



# Linking:

## **Grade 5 *Our Hidden Heroes Program*** To the **TDSB's Character Development Initiative** and the **Ontario Curriculum**

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Ontario curriculum linkage identified by Elizabeth and Baxter Merry



## Why Use the Our Hidden Heroes Learning Resource?

In the document *Safe Schools Policy and Practice: An Agenda for Action*, published by the Ontario Ministry of Education in June 2006, the Safe Schools Action Team recommends that:

“To help achieve positive school climates, schools should actively promote, support and reinforce positive behaviours. A multi-pronged approach ranging from school-wide campaigns, celebrations of achievements for the school, groups or individuals as well as the day to day interaction with students and staff all contribute to creating a secure and welcoming climate that enhances learning.” (p.6)

Based on this recommendation, the ministry responded with Policy/Program Memorandum 145, which states, in part:

“The ministry acknowledges the importance of actively promoting and supporting appropriate and positive student behaviours that contribute to and sustain a safe learning and teaching environment in which every student can reach his or her full potential. Linkages to ministry initiatives such as character development and the Student Success Strategy are key in promoting and supporting appropriate and positive student behaviours.

### Prevention

Prevention is the establishment and use of programs such as bullying prevention and citizenship development, as well as other positive activities designed to promote the building of healthy relationships and appropriate behaviours.<sup>1</sup> Generally, prevention measures and initiatives include the whole school and all aspects of school life. Schools that have prevention and intervention strategies foster a positive school climate that supports academic achievement for all students. Boards and schools should focus on prevention and early intervention as the key to maintaining a positive school environment in which students can learn.

A positive "school climate is a crucial component of prevention; it may be defined as the sum total of all of the personal relationships within a school. When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm."<sup>2</sup> A positive climate exists when all members of the school community feel safe, comfortable, and accepted.

Programs and activities that focus on the building of healthy relationships, character development, and peer relations provide the foundation for an effective continuum of strategies within a school and school-related activities. These supportive strategies and empowerment programs are the basis for creating a positive school climate.”<sup>3</sup>

<sup>1</sup> *Safe Schools Policy and Practice: An Agenda for Action*, Report of the Safe Schools Action Team (Toronto: June 2006), p. 24.

<sup>2</sup> *Safe Schools Policy and Practice: An Agenda for Action*, Report of the Safe Schools Action Team (Toronto: June 2006), p. 6.

<sup>3</sup> Policy/Program Memorandum No. 145, “Progressive Discipline and promoting Positive Student behaviour”, ) October, 2007



## Recommended Use of the Our Hidden Heroes Learning Resource

When begun early in the school year, the *Our Hidden Heroes Character Education / Social Responsibility Program* sets the stage for developing a positive, supportive, caring and inclusive classroom culture that will endure throughout the year. When embraced school-wide, the *Our Hidden Heroes Program* sets the same tone within the entire school and can reach out into the community by creating opportunities such as in-school displays of your students' work, publishing their Hidden Heroes stories on the Our Hidden Heroes web site and/or in local newspapers (a media release form is provided) and an in-class celebration of Hidden Heroes they have written about.

Character education is closely tied to healthy relationships between people. These positive relationships require strong communication skills including good oral and listening skills. The *Our Hidden Heroes Program* systematically provides instruction and action-based practice to support students as they develop these skills. This relationship between socially responsible character attributes and strong communication skills is reflected in the multiplicity of connections between Ontario's language arts curriculum and the *Our Hidden Heroes Program*.

The *Our Hidden Heroes Program* was developed in British Columbia and uses BC's Social Responsibility Performance Standards as a foundation (see P. 4). These Performance Standards are closely linked to Ontario's Character Education learning outcomes. Each lesson addresses at least two of these performance standards / Character Education learning outcomes.

