

English Language Arts

Learner Outcomes

Grade 5

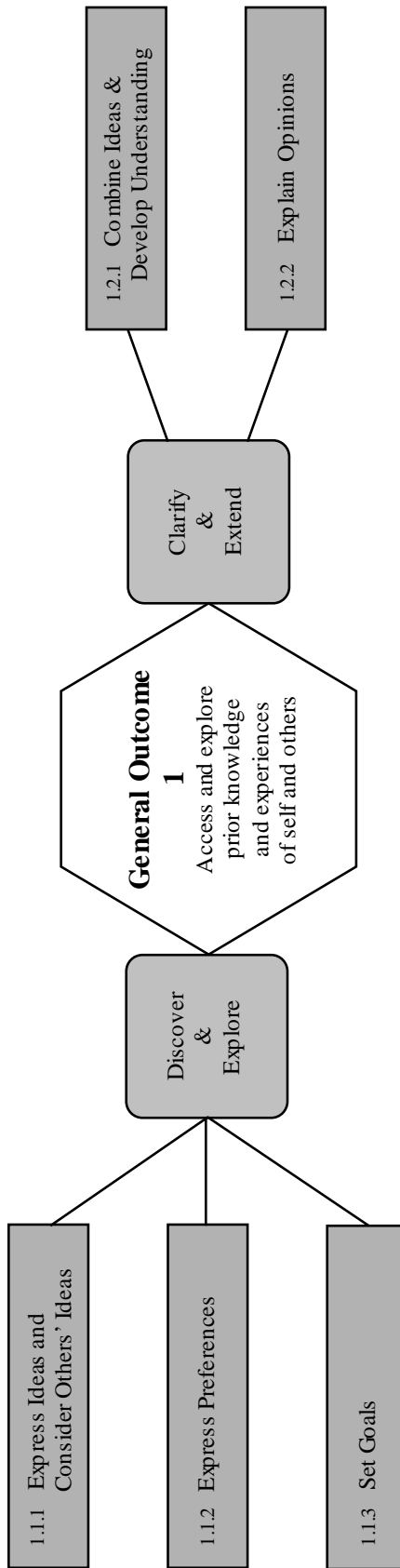


Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Using language to explore thoughts, feelings, and experiences is an important human activity. Exploratory use of language enables students to discover and understand what they think, what they feel, and who they are. Describing and questioning personal observations, experiences, and feelings extend self-understanding and knowledge. In addition, exploratory use of language helps students to maintain relationships. Exploratory language facilitates taking risks, engaging in dialogue, and exploring alternatives and possibilities. Ultimately, exploratory language leads to better solutions and decisions in the home, workplace, and community.

Exploratory language provides opportunities for students to develop intellectually and socially. Students make observations, ask questions, hypothesize, make predictions, and form opinions through talking and listening to others. Students also clarify their thinking through writing. When students see their ideas, thoughts, feelings, and experiences in writing, they can reconsider, revise, and elaborate on them in thoughtful ways. Reading and viewing enable students to gather and verify information, identify areas for further inquiry and research, and develop support for opinions. Ideas and their interrelationships may be explored through representations such as diagrams, concept webs, charts, and other visual media.

As students progress through the grades, they develop facility in using exploratory language to achieve the other English Language Arts Learning Outcomes (LO). For example, exploratory talk and writing enhance students' comprehension by accessing their prior knowledge and experiences before listening, reading, and viewing, and subsequently help them understand and manage ideas and information. Students use exploratory language when analyzing, evaluating, and responding to texts, and when deciding how to use language more effectively. They use conversation to collaborate on projects and to develop a classroom community.



General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Specific Outcome 1.1.1 Grade 5

Discover and Explore

Seek others' viewpoints to reflect on personal understanding

**It is important to be sensitive to cultural conventions when inviting students to interact.

**It is important to create an open atmosphere in the classroom community that is respectful of various perspectives and cultures.

Express Ideas and Consider Others' Ideas

General Example(s)

•conversations, exploratory talk, sharing circles, celebrations, inquiry, dramatizations, prompted activities, artistic representations, journals (response logs, dialogue journals, two-way journals, dual entry journals, reflection logs), Think Alouds, text explorations, responses, representations, appropriate questions and comments, Before-During-After (BDA), predictions, T-Charts, verifications, reflections, explanations, small group discussion, alternate point of view stories, role plays, question strategies, point of view writing, Role-Audience-Format-Topic activities (RAFT), literature circles, same and different charts, gallery walk, inside-outside circles, Venn Diagrams, conferences, surveys and interviews, inquiries, learning logs, inquiry notebooks, inquiry/ research response sheets, inquiry process, scientific method, anticipation guides, electronic mail messages, ...

Specific Outcome Links

See Combine Ideas and Develop Understanding (1.2.1), Explain Opinions (1.2.2), Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Connect Self, Texts, and Culture (2.2.3), Ask Questions (3.1.2), Use Language to Show Respect (5.1.2), and Share and Compare Responses (5.2.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student...

1.1.1 a. *Reflects upon conclusions and opinions*

question frames: "How might", "I wonder if ... ", "Would it be the same as ..."

prediction frames: "I observe, I predict, I think, I now know ..."

May say, "I remember when I figured out that ..., now I see something more ...", "I used to think that more exploration of our land would be good for us because it would benefit our economy. Because we learned from the Elders, that the Mackenzie Valley pipeline affected caribou migrations, won't new mines all over our Territory cause more problems for our hunters and may not be a good idea?"

1.1.1 b. *Seeks others' points of view through oral, print, and other media texts*

May say, "I wouldn't know who to vote for. I don't know what the candidates stand for. Why don't we create an interview for the panel candidates, then we would know who they are and what they have to say about the issues in our Territory/City/Hamlet/Band?"

1.1.1 c. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

1.1.1 d. *Begins to express personal interpretation based on new understandings*

May say, "I think ... because when I ... ", "I thought she'd ... because ...", "Maybe there is another way to look at this. What if ..." "I think the author is trying to prepare us for a disaster. Look at this sentence: 'She did not know that this was the last time that she would see him.' Maybe there will be an accident, or someone will die, or someone will disappear."

General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Specific Outcome 1.1.2 Grade 5

Discover and Explore

Explain preferences for particular forms and genres of oral, print, and other media texts

Express Preferences

General Example(s)

•preferences may include: artistic media, authors, illustrators, genres, forms, cultural traditions, media representations, ...

Specific Outcome Links

See Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Forms and Genres (2.3.1), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student...

1.1.2 a. *Discusses preferences for particular author, genre, medium, and / or form (oral, print, or other media)*

May say, ""Why don't authors automatically make videos of their stories, then we could see them and that's so much better." "Powerpoint presentations are better than just oral presentations because with technology I can show things and have my audience hear things too. I think that's better than just writing too." "On our T-chart, we listed why we like watching a play better than reading it." "I like newspaper articles because I have all the information at the very beginning to understand the rest of the story."

1.1.2 b. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

1.1.2 c. *Begins to choose appropriate texts (oral, print, and other media) independently and / or following peer recommendations*

May have specific criteria or ideas about what texts are preferred (action sequences, character development, setting preferences, themes, etc.)

May say: "Maybe I should try to read novels by different authors. I like Roald Dahl, because of the humour, but my friends are reading Gary Paulsen. I might try one."; "Why can't we read graphic novels for literature circles? They are novels just like the other ones we have on the reading list and I understand them better."; "This DVD is marked PG. I guess that means we can't watch it at school..."; "I found this web site when I searched in Yahoo!igans. It's perfect for what we need."

General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Specific Outcome 1.1.3 Grade 5

Discover and Explore

Set Goals

Set personal goals to enhance language learning and use

* language use includes all six language arts

*receiving language process stages may include: pre-reading/listening/viewing, reading/listening/viewing, responding, exploring, and applying

*expressing language process stages may include: thinking/planning, drafting, writing/speaking/representing, revising, editing, and publishing

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student...

1.1.3 a. *Uses strengths and challenges to set goals to improve reading / listening / viewing (behaviours, skills, and strategies)*

May say, "What are my strengths and weaknesses?" "What strategy(s) worked for me?" "I learned that I write much better when I get to choose the topic in writers' workshop. I am going to ask if I can choose books for reading assignments."; "I need to have it quiet around me when I listen to someone. I can't focus if there's noise."; "I need to talk less when I watch movies, so I can keep track of what's going on."

1.1.3 b. *Uses strengths and challenges to set goals to improve writing /speaking/ representing (behaviours, skills, and strategies)*

May say, "What are my strengths and weaknesses?" "What strategy(s) worked for me?" "I learned that I write much better when I get to choose the topic in writers' workshop."; "I really like using Power Notes to organize my thinking before I start to create my Power Point."; "I think my healthy eating video would have been more effective if I'd found better background music."

1.1.3 c. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

1.1.3 d. *Begins to set the criteria to assess the goals set for reading / listening/ viewing (behavior, skills, and strategies)*

See Synthesize Information (3.3.4) and Evaluate Group Process (5.1.3)

conversations, conferences, buddy/partner experiences, circles, author/illustrator, chair, centers, reading and writing workshops / processes, journals, writer's responses, ...

May say: "My goal is to understand what I read silently. I will know that I got the message if I can talk about what I learned."; "My goal is to be a more active listener. I will know if I have done that if I can ask a relevant question."

1.1.3 e. *Begins to set the criteria to assess the goals set for writing / speaking/ representing (behaviour, skills, and strategies)*

See Synthesize Information (3.3.4) and Evaluate Group Process (5.1.3)

conversations, conferences, buddy/partner experiences, circles, author/illustrator, chair, centers, reading and writing workshops / processes, journals, writer's responses, ...

May say, "If I said I was aiming to improve my editing, I will need to check if I use periods, commas, and some semicolons..."; "If my goal was to persuade the audience to recycle their pop cans, I will know that I was successful if more pop cans go in the recycling bin rather than the garbage."

General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Specific Outcome 1.2.1 Grade 5

Clarify and Extend

Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts

Combine Ideas and Develop Understanding

Specific Outcome Links

See Express Ideas and Consider Others' Ideas (1.1.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student...

- 1.2.1 a.** *Reaches tentative conclusions based on the connections between prior and new experiences, observations, information, ideas and/or knowledge*

talking, listening, imagining, questioning, reflecting, describing, identifying similarities and differences, problem solving, decision making, predicting, inferring, checking for understanding, reviewing previous material and ideas, ...

