

## Grade Five English Language Arts - At a Glance

Organizing Idea	Grade 5 Learning Outcome	Highlights of your Child's Learning by the end of Grade Five
<b>Text Forms and Structures</b>	<p>Students examine how text genres, forms and structures support and enhance communication.</p>	<ul style="list-style-type: none"> <li>• Text genres, forms and structures support enjoyment and communication ideas and information.</li> <li>• Texts have more than one purpose. They inform, entertain, persuade, inspire.</li> <li>• Students build reading stamina.</li> <li>• Literary text forms can be fiction or nonfiction including photo essays, news articles, hybrids</li> <li>• Narrative texts can be structured in many ways such as: beginning, problem, multiple events with details, resolution of problem, ending.</li> <li>• Students learn about text features (sidebars and glossaries) in digital or non digital media.</li> <li>• Fictional texts can be analyzed</li> <li>• Fiction sub-genres (science fiction, tall tales, and traditional literature, flash forwards)</li> <li>• Elements of fiction (theme)</li> <li>• Third Person point of view</li> <li>• Flat and round characters</li> <li>• Multi-dimensional characters</li> <li>• Nonfiction texts can be analyzed</li> <li>• Nonfiction structures - larger topics &amp; subtopics, cause &amp; effect.</li> <li>• Poetry is experienced</li> <li>• Poetic structures including lyric poetry and stanzas</li> <li>• Dramatic texts as a literary form provide imagination and information.</li> <li>• Dramatic works have plot and character and they are developed through dialogue and action.</li> <li>• Verbal, non-verbal and paraverbal language.</li> </ul>

		<ul style="list-style-type: none"> <li>• Meaning from texts is derived through personal experiences with various features of land.</li> <li>• Students understand Land through connections with living things in the natural world, inhuman-made structures, patterns and cycles and stories of place.</li> </ul>
<b>Oral Language</b>	Students investigate how oral language can be designed to communicate ideas and information.	<ul style="list-style-type: none"> <li>• The delivery of oral texts are influenced by history, communities or contexts.</li> <li>• Time periods give rise to different forms of oral communication - storytelling, poetry, drama, choral speech, speeches or presentations.</li> <li>• Oral traditions use stories to connect prior knowledge to lived experiences</li> <li>• Oral traditions include diverse types of stories - tales of everyday life, sacred stories, stories of extraordinary experiences, trickster stories.</li> <li>• Oral language is enhanced through integration and adjustment of verbal, non-verbal and paraverbal language.</li> <li>• Choices in communication can be intentional in how body movement supports communication.</li> <li>• Vocal sounds are affected by breath, body and energy.</li> <li>• Inflection of voice</li> <li>• Content and delivery of oral communication.</li> <li>• Language conventions or protocols vary with oral communication.</li> <li>• Space influences oral communication</li> <li>• Oral communication can be enhanced through selection of digital or non-digital tools or formats.</li> <li>• Collaboration and effective dialogue - listening, respect, adaptability, compromise.</li> </ul>
<b>Vocabulary</b>	Students analyze how knowledge of vocabulary supports meaning and use of language.	<ul style="list-style-type: none"> <li>• Word origins and morphemes influence meaning and use of vocabulary.</li> <li>• Bases and affixes are learned and used.</li> <li>• Vocabulary learning involves the use of strategies and tools. This supports comprehension of text. (thesauruses, dictionaries).</li> <li>• Development of vocabulary involves extensive reading and listening to and noting how others use words.</li> <li>• Figurative language is language that has non-literal meaning and includes metaphors.</li> <li>• Students apply tier 2 words.</li> <li>• Students apply tier 3 words with subject content.</li> <li>• Context influences the meaning of words or phrases.</li> <li>• Similes, metaphors, analogies</li> <li>• Figurative language.</li> </ul>

<b>Comprehension</b>	Students analyze information, contexts and perspectives using a variety of comprehension strategies.	<ul style="list-style-type: none"> <li>• Students learn and use critical thinking skills, how to interpret text and manage information.</li> <li>• Predicting, inferring, making connections, summarizing, synthesizing, evaluating.</li> <li>• Students self monitor understanding.</li> <li>• Students make connections to texts - text to self, text to text, text to world.</li> <li>• Students make inferences and predictions (make predictions, revise predictions, confirm predictions).</li> <li>• Students use evidence from texts to support responses and interpretations.</li> <li>• Students learn about perspectives in texts (attitudes; ways of thinking; influence of culture, experiences and interests; character perspectives).</li> <li>• Students learn about context or circumstances that form the background of a person, event or idea or text.</li> </ul>
<b>Writing</b>	Students enhance the accuracy and artistry of expression through creative and critical thinking processes.	<ul style="list-style-type: none"> <li>• Students use the writing process (planning, drafting, revising, editing, publishing).</li> <li>• Students use creative thinking processes - Creative writing</li> <li>• Students learn about the significance of word choice, mentor texts, mood.</li> <li>• Students use research processes and manage information gathered.</li> <li>• Students learn about sources of information such as digital, nondigital, people (such as Knowledge keepers, Elders and Spiritual Leaders).</li> <li>• Protocols are considered in writing</li> <li>• Research can be shared in a variety of digital or non-digital ways.</li> <li>• Students learn the importance of Ethical use of Information.</li> <li>• Students write using different tools such as printing, keyboarding, cursive writing.</li> </ul>
<b>Conventions</b>	Students apply and experiment with conventions to enhance precision and artistry of communication.	<ul style="list-style-type: none"> <li>• Students use capitals and punctuation, abbreviations</li> <li>• Punctuation - parentheses</li> <li>• Conventions of grammar - tense, adverbs, conjunctions, pronouns, object pronouns, adverbs</li> <li>• Spelling accuracy - using accurate spelling patterns, knowledge of morphemes to spell (prefixes, bases, suffixes).</li> </ul>