As mentioned the ideal time to use this program is early in the school year as it will give you an opportunity to:

- Initiate a powerful proactive bullying prevention program
- Develop a positive climate in the classroom that will last the entire year.
- Get to know your students and their families as they write about their personal heroes.
- Post materials developed by the students as they work through the lessons. These can be used for easy reference throughout the year as well as to reinforce ongoing student learning as opportunities arise.
- Set up a Hidden Hero bulletin board in the classroom to recognize a different student nominated Hidden Hero each week; thereby constantly reinforcing positive character traits.
- Plan for school wide recognition of student/teacher/support staff/family Hidden Heroes during regularly scheduled assemblies.
- Set up a centrally located display area in the school where school-wide Hidden Heroes are featured. A display near the front entrance would relay the message to visitors that the school is a place where positive qualities are valued and celebrated.
- Regularly feature Hidden Heroes in school newsletters
- Announce student/staff Hidden Heroes on posters or on the changeable sign boards that many schools now use to foster communication within the school's community.
- Host an in-class or school-wide Hidden Heroes celebration where some of the students' Hidden Heroes attend and are recognized for their contributions toward making the world a better place. Have the local press attend to spread the word throughout the community.



## Social Responsibility Performance Standards

### Valuing Diversity and Defending Human Rights

- Treat classmates, family, friends, and school staff fairly and respectfully
- Generally accept differences in language, accent, dress, actions of others
- Work and interact with a variety of classmates
- Listen without interrupting
- Identify positive aspects of diversity
- Identify and comment on effects of stereotyping
- Recognize and describe several basic human rights

### Solving Problems in Peaceful Ways

- Manage conflict appropriately, including presenting views and arguments respectfully, and considering others' views
- Use effective problem-solving steps and strategies.

### Exercising Democratic Rights & Responsibilities

- Follow classroom rules
- Accept consequences for not following rules
- Willingly participate in positive actions suggested by others
- Can describe some ways citizens interact with and influence governments
- Practice conservation
- Demonstrate understanding of global citizenship
- Begin to show a sense of unselfishness
- Identify ways to make the world a better place

### Contributing to the Classroom and School Community

- Friendly and kind
- Willing to help others
- Show a sense of community
- Encourage and praise others
- Willing to participate in and complete class activities
- Contribute, explain and elaborate on ideas
- Work well with a variety of classmates and different situations
- Contribute in accomplishing the assigned task when working in a group situation
- Willing to take responsibility for maintaining and/or improving personal space, the classroom and other school areas



## The Our Hidden Heroes Program and TDSB's Character Development Initiative

The Hidden Heroes program is an excellent way to *introduce* and *reinforce* the ten attributes of character as set out by the Toronto District School Board's Character Development Initiative. The principles of the *Our Hidden Heroes Program* state that:

- Because we can each make a difference in the world, we have a **responsibility** to do so.
- Small, consistent acts of **kindness** are “doable”, but, they are not always easy – that’s when **persistence** is essential.

The Hidden Heroes program directly encourages students to:

- Treat classmates, family, friends, and school staff **fairly** and **respectfully**
- Work and interact with a variety of classmates (**teamwork**)
- Manage conflict appropriately, including presenting views and arguments **respectfully**, and considering others' views (**empathy**)
- Be friendly and **kind**
- Be willing to help others (**co-operation**)
- Contribute in accomplishing the assigned task when working in a group situation (**teamwork**)
- Willing to take **responsibility** for maintaining and/or improving personal space, the classroom and other school areas

Character education is closely tied to healthy relationships between people. These positive relationships require strong communication skills including good oral and listening skills. The *Our Hidden Heroes Program* systematically provides instruction and action-based practice to support students as they develop these skills.

This relationship between socially responsible character attributes and strong communication skills is reflected in the multiplicity of connections Ontario's language arts curriculum has to the *Our Hidden Heroes Program*.