•journals, conversations, Think-Pair-Share (TPS), prediction frames: "I observe, I predict, I think, I now know...", Venn diagram, t-chart, story charts, Before-During-After (BDA) maps, graphs, learning logs, inquiry notebooks, inquiry/ research response sheet, inquiry process, scientific method, ...

May say, "If the people in our Territory use skins for clothing, in Australia they must use snake and kangaroo skins for clothing too." "I remember when I figured out that ..., now I see something more ..."

- 1.2.1 b.** **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**
-

- 1.2.1 c.** *Begins to explain conclusions (based on the connections between prior and new experiences, observations, information, ideas and/or knowledge)*

•Venn diagram, t-chart, story charts, fishbone illustrations, Before-During-After (BDA) maps, graphs, tallies, ...

May say, "Skins were used as material for clothing here; because people have the same needs all over the world, others must have used what is in their environment in similar ways."

General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Specific Outcome 1.2.2 Grade 5

Clarify and Extend

Explain the importance of linking personal perceptions

Explain Opinions

Specific Outcome Links

See Express Ideas and Consider Others' Ideas (1.1.1), and Compare Ideas & Develop Understanding (1.2.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student...

1.2.2 a. *Adjusts personal opinion based on personal observations, descriptions, and interpretations*

see Express Ideas & Consider Others' Ideas (1.1.1), Cueing Systems (2.1.4), Respond to Various Texts (2.2.2), Connect Self, Texts, and Culture (2.2.3), Word Choice & Artistry of Texts (2.3.3), and Enhance Artistry (4.2.4)

conversations, journals, illustrations, paintings, sculptures, dances, songs, poems, stories, centres, readers' workshop, writers' workshop, exploratory talk, letters, scientific method, inquiry process, literature journals, science journals, anticipation guides, ...

May say, "I think ... because when I ... ", "I thought she'd ... because ...", "I used to think that more exploration of our land would be good for us because it would benefit our economy. Because we learned that the Mackenzie Valley pipeline affected caribou migrations, I worry that new mines all over our Territory will cause more problems for our hunters and may not be a good idea"

1.2.2 b. *Adjusts and explains personal understanding of concepts by integrating others' opinions and ideas (found in oral, print, and other media texts)*

See Synthesize Information (3.3.4)

May say, "When we made our boat some people thought that we should be able to put more pennies on it if we used the same amount of foil. They said it would work if we made the base bigger and then we spread out the load evenly, not put it in just one pile. After trying that, we know that the surface area is important when we talk about things that float and those that don't."

1.2.2 c. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

1.2.2 d. *Begins to use evidence to support revisions of previous understandings (through the exploration of other opinions, experiences, ideas (oral, print, and other media texts)*

discussions, journals, response journals, learning logs, concept web / map / frames, word splashes and charts, Venn diagrams, interviews, questions and answers, written reviews, posters, advertisements, research, science experiments, survey analyses, data analyses, ...

May say, "Because I saw the destruction of the forests in BC on TV, I think we should make an effort in our class to cut down on things we get photocopied and try to use the computer more. We could also try to use both sides of our paper and recycle the paper in the photocopy room."



Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Constructing meaning of oral, print, and other media texts is fundamental to living in a democracy. In a technological society, students are required to comprehend and sort ideas and information from an increasing volume and variety of sources.

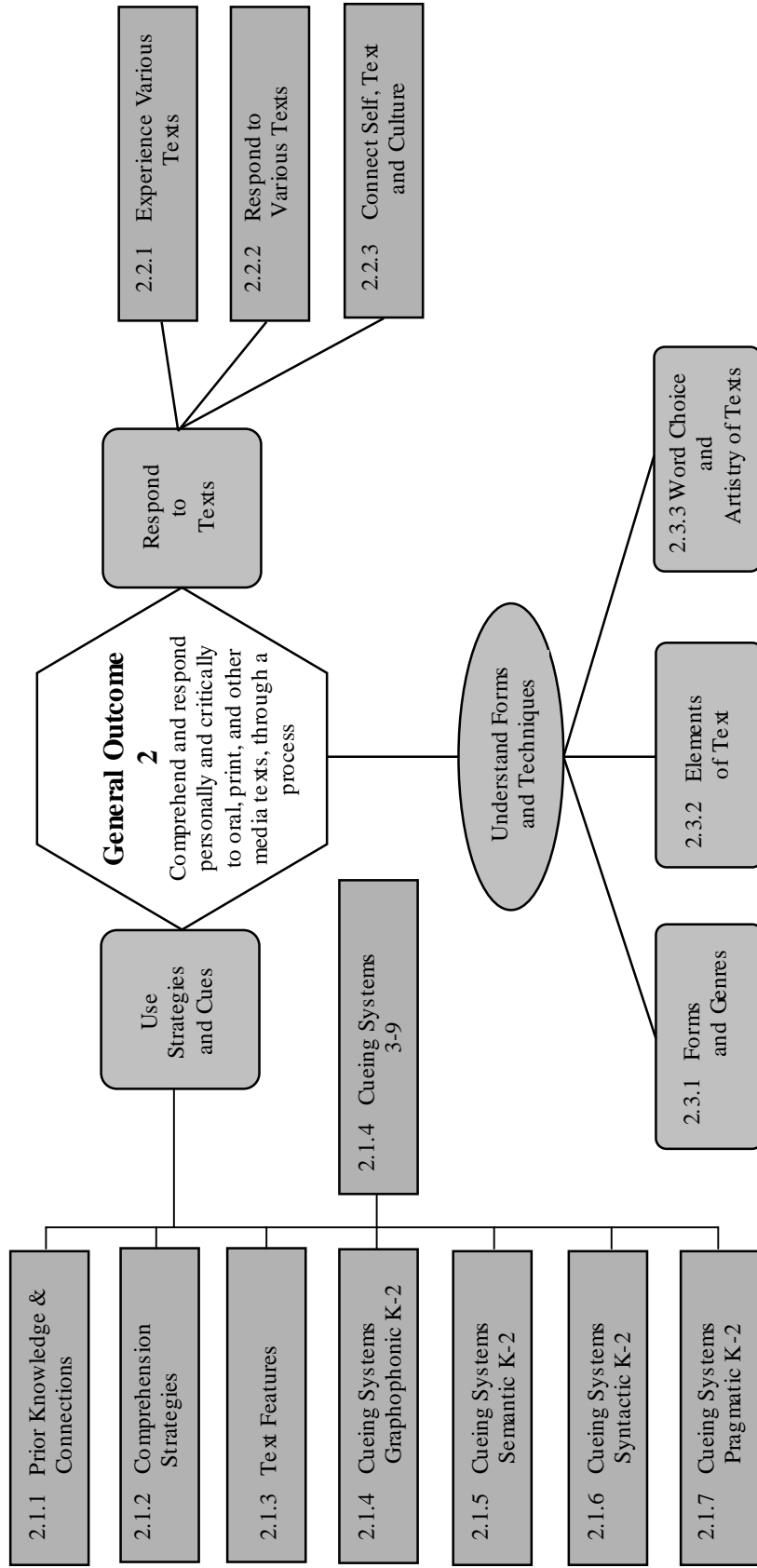
Through oral, print, and other media texts, students experience a variety of situations, people, and cultures, and learn about themselves. They respond personally and critically to the many voices of their own and other cultures – contemporary and traditional. The study of literature is a major component of the ELA Curriculum and provides opportunities for students to learn to appreciate the clarity and artistry of texts as they respond both personally and critically.

Students learn to use a variety of strategies and cueing systems before, during, and after interacting with oral, print, and other media texts. They preview, ask questions, and set purposes. While interacting with texts, they attend to the ideas presented, make and confirm predictions and inferences, and monitor their understanding. They respond by reflecting, analyzing, synthesizing, evaluating, and creating.

Students enhance their comprehension of and responses to texts through learning experiences in all of the General Outcomes. Exploratory language strengthens students' understanding and appreciation of texts. Through their experiences with a variety of texts, students learn ways of organizing and formatting their own work. They also develop strategies for managing and processing information. By experiencing a variety of texts, students learn to appreciate the clarity and artistry of language. Through shared experiences with texts, they build and strengthen communities of learners.

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does not simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

Reading Process stages include: Pre-reading, Reading, Responding, Exploring, and Applying



Reading and Writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.1.1 Grade 5

Use Strategies and Cues	Prior Knowledge and Connections
Use prior knowledge and connections between self and texts (oral, print, and other media) to expand personal understanding	General Example(s) •talking, listening, brainstorming, drawing, painting, building, writing, sculpting, acting, dancing, composing, singing, chanting, story telling, reading, viewing, representing, ...
*reading process stages include: pre-reading, reading, responding, exploring, and applying	Specific Outcome Links •See Combine Ideas and Develop Understanding (1.2.1)
*viewing process stages include: pre-viewing, viewing, responding, exploring, and applying	
*listening process stages include: pre-listening, listening, responding, exploring, applying	

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student...

2.1.1 a. *Integrates and describes new ideas and information into personal understanding*

** new ideas and information evolved from the connections between self and text*

See Synthesize Information (3.3.4)

May say, "This science book is hard to understand, but since we played with microscopes and telescopes last week, it makes more sense to me. I think I understand the differences between the shapes of the lenses a little bit better because I can remember what each one did."

2.1.1 b. *Represents the connections that evolved from conversations and the exploration of texts (oral, print, and other media)*

**May choose to use graphic organizers to represent the connections that evolved from conversations*

May say, "Our group drew a map that shows the development of many communities along water ways or rivers. The settlers did that so that they could trade goods with one another. Transportation along rivers was easier than travelling on land."

