic
Genre inquiry or interdisciplinary design
Author or genre study

ELA 4/5: Phonics, Grammar etc.

Mme Vaquerano École Laurier 2025-2026

SEPTEMBER

OCTOBER

NOVEMBER

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Sept.	Oct.	Nov.
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See "ELA 4/5 Year Plan"	See "ELA 4/5 Year Plan"	See "ELA 4/5 Year Plan"
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GLO: Language as Sense Making: Analyze and apply rules of language; adapt conventions in a variety of texts	GLO: Language as Sense Making: Analyze and apply rules of language; adapt conventions in a variety of texts	GLO: Language as Sense Making: Analyze and apply rules of language; adapt conventions in a variety of texts
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F and P Reading Assessments, small reading groups to determine student needs	oy	Double consonants	digraphs	-ise, -ize	Bossy E review: same as above	word ending spelling	plural possessives
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F and P Reading Assessments, small reading groups to determine student needs	-oi, -oy	Bossy R review	-y	-al	-ul	-ee, -ea-, -e
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Ending punctuation, capitalization, review of nouns, adjectives and some adverbs, review of simple verbs (past, present and future tenses), review of paragraph structure and identifying sentences types in a paragraph, subject-verb agreement, PWIM.	Organizing paragraphs/paragraph writing, contractions, apostrophes, conjunctions, transitional words, pronouns.
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Reading strategies: predicting, using context clues, text-to-self connections.	Reading strategies: text-to-self/world/text connections, key ideas.
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DECEMBER				

JANUARY			

FEBRUARY			

MARCH	

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Dec.	Jan.	Feb.	Mar.
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See "ELA 4/5 Year Plan"	See "ELA 4/5 Year Plan"	See "ELA 4/5 Year Plan"	See "ELA 4/5 Year Plan"
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Bossy R as b, p, t, k, g, d, j	-ade, -aid	-ail, -ale	Silent letters: same as above	compound words	Introduction to all syllable types	prefix anti-	prefix non-	prefix tri-	prefix de-	suffix -ness
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-au, -aw	-ou, -ow	vowel teams/diphthongs	-oo	-ook, -oot	-ood	-ise, -ize, -ice	double consonants	-tion, -sion	-ture	prefix dis-	prefix in-	prefix un-
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