## **The Our Hidden Heroes Program and Its Links to TDSB’s Character Development Initiative**

The Toronto District School Board outlines ten attributes of character that are to be developed under the Character Development Initiative. These attributes are emphasized and fostered throughout the Our Hidden Heroes Learning Resources. Introduced at the beginning of the program, they are frequently revisited and reinforced as the lessons progress. The program is flexible, in that many of the lessons are designed to allow teachers the opportunity to emphasize selected attributes as they see fit. The following list indicates the multitude of lessons in which each specific attribute can be explained and explored:

Respect – Lesson 1, 2, 3, 5, 6, 8, 9, 10

Responsibility – Lesson 1, 2, 3, 5, 6, 8, 9, 10

Honesty – Lesson 1, 2, 3, 5, 6, 8, 9, 10

Co-operation – Lesson 1, 2, 3, 5, 6, 8, 9, 10

Empathy - Lesson 1, 2, 3, 5, 6, 8, 9, 10

Teamwork - Lesson 1, 2, 3, 5, 6, 8, 9, 10

Kindness - Lesson 1, 2, 3, 5, 6, 7, 8, 9, 10

Integrity - Lesson 1, 2, 3, 5, 6, 8, 9, 10

Fairness - Lesson 1, 2, 3, 5, 6, 8, 9, 10

Perseverance - Lesson 1, 2, 3, 4, 5, 6, 8, 9, 10

If begun early in the school year, the Hidden Heroes program sets the stage for developing a positive, supportive, caring and inclusive classroom culture that will endure throughout the year. When embraced school-wide, the Our Hidden Heroes Program sets the same tone within the entire school and can reach out into the community. Displays of student work, student stories posted on the Our Hidden Heroes web site and/or published in local newspapers and classroom celebrations of local Hidden Heroes all provide opportunities for developing a school culture that can be shared with the larger community.



## Lesson by Lesson Overview of the 6 to 8 Week Our Hidden Heroes Character Education Program

These learning resources feature unique exercises, assignments and teacher support materials as well as stories and videos about real-life Hidden Heroes. They also provide opportunities for Toronto teachers to focus on the TDSB's Character Development Initiative

**FREE SAMPLE LESSON PLANS ARE AVAILABLE AT**  
[www.ourhiddenheroes.org](http://www.ourhiddenheroes.org)

### Lesson 1

This lesson introduces or in some cases reintroduces students to the character attributes seen in many Hidden Heroes. Students will:

- Identify, with support, at least the ten TDSB character attributes that have been highlighted under the Character Development Initiative
- Share and discuss their own examples of Hidden Heroes in their lives
- Finish the activity by writing about their own Hidden Hero in their journal.

### Lesson 2

This lesson introduces a discussion on the difference between needs and wants. Students will:

- Create a personal inventory of character attributes, and use it to better understand themselves as well as to analyze the similarities and differences between them and their classmates
- Work together to discover the differences between “wants” and “needs” by studying Glasser (2007) and Maslow’s (2002) hierarchy of human needs in combination with a group activity
- Review the 10 TDSB Character Attributes as a class and relate them to Glasser and Maslow’s hierarchy of human needs

### Lesson 3

This lesson addresses the dangers of relying on first impressions. Students will:

- Work in pairs to analyze a true story of two high school students and relate the events of the story to a Social Responsibility/Character Education Rating Scale
- Work with the 10 TDSB character attributes to see how and if they relate to the story
- Focus on understanding and recognizing factors that contribute to first impressions, and how those factors can help or hinder people
- Confront the problems associated with stereotyping

### Lesson 4

This lesson helps students better understand the role a positive attitude plays in our lives. Students will:

- Participate in a role playing scenario and based on this role playing ...
- Discuss how a positive or negative attitude or remark can directly affect one’s ability to achieve a goal
- Create pieces of art demonstrating what it would look like if they could wear their positive attitude

### Lesson 5

In this self-reflective lesson students begin to discover the Hidden Hero that lies within each one of them. Students will:

- Analyze the 66 Hidden Heroes Descriptors – including the 10 TDSB character attributes – that are listed in the Lesson 5 Lesson Resources

- Identify a number of these characteristics they feel apply to them
- Put one or more of their positive character attributes into action
- Describe and discuss real-life situations where they have seen themselves or others do well or poorly
- Think of a real-life situation and discuss how a genuine compliment or a positive attitude could make them a Hidden Hero in that scenario

## Lesson 6

This lesson expands on Lesson 5 and focuses on identifying feelings associated with acknowledgement. Students will:

- Work in pairs or as a class to discuss supplied questions on caring and feelings
- Put their understanding into practice by writing about real or fictitious situations involving giving or receiving acknowledgment
- Develop lists of do's and don'ts for positive behaviour giving careful consideration to the 10 TDSB character attributes
- Journal their response to a real-life story of acknowledgement that has been provided

## Lesson 7

In this lesson students discover the power of the ripple effect and confirm, through their own actions, that they can make a difference not only in their own lives but also in the lives of people around them.