**graphic organizers may include: journals, lists, pictographs, physical graphs, picture maps, picture splash, diagrams, listen-sketch-share, T-charts, webs, graphs, same and different charts, maps, sequence maps, character maps, charts/comparison charts, mind maps and clusters, KWL (Know-Want to know-Learned), 5 Ws + H (Who-What-Where-When-Why-How), BDA (Before-During-After), think bubbles/alouds, bar graphs, timelines, Venn diagrams, chains, cycles, sequence circles, learning logs/reflection logs, concept frames, flow chart, story maps, plot diagrams, word maps, pyramids, KWHLAQ (Know-Want to Know-How to find out-What I learned-Applied learnings-Next questions), KWPL (Know-Want to know-Predict-Learned), Prediction frames, Slim Jims, Process Notes, Plus-Minus-Interesting (PMI), Jot charts, outlines, information comic strips, paragraphs, think alouds, bibliographies, information flip books, sequential map, sketch-a-sequence frame, cause-and-effect flow chart, self-check tool, rubrics, Y-charts, chapter maps, anticipation guides, Dancing boxes, continuum, fishbone, matrix, spread sheets, Decision Making Graphic Organizer, Problem Solving Graphic Organizer, Experimental Graphic Organizer, ...*

2.1.1 c. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

2.1.1 d. *Begins to seek to understand, through discussion, the connections others have identified*

May say, "So, if the Hudson's Bay Company built "forts" as trading posts and sometimes they became communities, how were communities made in the South? Are all communities set up because of trade?"

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.1.2 Grade 5

Use Strategies and Cues

Anticipate meaning of text; use comprehension strategies to construct, confirm, revise, and explain understanding

*all forms of response, before, during, or after reading, help to construct meaning from text (oral, print, and other media)

*it is through guidance and practice that students, from Kindergarten onwards, move through literal, inferential, and evaluative levels of comprehension of text (oral, print, and other media) simultaneously

*reading process stages include: pre-reading, reading, responding, exploring, and applying

*viewing process stages include: pre-viewing, viewing, responding, exploring, and applying

*listening process stages include: pre-listening, listening, responding, exploring, applying

Comprehension Strategies

General Example(s)

the 7 key thinking (comprehension) strategies used by proficient readers are:

- **activating prior knowledge:** making connections to relevant, prior knowledge (schema) before, during, and after reading text for the purpose of storing newly learned information with other related memories or ideas. It often involves making predictions and may involve accessing background knowledge if there is no prior knowledge of the topic or theme.
- **determining importance:** identifying the most important ideas and themes in a text and drawing conclusions about them, in order to focus the reading and to exclude peripheral or unimportant details from memory
- **question generating:** to clarify and to focus the reading by asking questions of themselves, the authors, and the texts that are reading
- **visualizing:** creating mental images that include visual, auditory, and other sensory connections to the text
- **inferring:** drawing inferences from text; combining what is read in the text with one's own ideas to create a unique interpretation. It is reading between the lines to figure out what the author has left unsaid.
- **synthesizing:** retelling and summarizing; bringing together pieces of information within a text, during or after reading
- **monitoring for meaning:** thinking about what one is reading both during and after reading to determine if one is comprehending a text. It's partner, clarifying, consists of using a variety of fix-up strategies to clear up confusion.

Specific Outcome Links

See Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Connects Self, Texts, and Culture (2.2.3), Word Choice & Artistry of Texts (2.3.3), Access Information (3.2.3), Use Strategies to Make Sense of Information (3.2.4), Enhance Artistry (4.2.4), and Appreciate Diversity (5.2.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student...

2.1.2 a. Understands what is read (using texts with an appropriate complexity of content and sophistication of style)

**recognizes when what is read makes sense or does not make sense*

conversations, self monitoring approach to reading (SMART) think alouds, think-pair-share (TPS), conferences, learning logs, dialogue journals, cloze activities, literature circles, peer/teacher conferences, paired/guided/shared/independent reading, ...

May say, "I used a chart to show how each character in the novel felt about what happened and how each acted."; "We followed the steps on the Internet site to build a pond."

2.1.2 b. Uses the seven key thinking / comprehension strategies to construct and confirm understanding

***Keep in mind text and purpose when matching the reading comprehension strategies to the task*

***Guidance may be required for newly introduced strategies; individual or group independence may be expected with familiar ones*

reading comprehension activities and recording tools might include: conversations, reader's workshop, brainstorming, predicting, drawing (beginning, middle, and predicting the ending), reenactments, dramatizations, Know-Want to Know-Learned (KWL), Know-Want to Know-Predict-Learned (KWPL), prediction frames, anticipation guides (advance organizers), listen-sketch-share (LSS), think-pair-share (TPS), predict-connect-check, Directed Reading-Thinking Activity (DRTA), shared reading, guided reading, Before-During-After (BDA) chart, literature circles, book talks, guided reading, Before-During-After (BDA) chart, literature circles, T-charts, Y-charts, mapping, Venn Diagrams, concept maps, webs, chapter maps, flow charts, time lines, look-it-over, conferencing, exploratory talk, Question the Author (QtA), Then and Now activities, Self-monitoring approach to Reading and Thinking (SMART), story mapping, prereading question strips, Question-Answer Relationships (QAR), Survey-Questions-Read-Recite-Review (SQ3R), reciprocal teaching and questioning, ...

2.1.2 c. Revises understanding of text, based on new information (using texts with an appropriate complexity of content and sophistication of style)

May say, "In this section about natural resources, I thought the author meant that there were lots and we did not have to worry about running out. Now, I see that I didn't get what "replenishable" meant. After my partner explained it, I reread our stuff and see that natural resources are limited."

2.1.2 d. Reflects upon own reading behaviours

See Set Goals (1.1.3), Synthesize Information (3.3.4) and Evaluate Group Process (5.1.3)

talking, journaling, logging, peer conferencing, teacher conferencing, parent conferencing, goal setting, ...

May say, "Wow, because I previewed the reading and looked at the subtitles, I knew exactly which parts I had to read and which parts I could skip. That really helped me to cut time."; "On on reading behaviours checklist, I learned that I am good at ..., but really need to work on ..."; "At first I was worried that I would never be able to read this whole book for my project, but I don't have to read it all. I found the section that talks about natural resources; so I am skipping the rest because it won't help me."

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.1.3 Grade 5

Use Strategies and Cues

Use textual cues to construct and confirm meaning

**cues in narrative, expository, and poetic texts

Text Features

Specific Outcome Links

•see Experience Various Texts (2.2.1), Forms and Genres (2.3.1), Elements of Texts (2.3.2), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student...

2.1.3 a. *Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from narrative text*

***in grade five, narrative textual cues include:*

- *book covers,*
- *titles,*
- *logical organization (sequential (beginning, middle, end), cause and effect relationships, problem-solution)*
- *sentence patterns,*
- *paragraphs,*
- *illustrations,*
- *photographs (in text, of author, of topic, ...),*
- *authors' profiles,*
- *font,*
- *type size,*
- *music / sounds,*
- *volume,*
- *colour,*
- *movement,*
- *opening shots to videos, and*
- *lighting (time, mood, feelings)*

discuss, question, read, view, story mapping, ...

predictable books, films / movies, story books, picture books, oral stories, fairy tales, chapter books, comic books, junior novels, folk tales, ...

May say, "We're using the map in the book, to get an idea about how far the characters are travelling." "If it hadn't started to rain, the characters would not have gotten into trouble. Hypothermia was a bigger problem than being lost; I think."

2.1.3 b. *Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from expository text*

***in grade five, expository textual cues include:*

- titles and chapter titles,
- logical organization (sequential, categorical, cause and effect relationships, comparison-contrast, problem-solution, descriptive,),
- photographs (in text, of author, of topic, ...),
- illustrations and corresponding captions,
- key words and placement,
- capitalization,
- punctuation and pauses
- table of contents,
- hot links,
- headings and subheadings,
- dictionary guide words,
- paragraphs,
- indices,
- glossaries, and
- bullets

discuss, question, main idea map, main idea chart, visualizing and verbalizing, Directed Reading-Thinking Activity, guided reading, sketching, 5 Ws and H charts, active listening, read on, ...

May say, "If we had not found the glossary, we would not have understood what we were reading." "Look how the information is placed: the big idea first and then underneath, there are three bullets that show the parts of the report we have to research."

2.1.3 c. *Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from poetic text*

***in grade five, poetic textual cues include patterns or frames that organize the writing:*

- titles,
- illustrations,
- poems organized by: words: rhyme schemes, rhythms, alliteration, repetition, comparisons, stanzas, lines, verses, choruses,
- poems organized by: frames / patterns (shape poems, list poems, acrostic poems, alphabet poems, formula poems),
- font,
- type size,
- music / sounds,
- volume,
- colour,
- movement,
- key words and placement,
- capitalization,
- punctuation and pauses,
- placement and size of words, and
- syllabication

May say, "It's hard writing a cinquain when we have to count the syllables. It is easier just to pick the words you like and not have to count the syllables."

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.1.4 Grade 5

Use Strategies and Cues

Use vocabulary, language structure and context to construct meaning of a text

** This SO includes semantic, syntactic and pragmatic cueing systems. **Phonics is no longer a useful cueing system for students in upper Elementary School and beyond; it is replaced by word analysis.**

Cueing Systems

General Example(s)

*Cueing Systems are effective when instruction is integrated within meaningful, purposeful reading of authentic texts

Specific Outcome Links

See Comprehension Strategies (2.1.2), Express Ideas & Consider Others' Ideas (1.1.1), Comprehension Strategies (2.1.2), Experience Various Texts (2.2.1), and Respond to Various Texts (2.2.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student...

2.1.4 a. Reads for meaning; monitors, and self corrects

**using texts with an appropriate complexity of content and sophistication of style*

See Comprehension Strategies (2.1.2)

monitoring strategies might include: in addition to those listed in previous grades: highlighting key information, making notes, setting a purpose for listening/viewing/reading, previewing and reviewing text, selecting appropriate parts of texts, ...

May say, "I thought they were talking about ... when it said ..., but now I think ..."

2.1.4 b. Reads new texts (grade appropriate) with fluency (accuracy, expression, automaticity)

intonation, pace, rate, volume, attending to punctuation, attending to context, ...

2.1.4 c. Applies phonetic rules, strategies, and generalizations to decode unfamiliar words in context

****Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.***

**using texts with an appropriate complexity of content and sophistication of style*

May say "This whole section is about the Voyageurs... these words in italics are probably in French, so the pronunciation will be different." ; "What does overdrive mean? Is it that you drive over something?" "If you add un- to a word, it usually makes it negative; like in unable, it means not being able to do something."

2.1.4 d. Selects and uses a variety of strategies to construct and confirm meanings of both known and unfamiliar words

Semantic: the meaning system. Meaning is not lodged in individual words (vocabulary); the context in which a word appears gives clues to which meaning is intended

Meanings vary slightly from reader to reader; the conceptual meanings can vary from concrete to abstract.

2.1.4 e. *Identifies and describes text structures, punctuation, and word order used in texts*

**attending to punctuation when reading aloud affects fluency (in particular: expression, phrasing)*

Syntactic: understanding the correct structure or grammar or flow of language. Word order (sentence structures), the relationship between words, tense, and numbers provide a sense of the structure being used.

Narratives have beginning, middle and end or other specific sequences; Recipes begin with lists of ingredients and go to procedures; Letters begin with a date and salutations, Informational texts have headings, paragraphs, subheadings, and margin organizers, Essays follow a paragraph structure, ...

2.1.4 f. *Infers author's/creator's purpose, audience and choice of structure or form, in support of personal interpretations of text*

**using texts with an appropriate complexity of content and sophistication of style*

**it is through guidance and practice that students, from Kindergarten onwards, move sequentially from literal, to inferential, to evaluative levels of comprehension of text (oral, print, and other media)*

Pragmatic: understanding that language fits a purpose and an audience; so varies according to social and cultural uses.

Readers are co-creators of meaning, as most texts don't have one intended meaning or interpretation. Through an active process, readers constantly build meaning for themselves as they think along with an author's words.

see Experience Various Texts (2.2.1), Respond to Texts (2.2.2), Forms and Genres (2.3.1), Elements of Text (2.3.2), Word Choice and Artistry of Texts (2.3.3), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), Create Originals Texts (4.1.3), and Enhance Artistry (4.2.4)

conversation topics in literature circles may include: students' background and prior knowledge / experience, author's / creator's intent, characters' feelings, how a quotation / selection might be read / interpreted, author's / creator's message, multiple intended meanings or interpretations, author's / creator's point of view, ...

May say, "Our group thinks that in this letter to the editor, the author thinks that the City / Town Council is not being fair to people who cannot afford their own housing."; "If this author wanted to get his point across about smoking, maybe he should have made a poster instead of writing that long, complicated report."

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.2.1 Grade 5

Respond to Texts	Experience Various Texts
<p>Explore a variety of oral, print, and other media texts</p> <p>*the distinction between grade levels is the exposure to a variety of forms and genres of texts (appropriate complexity of content and style)</p> <p>*keep in mind that students need to be experience a wide range of texts including Canadian and Aboriginal cultures, communities, and authors</p> <p>*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does not simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.</p>	<p>General Example(s)</p> <p>*reading process stages include: pre-reading, reading, responding, exploring, and applying</p> <p>*viewing process stages include: pre-viewing, viewing, responding, exploring, and applying</p> <p>*listening process stages include: pre-listening, listening, responding, exploring, applying</p> <p>Specific Outcome Links</p> <p>See Connect Self, Texts, and Culture (2.2.3), Techniques and Elements (2.3.2), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Appreciate Diversity (5.2.2)</p>

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student...

2.2.1 a. *Listens to / reads / views stories represented through oral, print, and other media texts from diverse cultures*

Elders' stories, guests, familiar and unfamiliar stories, audio and video representations, ...

guest speakers, sharing circles, presentations, celebrations, author's chair, literature circles, Internet sites, literature from diverse cultures, music from diverse cultures, dances, films, videos, ...

2.2.1 b. *Sets a purpose for reading*

enjoyment, interest, information / research, to construct meaning, to make and confirm predictions or understandings, to respond, to clarify, to extend thinking, appreciation, ...

2.2.1 c. Explores a variety of narrative text

**for assessment purposes: the distinction between grade levels is itemized in Elements of Text (2.3.2)*

**required narrative texts to explore in grade five:*

- oral, print, and other media representations of narrative,
- story books (high proportion of text and increasingly sophisticated themes),
- plays (scripts),
- traditional tales: such as fairy tales, fables, legends, tall tales, folk tales, myths
- novels (chapters are relatively short (10 pages), with few or no illustrations, featuring action, but less dialogue, increasing description, varied sentence lengths, often written in the first person, each chapter usually presents and solves a problem, range 100-150 pages)
- narratives where the main and minor characters are: predictable (inferences can be made about character's actions and feelings), often stereotypical, but some complexity in character evident (main character is partly "good" or partly "bad"), main is clearly identifiable, relationships between characters is increasingly more important,
- narratives where setting (time and place) is: obvious and singular (in novellettes two settings are possible), some foreshadowing or flashbacks,
- narratives where plot includes: clear sequence (beginning, middle, end), action, problem is solved and there may be a simple twist at the end, clear cause-effect pattern, and
- narratives where ideas / content / vocabulary / theme: are grade appropriate

suggested narrative texts include: sculptures, dances, narrative poems, songs, tableaux, comic strips or cartoon strips in the form of a narrative, scripts / dramas (television programs, radio plays, ...), slide shows (power point representations), ...

**sub-genres include: adventure, autobiography, biography, contemporary, epic, fantasy, historical, historical-fiction, mystery, realistic, romance, science-fiction, traditional*

2.2.1 d. *Explores a variety of expository texts*

***required** expository texts to **explore** in Grade Five:

- biographies
- study notes
- documentaries
- text books
- instructions
- book reports (games, character sketches, maps, book and movie reviews...)
- observations
- histories
- prologues
- news and weather reports
- letters (officials or editors)
- autobiographies
- speeches
- varied forms of data collections
- thesauri
- brochures
- newspaper
- pamphlets
- science experiments

Connect Self, Texts, and Culture (2.2.2), Access Information (3.2.3), and Appreciate Diversity (5.2.2)

in addition to those listed in previous grades:

biographies, study notes, travelogues, letter (letter of complaint or concern,), book reports (plot diagrams, author studies, compare and contrast representations, follow-up research projects, ...), documentaries, ...

Digital texts examples:

web sites, wikis, blogs, Twitter, social networking sites, audio and video downloads, digitized texts (books that have been scanned or adapted for use on the computer), slide shows, pod casts, interactive sites/chats, bulletin boards and mailing lists.....

2.2.1 e. *Explores a variety of poetic texts*

***for assessment purposes: the distinction between grade levels is itemized in Elements of Text (2.3.2)**

***required** poetic texts to **explore** in grade five:

poems with:

- lots of repetition (refrain, lines, phrases),
- strong rhythm,
- description (grade appropriate vocabulary / qualifiers),
- rhyming pattern, and
- some simple figurative language (vocabulary often includes onomatopoeia (sounds), alliteration, simile / comparison, personification, metaphor)
- free verse

***suggested grade five** poetic texts include: *pictures, visual representations, songs, shape / concrete poems, couplets, raps, readers' theatre, diamantes, spoonerisms, riddles, jokes, free verse, limerick, cinquains, puns, epitaphs, ...*

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.2.2 Grade 5

Respond to Texts

Respond to texts creatively and critically

***the distinction between grade levels is the exposure to a variety of forms and genres of texts (appropriate complexity of content and style)**

*reading process stages include: pre-reading, reading, responding, exploring, and applying

*viewing process stages include: pre-viewing, viewing, responding, exploring, and applying

*listening process stages include: pre-listening, listening, responding, exploring, applying

Respond to Various Texts

General Example(s)

**Responses can be described as engaging, conceiving, connecting, problem solving and questioning, explaining, interpreting, and judging

*responses occur in a variety of forms: artistic, dramatic, musical, numeric, scientific, historic, and economic

*all forms of response, before, during, or after reading, help to construct meaning from text (oral, print, and other media)

responses are made through a variety of activities: talking, discussing, reading (guided, shared, aloud, and independent, literature study), listening, viewing, illustrating, drawing, journaling, enacting, imitating, questioning, reflecting, retelling, singing, chanting, dancing, drum dancing, sculpting, creating, ...

Specific Outcome Links

•Experience Various Texts (2.2.1), Share and Compare Responses (5.2.1), and Appreciate Diversity (5.2.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student...

2.2.2 a. *Responds creatively and critically to shared listening, reading, and viewing experiences to construct meaning*

**it is through guidance and practice, at every grade, that students move from literal, to inferential, to evaluative levels of comprehension of text (oral, print, and other media)*

**the distinction between grade levels is the depth of the response*

**responses occur in a variety of forms: artistic, dramatic, musical, numeric, scientific, historic, etc.*

•See Comprehension Strategies (2.1.2), Connects Self, Texts, and Culture (2.2.3), Elements of Text (2.3.2), and Word Choice and Artistry of Texts (2.2.3)

•Knowledge may say: "In the debate, the group defending smoking said ..."

•Comprehension may say: "Does that mean ...?" "If the data says, ..., then ..." "What about ...?" "I am not sure I understand this part ..."

•Application may say: "Our illustration shows ..." "We put ... on our poster to represent ..." "We created a dance to retell ..."

•Analysis may say: "When we go over our survey data, we see that the people in our community are wanting more government services."

•Synthesis may say: "When we go over our survey data, we see that the people in our community are wanting more government services. Our survey didn't ask what kind of government services they feel are needed. We need to go back and ask what is needed."

•Evaluation may say: "In the debate, the group defending smoking said ... Based on that defense I don't think I could vote a smoking ban."

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.2.3 Grade 5

Respond to Texts

Develop personal perspective of cultural representations in texts (oral, print, and other media)

**In a multicultural / multilingual country, like Canada, students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.

*keep in mind that students need to be experience a wide range of texts including Canadian and Aboriginal cultures, communities, and authors

*reading process stages include: pre-reading, reading, responding, exploring, and applying

*viewing process stages include: pre-viewing, viewing, responding, exploring, and applying

*listening process stages include: pre-listening, listening, responding, exploring, and applying

Connect Self, Texts, and Culture

General Example(s)

**discussion topics might include: feelings, ideas, topics, times, places, people, characters' actions and choices, situations, challenges, events, experiences, and traditions

*cultural representations may include: foods, games, tools, clothing, stories, dances, songs, music, language, artifacts, rituals, beliefs, and values, customs, traditions, histories, ...

Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1), Explain Opinions (1.2.2), Prior Knowledge & Connections (2.1.1), Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), and Appreciate Diversity (5.2.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student...

2.2.3 a. *Compares and contrasts oneself / one's culture to various characters, communities and / or cultures portrayed in texts (oral, print, and other media)*

**information is embedded in narrative, expository, and poetic texts*

**connecting self to text to world*

See Experience Various Texts (2.2.1)

May say, "This story had a raven in it. He is usually a trickster; so he will probably be doing something tricky. Is there an animal connected to every culture? What is the animal connected to mine? What does the raven really mean or stand for?"