- Study the ripple effect and the power it can have
- Study several real-life ripple effect stories provided
- Practice and reflect on their own random acts of kindness
- Write a true or fictional ripple effect story

Toronto teachers could have their students include a number of the 10 TDSB character attributes in their story.

## Lesson 8

In this lesson Hidden Heroes concepts come to life as students practice being Hidden Heroes themselves. Students will:

- Set goals and sign a “contract” making a commitment to work toward achieving them
- Develop and implement a plan to become a “Secret Agent Hidden Hero” in their own family
- Document and report back on how their actions affected both themselves and others

Toronto teachers could have their students reflect on how many of the ten TDSB character attributes could be used to describe their actions that week.

## Lesson 9:

In this culminating lesson students will:

- Review what they have learned about Hidden Heroes to date
- Research and write a formal essay about a Hidden Hero in their family, community or school
- Create a puppet show or play for a younger class to teach them about how to identify and become a Hidden Hero

## Lesson 10

This lesson will celebrate what students have learned about being a socially responsible person (a Hidden Hero); people they have identified as Hidden Heroes (invite them to the celebration); and most important of all, the Hidden Hero that lies within each one of them. Students will:

- Work together to organize a class Hidden Heroes celebration
- Develop a list of invitees
- Create invitations
- Organize the program for the celebration
- Present Hidden Heroes certificates

## Supplemental Hidden Heroes Stories

This section has 17 additional Hidden Heroes stories. At the end of each story students are given an assignment that will stimulate deeper personal thought and discussion with their classmates and possibly even with their parents or other adults.



## Lesson by lesson Links to the Ontario Curriculum

### Lesson 1a

#### Language

##### Oral Communication

**1.4 Demonstrating Understanding** - demonstrate an understanding of the information and ideas in oral texts by summarizing important ideas and citing a variety of supporting details

**1.5 Making Inferences/Interpreting Texts** - make inferences about oral texts using stated and implied ideas in the texts as evidence

##### Writing

**1.2 Developing Ideas** - generate ideas about a potential topic and identify those most appropriate for the purpose

**1.4 Classifying Ideas** - sort and classify ideas and information for their writing in a variety of ways

**1.5 Organizing Ideas** - identify and order main ideas and supporting details and group them into units that could be used to develop several linked paragraphs, using a variety of strategies

**2.1 Form** - write longer and more complex texts using a variety of forms

**2.4 Sentence Fluency** - vary sentence types and structures, with a focus on using conjunctions to connect ideas, and pronouns to make links within and between sentences

**3.1 Spelling Familiar Words** - spell familiar words correctly

**3.2 Spelling Unfamiliar Words** - spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling

**3.4 Punctuation** - use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: a comma before and or but in compound sentences to join principal clauses; quotation marks for direct speech; and the placement of commas, question marks, and exclamation marks inside quotation marks in direct speech

**3.5 Grammar** - use parts of speech correctly to communicate their intended meaning clearly, with a focus on the use of: common, proper, and abstract nouns; collective nouns; adjectives, including comparative adjectives; the helping verb have; adverbs modifying verbs; comparative adverbs

### Lesson 1b

#### Language

##### Oral Communication

**1.1 Purpose** - identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks

**1.2 Active Listening Strategies** - demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a range of situations, including work in groups