May say, "On the CD, we read that stores or trading posts, churches, schools, and even communities were set up all over our Territory when newcomers came to the North. Sometimes I think that the people were scared of all the changes and the newcomers. It is just like we are scared of new teachers or nurses or doctors before we get to know them." "On the CD, we saw that the hunters and trappers had to have strong bodies, but also strong minds. In the book, Yuit, the Grandfather is very wise, so his body is getting older, but his mind is still very strong. I think that to live that kind of life, they had to be like that to survive. Sometimes I see that on the TV show "Survivor", other times you see the players fall apart!"; "It seems that both the cultures look at survival. In one story, ..."

2.2.3 b. *Reflects upon personal perspective of cultural representations*

May say, "I wrote this diary from Franklin's perspective. In it I try to show how his being from a city and from a southern climate did not help him to make good decisions for his men."

2.2.3 c. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

2.2.3 d. *Describes how groups of people are portrayed in texts*

***Awareness and sensitivity to bias and stereotype are critical.*

***Keep in mind culture, race, gender, age, appearance, language, perspectives, ways of life / thinking, religion, abilities, ...*

December 2005, Human Right Commission

"Every individual is free and equal in dignity and rights without regard to: race, colour, ancestry, nationality, family or marital status, religion, age, social condition, disability, sex, sexual orientation, gender identity, political belief, and pardoned criminal conviction."

May say, "When we look at how girls are treated different from boys, we can see it in our own families by looking at the chores and responsibilities. In the play, the girls take on the boys' jobs because ... "

2.2.3 e. *Begins to identify bias and stereotype in text (oral, print, and other media) and real life*

**be aware of sensitivity to other points of view, evaluation of extreme or unethical positions, freedom from undue bias and prejudice, and respect for opinions and rights of others*

*May say "Why can't we go to the high school dances, too? That's discrimination because they say we're too young.";
"Look at the way the aboriginal people are described in this novel."*

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.3.1 Grade 5

Understand Forms and Techniques

Forms and Genres

Talk about the relationship between genre / form and audience / purpose

*the distinction between grade levels is the exposure to a variety of forms and genres of texts (appropriate complexity of content and style)

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

General Example(s)

See suggestions of narrative, expository, and poetic forms in Create Original Texts (4.1.3)

Specific Outcome Links

See Experience Various Texts (2.2.1), Elements of Text (2.3.2), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student...

2.3.1 a. Talks about the relationship between genre / form and audience / purpose

***Guided practice may be required for newly introduced forms; individual or group independence may be expected with familiar ones*

May say, "On the weather net site, the information about our long range temperatures is confusing. It looks like we can access the temps from any days in the past, but when you type in search and a date, you only get today's temperature. This could be made clear with a graph, just like we made in our math journals. That kind of expository writing, is easy to understand even for people like us who are just beginning to research."

2.3.1 b. Discusses literature in reference to sub-genres

**sub-genres include: adventure, autobiography, biography, contemporary, epic, fantasy, historical, historical-fiction, mystery, realistic, romance, science-fiction, traditional*

May say, "In our literature circle, we all want to read an autobiography about the war. We liked the story of Anne Frank that we read as a class and are interested in that kind of story."

2.3.1 c. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

2.3.1 d. Begins to discuss the strengths and limits of various forms and genres

May say: "A play is hard to read because it is supposed to be watched. It is the same as trying to watch a radio show. It seems like something is missing, until you close your eyes and just listen."

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.3.2 Grade 5

Understand Forms and Techniques

Listen, read, and view texts to understand how the techniques and elements interact to create effects

*The distinction between grade levels is the understanding of texts (appropriate complexity of content and sophistication of style)

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

* In the NWT curriculum, elements refer to the content, while techniques refer to the structural and organizational pieces. Other resources may use the terms differently or interchangeably.

Elements of Text

Specific Outcome Links

•See Comprehension Strategies (2.1.2), Text Features (2.1.3), Experience Various Texts (2.2.1), Forms and Genres (2.3.1), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

**grade specific genres and forms are itemized in Experience Various Text (2.2.1) and in Examples of Texts for Exploration in the NWT-ELA Support Documents

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student...

2.3.2 a. *Talks about and identifies the elements of narrative texts to explore their connections*

in grade five, narrative elements include:

- background information-problem-rising action-climax-falling action- resolution

maintain from previous grade:

beginning, middle, end, (story events), problem and solution

- main and minor characters

- setting (time and place)

- problem-rising action-climax-falling action- resolution

2.3.2 b. *Talks about and identifies elements of expository texts that guide an inquiry*

in grade five, expository elements include:

- ***perspectives***

maintain from previous grades:

- *content (topic and related information and summaries, paragraphing: topic sentence, supporting sentences or details, concluding sentence; multiple paragraph text: main idea, supporting ideas or details, conclusions; related vocabulary)*
- *logical organization (sequential, categorical, cause and effect relationships, comparison-contrast, problem-solution, descriptive)*

See Access Information (3.2.3) and Use Strategies to Make Sense of Information (3.2.4)

2.3.2 c. *Talks about and identifies elements of poetic texts to explore their effectiveness*

in grade five, poetic elements include:

- ***exaggeration/hyperbole***

maintain from previous grades:

- *description (senses),*
- *rhyme,*
- *repetition,*
- *onomatopoeia (sounds)*
- *alliteration (tongue twisters)*
- *imagery*
- *simile*
- *personification*
- *rhythm*
- *metaphor*

2.3.2 d. *Talks about and identifies techniques used to support texts (narrative, expository, poetic)*

in grade five, techniques include:

- *action (fast or slow)*
- *expression*
- *humour (physical, situational, visual)*
- *tone and mood*
- *point of view*
- *flashback and foreshadowing*

maintains from previous grades:

- *type size*
- *photographs*
- *illustrations and corresponding captions,*
- *colour*
- *colour coded words*
- *opening shots to videos*
- *book covers*
- *graphics including: charts, maps, and diagrams*
- *music / sounds*
- *volume*
- *imagery*
- *font*
- *title*
- *lighting choices*
- *publication information*
- *costumes and props*
- *subtitles*

May say, "I love those kinds of movies where I don't even need to listen, but I can tell that the situation is funny! It's all obvious by what is happening, like the pie hitting one guy's face!" "This poster as to be about long ago. Look at the fur clothes that the explorers are wearing." "The Greek people wore clothes like ..."

"When we watched the Charlie Chaplin silent movie, I could only tell that it was exciting when the action got really fast. But if I could add sound to the movie, I could have put some loud or fast music that made us feel what was happening. "

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.3.3 Grade 5

Understand Forms and Techniques

Talk about the author's use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts

* using texts with an appropriate complexity of content and sophistication of style

*Reading and writing processes overlap and differ! Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

Word Choice and Artistry of Texts

General Example(s)

**voice is the personality in writing and is evident through: style (grammar and syntax), word choice (descriptions, details, unique expressions, dialogue, strong leads), tone (humorous, serious, angry, cheery, sarcastic, objective, credible, ...), topic, theme, organization, point of view, attention to the relationship between the audience and purpose

Specific Outcome Links

See Comprehension strategies (2.1.2), Cueing Systems (2.1.4), Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Elements of Texts (2.3.2), and Enhance Artistry (4.2.4)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student...

2.3.3 a. *Extends vocabulary while speaking, reading, and writing*

2.3.3 b. *Explains how an author uses words, techniques, or elements to create sounds or images (oral, print, and other media texts)*

**exploring descriptive and figurative language*

May say, "When I read, 'She is a bear', I understood right away that she is grouchy and very protective of her young. So that's the kind of mother the author wants us to imagine." "Can you just see this, 'The fog crept in on moccasin feet'? I love that line. That's how the author uses less words, but gets a picture and a sound into our heads as we read."

2.3.3 c. *Describes how humour is created using language and visual imagery*

**humour (physical, situational, visual)*

May say, "We loved that novel about the Little Wolf at his uncle's school for wolves. The whole thing was funny. The wolf is supposed to be a mean creature and yet he had to be sent away to learn that. Then he is always begging to come home to his parents; so he promises that he will be mean if they let him come back, but he is not ferocious inside at all. It is like the wolf is exactly the opposite of what a 'good' wolf is supposed to be."

2.3.3 d. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

2.3.3 e. Talks about how an author expresses his / her voice in oral, print, and other media texts, with guidance

***Developing an awareness of voice involves exploring how an author approaches a topic on an individual, expressive, and engaging level. The reader must ask:*

- 1. How does the author speak directly to the reader on an emotional level?*
- 2. How does the author experiment with style to match the purpose and intended audience?*
- 3. How does the author take risks to reveal the person behind the words?*

developing an awareness of voice in text, in grade five, typically involves:

- finding unique expressions in texts*
- discussing the effectiveness of the organization*

to maintain from previous grades:

- responding to feelings in texts read aloud or viewed*
- dramatizing familiar texts expressively*
- taking on characters in improvisations / puppet plays*
- understanding that bolded or coloured text represents strong feelings, or importance*
- talking about adjectives or adverbs in texts*
- responding personally to a text*
- talking about the author's tone*
- talking about the author's purpose*
- reading dialogue with expression*
- attending to end punctuation when reading texts*
- identifying significant details in texts*
- identifying most effective or appropriate descriptors*
- reading with expression and appropriate tone for the subject / topic*
- talking about the intended audience*
- attending to internal punctuation when reading*
- discussing the author's point of view*
- discussing leads (strong, weak)*