**1.3 Comprehension Strategies** - identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts

**1.6 Extending Understanding** - extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them

**2.1 Purpose** - identify a variety of purposes for speaking

**2.2 Interactive Strategies** - demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large- group discussions

**2.3 Clarity and Coherence** - communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form

**2.4 Appropriate Language** - use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory language, and stylistic devices suited to the purpose, to communicate their meaning accurately and engage the interest of their audience

## Reading

**1.1 Variety of Texts** - read a variety of texts from diverse cultures, including literary texts

**1.4 Demonstrating Understanding** - demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details

**1.6 Extending Understanding** - extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them

**1.8 Responding to and Evaluating Texts** - make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views

## Writing

**1.2 Developing Ideas** - generate ideas about a potential topic and identify those most appropriate for the purpose

**2.4 Sentence Fluency** - vary sentence types and structures, with a focus on using conjunctions to connect ideas, and pronouns to make links within and between sentences

**3.1 Spelling Familiar Words** - spell familiar words correctly

**3.2 Spelling Unfamiliar Words** - spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling

**3.4 Punctuation** - use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: a comma before and or but in compound sentences to join principal clauses; quotation marks for direct speech; and the placement of commas, question marks, and exclamation marks inside quotation marks in direct speech

**3.5 Grammar** - use parts of speech correctly to communicate their intended meaning clearly, with a focus on the use of: common, proper, and abstract nouns; collective nouns; adjectives, including comparative adjectives; the helping verb have; adverbs modifying verbs; comparative adverbs

## Lesson 2

### Language

#### Oral Communication

**1.1 Purpose** - identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks

**2.1 Purpose** - identify a variety of purposes for speaking

**2.3 Clarity and Coherence** - communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form

**2.4 Appropriate Language** - use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory language, and stylistic devices suited to the purpose, to communicate their meaning accurately and engage the interest of their audience

#### Reading

**1.1 Variety of Texts** - read a variety of texts from diverse cultures, including literary texts

**1.6 Extending Understanding** - extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them

**3.3 Reading Fluently** - read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose

## Writing

- 1.1 Purpose and Audience** - identify the topic, purpose, and audience for a variety of writing forms
- 1.2 Developing Ideas** - generate ideas about a potential topic and identify those most appropriate for the purpose
- 1.3 Research** - gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources
- 1.5 Organizing Ideas** - identify and order main ideas and supporting details and group them into units that could be used to develop several linked paragraphs, using a variety of strategies
- 2.1 Form** - write longer and more complex texts using a variety of forms
- 2.3 Word Choice** - use some vivid and/or figurative language and innovative expressions to add interest
- 2.4 Sentence Fluency** - vary sentence types and structures, with a focus on using conjunctions to connect ideas, and pronouns to make links within and between sentences
- 3.1 Spelling Familiar Words** - spell familiar words correctly
- 3.2 Spelling Unfamiliar Words** - spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling
- 3.4 Punctuation** - use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: a comma before and or but in compound sentences to join principal clauses; quotation marks for direct speech; and the placement of commas, question marks, and exclamation marks inside quotation marks in direct speech
- 3.5 Grammar** - use parts of speech correctly to communicate their intended meaning clearly, with a focus on the use of: common, proper, and abstract nouns; collective nouns; adjectives, including comparative adjectives; the helping verb have; adverbs modifying verbs; comparative adverbs

## The Arts

### Visual Arts

**Creative Work** - produce two- and three-dimensional works of art that communicate a range of thoughts, feelings, and ideas for specific purposes and to specific audiences

## Lesson 3

## Language

### Oral Communication

- 1.1 Purpose** - identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks
- 1.2 Active Listening Strategies** - demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a range of situations, including work in groups
- 1.3 Comprehension Strategies** - identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts
- 1.6 Extending Understanding** - extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them
- 2.1 Purpose** - identify a variety of purposes for speaking
- 2.2 Interactive Strategies** - demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large- group discussions
- 2.3 Clarity and Coherence** - communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form

## Reading

- 1.1 Variety of Texts** - read a variety of texts from diverse cultures, including literary texts
- 1.3 Comprehension Strategies** - identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts
- 1.4 Demonstrating Understanding** - demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details