General Outcome 3

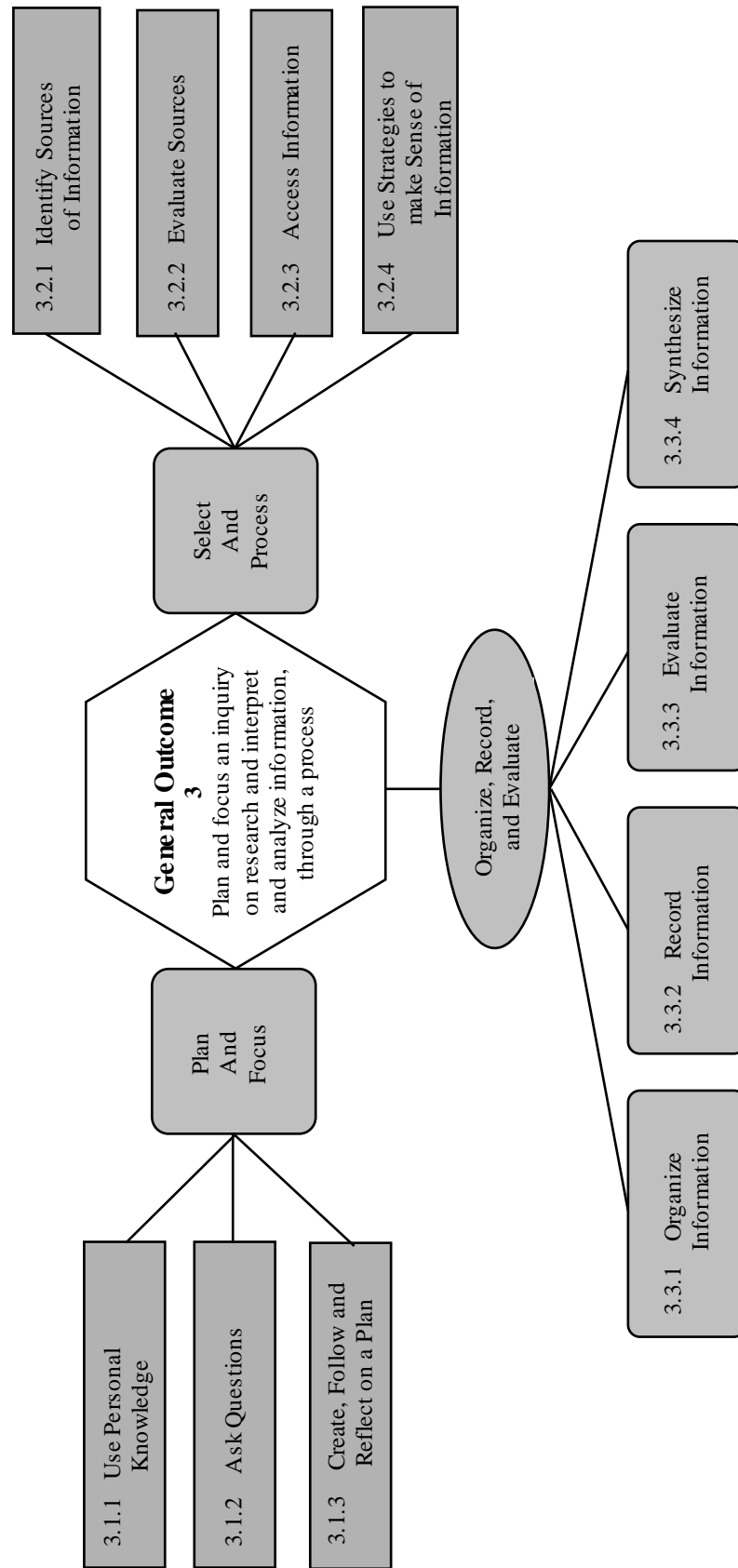


Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Managing ideas and information is important in the home, workplace, and community to fulfill responsibilities and achieve personal growth and satisfaction. Students need to know how to use tools, skills, and strategies effectively to manage the volume of information available.

Through the inquiry or research process, students satisfy their natural curiosity and develop skills and strategies for lifelong learning, inquiry, and gather and evaluate information for specific purposes. They also learn to manage time, meet deadlines, explore personal questions, and discover additional areas for investigation.

Students enhance their ability to manage ideas and information by encouraging, supporting, and working with others. They use exploratory language to focus their inquiry or research and to determine the kinds and amounts of information needed to accomplish their purposes, both artistic and functional. Students learn to interpret and analyze texts, considering factors such as author, purpose, audience, and source. Students communicate ideas and information more effectively when they select forms and conventions appropriate to specific purposes, content, and audiences. Use of technology also enhances students' opportunities to access, create, and communicate ideas and information.



General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.1.1 Grade 5

Plan and Focus

Summarize personal knowledge of a topic in categories to determine information needs in own and group inquiry

Use Personal Knowledge

General Example(s)

•Conversations, guided discussions, discussion webs, reflections, journals, sharing circles, Think-Pair-Share (TPS), organizational frames, Know-Want to Know-What I Learned (KWL) charts, charts, current event charts, science observations, data interpretations, graphs, inquiry notebooks, learning logs, outlines, mind maps, ...

Specific Outcome Links

•See Organize Information (3.3.1) for list of graphic organizers

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student...

3.1.1 a. *Categorizes personal knowledge of a topic*

graphic organizers (Organize Information 3.3.1), organizational frames, ...

3.1.1 b. *Identifies missing categories and information gaps in personal knowledge*

graphic organizers (Organize Information 3.3.1), clustering, Know-Want to Know-Learned (KWL), mind maps, information frames, expository outlines, ...

3.1.1 c. *Continues to use self-questioning to focus information needs*

learning log, inquiry notebook, experiment results, ...

May say, "What more information can I add to my family tree?"; "What will help the people looking at my project understand my results better?"; "Does this diagram show the whole life cycle of the Monarch butterfly?"

3.1.1 d. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.1.1 e. *Begins to summarize prior knowledge, personal information, and ideas of a topic, of inquiry or research, into categories*

discussion, clustering, Know-Want to Know-Learned (KWL), graphic organizers (Organize Information 3.3.1), ...

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.1.2 Grade 5

Plan and Focus	Ask Questions
Formulate general and specific questions to identify information needs in own and group inquiry	General Example(s) •Conversations, brainstorming, guided questions, think-alouds, peer and teacher conferences, classroom question box, Exit slips, I wonder charts, Who- What- Where- When- Why (5W's) web, Who- What- Where- When- Why- How (5W's + H), journals, learning logs, 20 Questions game, I Wonder..., I Learned..., T-charts, Y-charts, Know-Want to Know-What I Learned (KWL), graphic organizers, inquiry notebooks, Survey-Question-Read (SQ3-R), Know-Want to Know-How I will Learn It-What I Learned-How I Will Apply-What Questions am I left with? (KWHLAQ), question cube, fishbone diagrams ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student...

3.1.2 a. *Formulates questions for predetermined categories*

discussions, concept charts, brainstorming webs, outlines, graphic organizers, Know-Want to Know-Learned (KWL), 20 Questions game, Plus-Minus-Interesting (PMI), Venn Diagram, ...

May say, "I found it difficult to think of a question for the category, because ..."

3.1.2 b. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.1.2 c. *Begins to use a variety of broad inquiry-based questions (open-ended, divergent) to direct an inquiry*

discussions, think-alouds, peer and teacher conferences, I charts, Who- What- Where- When- Why- How- (5W + H chart), Y-Chart, ...

May say, "Now we need to know where the cranes spend the winter." "How do you think the Dene felt when Mackenzie arrived?"

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.1.3 Grade 5

Plan and Focus

Gather and record ideas and information using a plan for own and group inquiry

Create , Follow, and Reflect on a Plan

General Example(s)

•Questions, books (narrative text, expository texts), environmental print, experts, others, TV, library, experiments, field trips, recipes, word problems, reflections, journals, exit slips, Internet, CD Rom, ...

Specific Outcome Links

See Identify Sources of Information (3.2.1), Evaluate Sources (3.2.2), Access Information (3.2.3), Use Strategies to make Make Sense of Information (3.2.4), Organize Information (3.3.1), Record Information (3.3.2), Evaluate Information (3.3.3), and Synthesize Information(3.3.4)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student...

3.1.3 a. Identifies a purpose and audience

May say, "We are writing a petition to the Coop about their use of plastic bags. We will propose that they sell cloth bags."

3.1.3 b. Suggests strategies for accessing and gathering information and ideas

See Identify Sources of Information (3.2.1), Evaluate Sources (3.2.2), and Access Information (3.2.3)

Conversations, brainstorming, talking, task charts, webs, key words, phrases, and icons, primary sources, questioning and interviewing, observations, Know-Want to Know-Learned (KWL), Know-Want to Know-How I am going to learn it -Learned (KWHL), Who-What-Where-When-Why-How (5Ws + H), graphic organizers or frames, inquiry/ research response sheet, inquiry Process, Big Six, I-Search, KWL-Plus (KWL +), ...

May say, "We need current information about the moose population and we don't have a local biologist; so let's do an Internet search through Renewable Resources and e-mail their expert."

3.1.3 c. Selects appropriate strategy for accessing and gathering information

May say, "I'm going to use an outline frame to organize my information." or "I think a herringbone frame would work for this project."

3.1.3 d. Suggests ways to record information

Diagrams, lists, graphs, journals, logs, inquiry notebooks, charts, webs, T-charts, math equations, observation charts, Venn diagrams, concept webs, outline, graphic organizers, ...

May say, "If we have to write a report on this, we could use either the outline or the concept web to keep our notes on. Then we will have the report already sorted out before we even begin to write it up. Which one would be the best?"

3.1.3 e. *Records information using the selected method*

Know-Want to Know-How I Will Learn-Learned (KWHL), graphic organizers or frames, inquiry/ research response sheet, outline, concept charts, observation charts, think-alouds, fact or opinion activities, learning logs, dialogue journals, sort and predict, gallery walk, notes, dialogue journals, brainstorm webs, graphic organizers, learning logs, charts, graphs, ...

3.1.3 f. *Uses appropriate forms of expression to connect purpose and audience*

photo essays, pictures and videos of shared class experiences, string/hand games, invitations, surveys/interviews, centres, skits, songs, narrative stories, illustrations, dancing, drumming, paintings, murals, puppetry, role playing, journals, Readers' Theatre, poetry, ads, newspaper articles, comic strips, reports, maps, graphs, science experiments, letters, ...

identifying an audience, setting a purpose, linking a form of expression, ...

See Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)

3.1.3 g. *Reflects on choice of strategies and method for accessing and recording information*

3.1.3 h. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.1.3 i. *Begins to create a plan and time line for an inquiry*

Conversations, pictures, sculptures, paintings, dances, lists, stories, music, drama, reports, presentations, sharing circles, models...

parameters of inquiry: purpose of inquiry, depth of the investigation, how collected information will be shared, amount of work required to create the finished presentation

Inquiry process, Big Six, I-Search Planner, KWL-Plus (KWL +), ...

May say, "The assignment says that we have to have a problem or question to test or research, a hypothesis, the procedures, a diagram, the observations, the results, and a conclusion. So, let's decide what we want to research."; "By Tuesday, identify sources, by Thursday, have information recorded in our KWL chart." "I will use two classes to search the Internet for information, then another class to look in the library, and then I'll take another day to review my notes and see what other information I need."