**1.6 Extending Understanding** - extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them

**1.8 Responding to and Evaluating Texts** - make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views

### Writing

**1.1 Purpose and Audience** - identify the topic, purpose, and audience for a variety of writing forms

**1.2 Developing Ideas** - generate ideas about a potential topic and identify those most appropriate for the purpose

**1.3 Research** - gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources

**1.4 Classifying Ideas** - sort and classify ideas and information for their writing in a variety of ways

**1.5 Organizing Ideas** - identify and order main ideas and supporting details and group them into units that could be used to develop several linked paragraphs, using a variety of strategies

**2.1 Form** - write longer and more complex texts using a variety of forms

**2.3 Word Choice** - use some vivid and/or figurative language and innovative expressions to add interest

**2.4 Sentence Fluency** - vary sentence types and structures, with a focus on using conjunctions to connect ideas, and pronouns to make links within and between sentences

**3.1 Spelling Familiar Words** - spell familiar words correctly

**3.2 Spelling Unfamiliar Words** - spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling

**3.4 Punctuation** - use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: a comma before and or but in compound sentences to join principal clauses; quotation marks for direct speech; and the placement of commas, question marks, and exclamation marks inside quotation marks in direct speech

**3.5 Grammar** - use parts of speech correctly to communicate their intended meaning clearly, with a focus on the use of: common, proper, and abstract nouns; collective nouns; adjectives, including comparative adjectives; the helping verb have; adverbs modifying verbs; comparative adverbs

### Media Literacy

**1.3 Responding to and Evaluating Texts** - express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions

## Lesson 4

### Language

#### Oral Communication

**1.1 Purpose** - identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks

**1.3 Comprehension Strategies** - identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts

**1.5 Making Inferences/Interpreting Texts** - make inferences about oral texts using stated and implied ideas in the texts as evidence

**2.1 Purpose** - identify a variety of purposes for speaking

**2.2 Interactive Strategies** - demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large- group discussions

**2.3 Clarity and Coherence** - communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form

**2.4 Appropriate Language** - use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory language, and stylistic devices suited to the purpose, to communicate their meaning accurately and engage the interest of their audience

### Writing

**1.2 Developing Ideas** - generate ideas about a potential topic and identify those most appropriate for the purpose

**1.4 Classifying Ideas** - sort and classify ideas and information for their writing in a variety of ways

**1.5 Organizing Ideas** - identify and order main ideas and supporting details and group them into units that could be used to develop several linked paragraphs, using a variety of strategies

**2.1 Form** - write longer and more complex texts using a variety of forms

**2.3 Word Choice** - use some vivid and/or figurative language and innovative expressions to add interest

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**3.2 Spelling Unfamiliar Words** - spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling

**3.4 Punctuation** - use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: a comma before and or but in compound sentences to join principal clauses; quotation marks for direct speech; and the placement of commas, question marks, and exclamation marks inside quotation marks in direct speech

**3.5 Grammar** - use parts of speech correctly to communicate their intended meaning clearly, with a focus on the use of: common, proper, and abstract nouns; collective nouns; adjectives, including comparative adjectives; the helping verb have; adverbs modifying verbs; comparative adverbs

## The Arts

### Visual Arts

**Creative Work** - produce two- and three-dimensional works of art that communicate a range of thoughts, feelings, and ideas for specific purposes and to specific audiences

## Lesson 5

## Language

### Oral Communication

**1.1 Purpose** - identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks

**1.2 Active Listening Strategies** - demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a range of situations, including work in groups

**1.6 Extending Understanding** - extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them

**2.1 Purpose** - identify a variety of purposes for speaking

**2.2 Interactive Strategies** - demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large- group discussions

**2.3 Clarity and Coherence** - communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form

### Reading

**1.3 Comprehension Strategies** - identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts

**1.4 Demonstrating Understanding** - demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details

### Writing

**1.2 Developing Ideas** - generate ideas about a potential topic and identify those most appropriate for the purpose

**1.4 Classifying Ideas** - sort and classify ideas and information for their writing in a variety of ways

**1.5 Organizing Ideas** - identify and order main ideas and supporting details and group them into units that could be used to develop several linked paragraphs, using a variety of strategies