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.2.1 Grade 5

Select and Process

Use relevant information from a variety of sources to answer inquiry or research questions

Identify Sources of Information

General Example(s)

•People, home, peers, teachers, librarians, story tellers, experts (trappers, elders, etc.), community, objects, artifacts, natural habitats, the land, maps, charts, graphs, signs, books (narrative texts, expository texts), photographs, illustrations, videos, TV, audio tapes, field trips, newspapers, magazines, Internet sites, interviews, CD Roms, various multimedia, songs, folk tales, plays / scripts, series by the same writer, diaries, ...

Primary (experiential or first-hand accounts of event) and Secondary Sources (second-hand accounts of event or information)

Specific Outcome Links

See Evaluate Sources (3.2.2), Access Information (3.2.3), Use Strategies to make Make Sense of Information (3.2.4), Organize Information (3.3.1), Record Information (3.3.2), and Evaluate Information (3.3.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student...

3.2.1 a. *** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.*

3.2.1 b. *Begins to use a combination of primary (experiential and/or firsthand account) and secondary (text based and/or secondhand account) sources of relevant information to answer inquiry or research questions*

Guest presenters (elders from the community, storytellers, and others) , experts and speakers, field trips and excursions, first hand experiences (drum dances, drama presentations, and other live experiences),...

Newspapers, information text, CD ROMS, almanacs, encyclopedias, text books, atlases, classroom displays and interest centers, class or school or community libraries, slide shows, movies, songs, videos, Internet sites, art work, sculptures, prints, ...

May say, "We've looked in books, videos, and went to the swamp, but none of those places help us to understand what we hear on the news about the 'West Nile Virus'. Maybe we could search for an Internet site with one of those 'Speak with an Expert' options."

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.2.2 Grade 5

Select and Process

Determine the usefulness of information for inquiry or research purpose and focus using pre-established criteria

Evaluate Sources

General Example(s)

learning logs, inquiry notebooks, reflection, self-questioning, rereading, "Five Finger" rule, assessing with Rubric, previewing, inquiry charts, the Big-6 (Who, What, Where, When, How, and Why), Trash-Treasure-Save, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student...

3.2.2 a. Sets criteria (collaboratively or independently) to evaluate sources

Criteria may include: title, author, copyright date, author's expertise in field, fact or fiction or opinion, viewpoint or perspective, primary (experiential and/or firsthand account) or secondary source (text based and/or secondhand account), information contained in more than one form, answers inquiry question completely, provides useful information, information is suitable, readability, ...

3.2.2 b. Evaluates the usefulness of source / information using the pre-established criteria (teacher directed, student directed, or group directed)

See Assess Information (3.2.3) and Use Strategies to Make Sense of Information (3.2.4)

May say, "We can use the information from this web site because it's fact, but the other one is just somebody's opinion." "This story is funny, but it's fiction, and not everything in it is true." "Here are all the books on dogs. Which ones tell us about how domesticated dogs, like those in teams who act differently because of their work load? That means that we have to think about their actions and our actions as humans." "I probably won't use this resource because the titles and headings don't seem to connect to my topic. If the other books and resources don't help, I'll come back to this one."

3.2.2 c. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.2.2 d. Begins to match source (s) to inquiry or research purpose

May say, "Our task is to understand what adaptations are. We need to check that the experts we contact know about how Arctic dogs have adapted to the cold climate and the work vs. dogs that stay indoors. If they don't they won't be able to help us understand about adaptations."

3.2.2 e. Begins to match source (s) to inquiry or research focus

May say, "We need to focus our questions for our experts around how the different species of dogs have adapted to their environment and their work...like how Sheep dogs herd sheep, St. Bernards find lost people in the mountains, German Shepherds lead the blind, the Setters are hunting dogs, ... "

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.2.3 Grade 5

Select and Process

Use a variety of tools [such as chapter headings, encyclopedia guide words...] to access information and ideas; use visual and auditory cues [such as graphics, voice-overs, scene changes, body language, background music...] to identify key ideas

Access Information

General Example(s)

Primary (experiential or first-hand accounts of event) and Secondary Sources (second-hand accounts of event or information)

Specific Outcome Links

See Text Features (2.1.3) and Cueing Systems (2.1.4)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student...

3.2.3 a. *Expands repertoire of visual cues to guide the search for information*

body language, culturally appropriate eye contact, facial expressions and gestures, photographs, illustrations, icons, colour coded words, font, letter size, charts, graphic organizers, opening shots to videos / DVDs, diagrams, pop-ups, insets, pull down menus, hypertext links, scene changes, graphics, ...

3.2.3 b. *Expands repertoire of auditory cues to guide the search for information*

sounds, music, words, noises, pauses, volume, rhythm, repetition, emphasis, pacing, pings, tone, sound effects, voice overs, ...

3.2.3 c. *Expands repertoire of textual cues to access information*

See Text Features (2.1.3) for complete list of narrative, expository, and poetic textual cues

3.2.3 d. *Uses the library's organizational system to locate information*

Areas designated for fiction, nonfiction, easy reading, new books, picture books, informational texts, references (dictionaries, atlases, maps), magazines, posters, videos, audio tapes, CD Roms, library files, electronic media, ; alphabetization of resources, card and electronic catalogues, ...

3.2.3 e. *Uses the computer to access information*

***Information and Communication Technology Outcomes are intended to be infused in all Curricula, however, the minutes of ELA are not increased*

**applicable where technology is available*

see Identify Sources of Information (3.2.1.), Use Strategies to Make Sense of Information (3.2.4), and Enhance Legibility and Word Processing Skills (4.2.3)

Internet sites, CD Roms, ...

3.2.3 f. *Accesses information from reference materials*

conversations, calendar, alphabet, number line, labels, learning centers, word walls or word books, print and electronic dictionaries, maps, environmental print, informational texts, atlases, maps, Internet sites, time lines, charts, graphs, junior thesaurus, thesauri, spell check functions, directories, Net-directories, multiple sources, search engines, encyclopedia, ...

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.2.4 Grade 5

Select and Process

Recognize organizational patterns in texts to construct meaning and gather information

Use Strategies to Make Sense of Information

General Example(s)

strategies: conversations, observations, conclusions, Group Mapping Activity (GMA), Pause and Predict, Before-During and After (BDA), Response Journal, Look-Think-Predict, Question-Answer Relationships (QAR), ...

Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1), Prior Knowledge & Connections (2.1.1), Comprehension Strategies (2.1.2), Connect Self, Texts, and Culture (2.2.3), Use Personal Knowledge (3.1.1), Ask Questions (3.1.2), Evaluate Sources (3.2.2), Access Information (3.2.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student...

- 3.2.4 a.** *Uses prior knowledge, connections, predictions, and inferences to make sense of information (oral, print, and other media text)*

Before-During-After (BDA), close activities, retelling/restating, ...

May say: "I think that those clouds we're looking at are cumulus nimbus. That must mean..."; "Look at how all the ptarmigan have turned colour so early this year. My grandpa says that means it will be a long winter. We should check that out in that old almanac."

- 3.2.4 b.** *Continues to use text and textual cues, including organizational patterns, to construct meaning from oral, print, and other media text*

See Access Information (3.2.3) for visual and auditory cues

See Text Features (2.1.3) for complete list of narrative, expository, and poetic textual cues

illustrations, titles, key words, labels, colour coded words, opening shots to videos, author's name, publication information, table of contents, captions, headings and subheadings, diagrams, hot links, index, glossary, dictionary guide words, main ideas, supporting details, explanation, compare and contrast, cause and effect, sequence, ...

Main idea map, main idea chart, visualizing and verbalizing, Directed Reading-Thinking Activity, guided reading, sketching, story mapping, 5 Ws and H charts, active listening, rereading, and reading on, ...

discuss, question, read, view

- 3.2.4 c.** **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**
-

3.2.4 d. *Begins to skim to locate information*

chapter headings, first and last paragraphs, bold print, subheadings and captions, indices, table of contents, bibliographies, captions, schedules, summaries, prefaces, ...

3.2.4 e. *Begins to scan to locate information*

key words, dates, names, numbers, places, phrases, indices, table of contents, bibliographies, captions, schedules, summaries, prefaces, math problems, ...

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.3.1 Grade 5

Organize, Record, and Evaluate

Organize information and ideas into categories using a variety of strategies

Organize Information

General Example(s)

strategies: brainstorming, discussing, conferencing, interviewing, retelling/recalling, sorting, categorizing, journaling, comparing and contrasting, connecting/linking, organizing, planning, charting, self-assessing, visualizing, describing, sequencing, questioning, mapping, webbing, clustering, patterning, graphing, organizing, inquiring, observing, predicting, processing (logs), summarizing, interpreting, reflecting, note making, comprehending, classifying, ranking, focussing, concluding, assessing, evaluating, problem solving, hypothesizing, analyzing, surveying, ...

Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1), and Record Information (3.3.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student...

- 3.3.1 a.** *Chooses appropriate graphic organizer, for the task (audience and purpose), from a selection, and explains the choice*

May say, "Our group created a survey to find out which languages the people of our community speak. We used a tally chart to keep track of the answers. It was fast and easy, and made counting easier."

- 3.3.1 b.** *Uses graphic organizers with guidance*

***Guided practice may be required for newly introduced graphic organizers; individual or group independence may be expected with familiar ones*

graphic organizers: journals, lists, pictographs, picture maps, T-charts, webs, graphs, same and different charts, maps, sequence maps, character maps, charts/comparison charts, mind maps and clusters, KWL (Know-Want to know-Learned), 5 Ws + H (Who-What-Where-When-Why-How), BDA (Before-During-After), think bubbles/alouds, bar graphs, timelines, Venn diagrams, chains, cycles, sequence circles, learning logs/reflection logs, concept frames, flow chart, story maps, plot diagrams, word maps, pyramids, KWHLAQ (Know-Want to Know-How to find out-What I learned-Applied learnings-Next questions), KWPL (Know-Want to know-Predict-Learned), Prediction frames, Slim Jims, Process Notes, Plus-Minus-Interesting (PMI), Jot charts, outlines, information comic strips, paragraphs, think alouds, bibliographies, information flip books, sequential map, sketch-a-sequence frame, cause-and-effect flow chart, self-check tool, rubrics, Y-charts, chapter maps, anticipation guides, Dancing boxes, continuum, fishbone, matrix, spread sheets, Decision Making Graphic Organizer, Problem Solving Graphic Organizer, Experimental Graphic Organizer, ...