**2.1 Form** - write longer and more complex texts using a variety of forms

**2.3 Word Choice** - use some vivid and/or figurative language and innovative expressions to add interest

**2.4 Sentence Fluency** - vary sentence types and structures, with a focus on using conjunctions to connect ideas, and pronouns to make links within and between sentences

**3.1 Spelling Familiar Words** - spell familiar words correctly

**3.2 Spelling Unfamiliar Words** - spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling

**3.4 Punctuation** - use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: a comma before and or but in compound sentences to join principal clauses; quotation marks for direct speech; and the placement of commas, question marks, and exclamation marks inside quotation marks in direct speech

**3.5 Grammar** - use parts of speech correctly to communicate their intended meaning clearly, with a focus on the use of: common, proper, and abstract nouns; collective nouns; adjectives, including comparative adjectives; the helping verb have; adverbs modifying verbs; comparative adverbs

## Lesson 6

### Language

#### Oral Communication

**1.2 Active Listening Strategies** - demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a range of situations, including work in groups

**2.1 Purpose** - identify a variety of purposes for speaking

**2.2 Interactive Strategies** - demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large- group discussions

**2.3 Clarity and Coherence** - communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form

#### Reading

**1.1 Variety of Texts** - read a variety of texts from diverse cultures, including literary texts

**1.6 Extending Understanding** - extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them

**3.1 Reading Familiar Words** - automatically read and understand most words in common use

**3.3 Reading Fluently** - read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose

#### Writing

**1.1 Purpose and Audience** - identify the topic, purpose, and audience for a variety of writing forms

**1.2 Developing Ideas** - generate ideas about a potential topic and identify those most appropriate for the purpose

**1.4 Classifying Ideas** - sort and classify ideas and information for their writing in a variety of ways

**1.5 Organizing Ideas** - identify and order main ideas and supporting details and group them into units that could be used to develop several linked paragraphs, using a variety of strategies

**1.6 Review** - determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary

**2.1 Form** - write longer and more complex texts using a variety of forms

**2.2 Voice** - establish an appropriate voice in their writing, with a focus on modifying language and tone to suit different circumstances or audiences

**2.3 Word Choice** - use some vivid and/or figurative language and innovative expressions to add interest

**2.4 Sentence Fluency** - vary sentence types and structures, with a focus on using conjunctions to connect ideas, and pronouns to make links within and between sentences

**3.1 Spelling Familiar Words** - spell familiar words correctly

**3.2 Spelling Unfamiliar Words** - spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling

**3.4 Punctuation** - use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: a comma before and or but in compound sentences to join principal clauses; quotation marks for direct speech; and the placement of commas, question marks, and exclamation marks inside quotation marks in direct speech

**3.5 Grammar** - use parts of speech correctly to communicate their intended meaning clearly, with a focus on the use of: common, proper, and abstract nouns; collective nouns; adjectives, including comparative adjectives; the helping verb have; adverbs modifying verbs; comparative adverbs

**3.6 Proofreading** - proofread and correct their writing using guidelines developed with peers and the teacher

**3.7 Publishing** - use a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout

**3.8 Producing Finished Works** - produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies

## Media Literacy

**3.4 Producing Media Texts** - produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques

## Visual Arts & Music

**Visual Arts -- Creative Work** - produce two- and three-dimensional works of art that communicate a range of thoughts, feelings, and ideas for specific purposes and to specific audiences

**Music -- Critical Thinking** - communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media

## Lesson 7

### Language

#### Oral Communication

**1.2 Active Listening Strategies** - demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a range of situations, including work in groups

**2.2 Interactive Strategies** - demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large- group discussions

**2.3 Clarity and Coherence** - communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form

### Writing

**1.2 Developing Ideas** - generate ideas about a potential topic and identify those most appropriate for the purpose

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**3.4 Punctuation** - use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: a comma before and or but in compound sentences to join principal clauses; quotation marks for direct speech; and the placement of commas, question marks, and exclamation marks inside quotation marks in direct speech

**3.5 Grammar** - use parts of speech correctly to communicate their intended meaning clearly, with a focus on the use of: common, proper, and abstract nouns; collective nouns; adjectives, including comparative adjectives; the helping verb have; adverbs modifying verbs; comparative adverbs

## Lesson 8

### Language

#### Oral Communication

- 1.2 Active Listening Strategies** - demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a range of situations, including work in groups
- 2.2 Interactive Strategies** - demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large- group discussions
- 2.3 Clarity and Coherence** - communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form

### Reading

- 1.1 Variety of Texts** - read a variety of texts from diverse cultures, including literary texts
- 3.3 Reading Fluently** - read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose

### Writing

- 1.1 Purpose and Audience** - identify the topic, purpose, and audience for a variety of writing forms
- 1.2 Developing Ideas** - generate ideas about a potential topic and identify those most appropriate for the purpose
- 1.5 Organizing Ideas** - identify and order main ideas and supporting details and group them into units that could be used to develop several linked paragraphs, using a variety of strategies
- 2.1 Form** - write longer and more complex texts using a variety of forms
- 2.2 Voice** - establish an appropriate voice in their writing, with a focus on modifying language and tone to suit different circumstances or audiences
- 2.3 Word Choice** - use some vivid and/or figurative language and innovative expressions to add interest
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## Reading

**1.3 Comprehension Strategies** - identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts

## Writing

**1.2 Developing Ideas** - generate ideas about a potential topic and identify those most appropriate for the purpose

**1.4 Classifying Ideas** - sort and classify ideas and information for their writing in a variety of ways

**1.5 Organizing Ideas** - identify and order main ideas and supporting details and group them into units that could be used to develop several linked paragraphs, using a variety of strategies

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## Lesson 9

### Language

#### Oral Communication

**1.4 Demonstrating Understanding** - demonstrate an understanding of the information and ideas in oral texts by summarizing important ideas and citing a variety of supporting details

**1.6 Extending Understanding** - extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them

**2.2 Interactive Strategies** - demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large- group discussions

**2.3 Clarity and Coherence** - communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form

**2.4 Appropriate Language** - use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory language, and stylistic devices suited to the purpose, to communicate their meaning accurately and engage the interest of their audience

### The Arts

#### Visual Arts

**Creative Work** - produce two- and three-dimensional works of art that communicate a range of thoughts, feelings, and ideas for specific purposes and to specific audiences

#### Drama and Dance

**Creative Work** - rehearse and perform small-group drama and dance presentations drawn from novels, poems, stories, plays, and other source materials

## Lesson 10

### Language

#### Oral Communication

**2.1 Purpose** - identify a variety of purposes for speaking

**2.3 Clarity and Coherence** - communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form

**2.4 Appropriate Language** - use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory language, and stylistic devices suited to the purpose, to communicate their meaning accurately and engage the interest of their audience

### Writing

**1.1 Purpose and Audience** - identify the topic, purpose, and audience for a variety of writing forms

**1.2 Developing Ideas** - generate ideas about a potential topic and identify those most appropriate for the purpose

**1.3 Research** - gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources

**1.5 Organizing Ideas** - identify and order main ideas and supporting details and group them into units that could be used to develop several linked paragraphs, using a variety of strategies

**2.1 Form** - write longer and more complex texts using a variety of forms

**2.3 Word Choice** - use some vivid and/or figurative language and innovative expressions to add interest

**2.4 Sentence Fluency** - vary sentence types and structures, with a focus on using conjunctions to connect ideas, and pronouns to make links within and between sentences

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### The Arts

#### Music

##### **Critical Thinking**

- communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media
- sing or play expressively, showing awareness of different tone colours