May say, "We used our spreadsheet to generate this graph that shows the variety and the speakers of the languages of the Northwest Territories." "We put our erosion experiment data onto a matrix. Along the top of the rows, we listed the kinds of rocks around here. On the side, we described our observations. Now we can look for patterns."

***See Specific Outcome for list of possible strategies*

3.3.1 c. *Chooses appropriate strategies from a selection*

May say, "This word problem asks us to figure out the percentage of school playground space that is taken up by equipment, by gravel, by sand, and by grass. Then we are to make a recommendation to the school about the placement of the basketball pad. How will we do this?"

***See Specific Outcome for list of possible strategies*

3.3.1 d. *Explains information and ideas using the selected graphic organizer*

May say, "Our hypothesis was that we could slow down the effects of erosion near the river bank. We tested different materials for damming. You can see our graph showing our test and the results on the wall. We have come to the conclusion that cement would be more expensive, but a better use of our money because ..."

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.3.2 Grade 5

Organize, Record, and Evaluate

Record information in own words; cite authors and titles alphabetically and provide publication dates of sources

Record Information

Specific Outcome Links
Organize Information (3.3.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student...

3.3.2 a. *Uses note making strategies to record key information, in own words, by sub topics*

note making strategies: webbing, mapping, coding, charting, paraphrasing, outlining, highlighting, summarizing, clustering, synthesizing, ...

See 3.3.1 for list of graphic organizers

May say, "I'm going to use a concept web to organize my information." or "I think a cause and effect flow chart would work for this project."

3.3.2 b. *Selects and uses appropriate method to record information*

See 3.3.1 for list of graphic organizers

3.3.2 c. *Cites references using authors names in alphabetical order, titles, and publication dates*

authors, titles, publication date, ...

May say, "What do we put in alphabetical order in our bibliography: the author or the title?"

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.3.3 Grade 5

Organize, Record, and Evaluate

Recognize gaps in the information gathered and locate additional information needed for a particular form, audience, and purpose

Evaluate Information

Specific Outcome Links

•See Ask Questions (3.1.2), Organize Information (3.3.1), Record Information (3.3.2), and Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student...

3.3.3 a. *Determines relevance of information and ideas within subtopics*

***Keep in mind form, audience, and purpose when selecting information*

conversations, brainstorming sessions, think alouds, webs, sharing circles, conferences, Think-Pair-Share (TPS), Prompted Questions, compare and contrast, interviews, questioning (Who- What- Where- When- Why- How (5W's + How), I wonder ..., Did you know? ...,), Before and After, Then and Now, Know-Want to Know-What I Learned (KWL), Know-Want to Know-Learned (KWL+), response journals, learning logs, posters, outlines, Pyramid, ...

identifying question, identifying subtopics, deleting unimportant information, recording related ideas and examples, developing guidelines to review information, ...

3.3.3 b. *Addresses information needs for task completion*

conversations, brainstorming sessions, think alouds, conferences, Think-Pair-Share (TPS), compare and contrast, interviews, questioning (Who- What- Where- When- Why- How (5W's + H), I wonder ..., Did you know? ...,), Before and After, Then and Now, Know-Want to Know-Learned + What will I do Next? (KWL+), response journals, learning logs, Trash-Treasure-and-Save, Peer Review, Inquiry or Research Checklist, Inquiry Chart (I-Chart), ...

suggesting solutions to gaps, locating additional information, planning further inquiry, ...

May say: "Do I have enough information to get my point across?"

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.3.4 Grade 5

Organize, Record, and Evaluate

Assess information and knowledge gained through the inquiry or research process; generate new questions for further inquiry

Synthesize Information

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student...

3.3.4 a. *Integrates new ideas and information into personal understanding*

May say, "Now I think that an oil pipeline might be an environmental problem."

3.3.4 b. *Draws conclusions based on new understandings*

May say: "I think ..." or "Did you know " or "That must be why"

3.3.4 c. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.3.4 d. *Begins to establish goals for further inquiry or research process*

conversations, sharing circles, Think-Pair-Share (TPS), checklists, learning logs, journals, guided reflection, process journals, inquiry self checklist, project reflection activities, self-assessment activities, self evaluation tools, ...

May say: "We should have followed our plan because we did not all contribute fairly after we went off and did our own thing. Next time, we need to make sure..."; "I prefer doing the research with a partner so I can talk about what I'm learning"; "I don't understand it unless you show me and let me try it."



Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

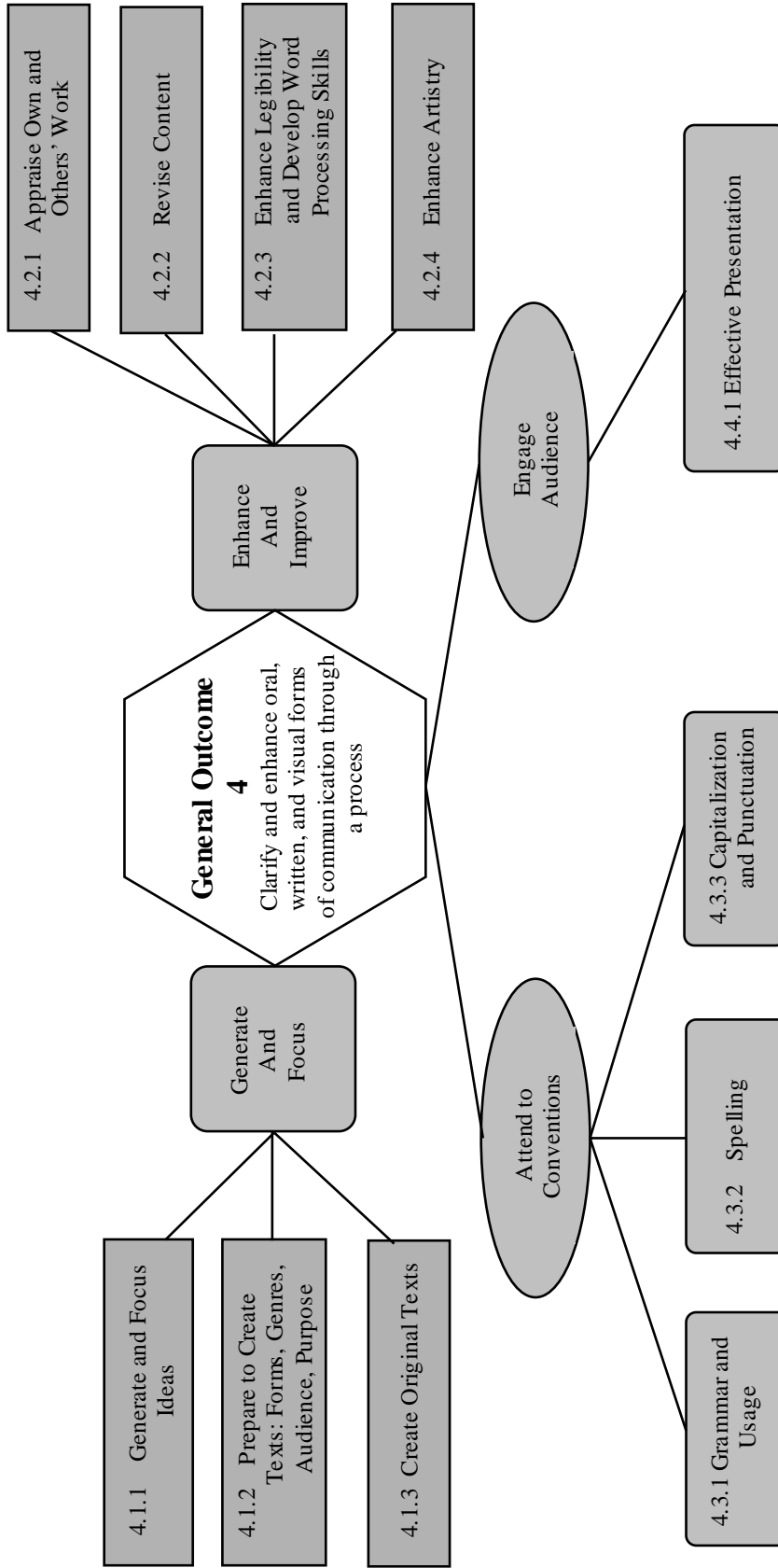
Well-organized, clear, and precise language is essential for communicating thoughts, feelings, and ideas. Well-crafted, artistic language conveys the ideas and values of a culture and can be a source of pleasure and delight.

Students are expected to develop knowledge and skilled use of language. Students need instruction, encouragement, and support as they learn to use language in authentic contexts. Learning to use language artistically provides students with a powerful means of personal and social expression. Composing in oral, written, and visual forms requires students to focus on clarity and to use conventions effectively. They apply the conventions of grammar, language usage, spelling, capitalization, and punctuation as they revise and edit to clarify meaning, achieve purposes, and affect audiences.

Students use exploratory language to clarify their ideas, focus their thinking, and strengthen their communication. Oral, print, and other media texts provide models and new perspectives that students use when speaking, writing, and representing. Students locate, gather, and organize data to communicate ideas and information. Communicating clearly and artistically enhances collaboration and builds community.

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does not simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

Writing process stages include: drafting, writing, revising, editing, and publishing



Reading and Writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images; the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.1.1 Grade 5

Generate and Focus	Generate and Focus Ideas
<p>Generate ideas and develop a topic using a variety of strategies</p> <p>*writing process stages include: drafting, writing, revising, editing, and publishing</p>	<p>General Example(s) idea generating strategies may include: brainstorming, discussing, retelling/recalling, journaling, comparing and contrasting, connecting/linking, planning, visualizing, painting, sculpting, dancing, singing, illustrating, writing, exploring, questioning, viewing, graphing, conferencing, describing, sequencing, questioning, mapping, webbing, clustering, interviewing, inquiring, observing, predicting, interviewing, organizing, processing (logs), summarizing, interpreting, reflecting, note making, comprehending, classifying, ranking, focussing, concluding, mind mapping, assessing, evaluating, problem solving, hypothesizing, analyzing, surveying, ...</p> <p>Specific Outcome Links see Express Ideas & Consider Others' Ideas (1.1.1), Prior Knowledge & Connections (2.1.1), Use Personal Knowledge (3.1.1), Identify Sources of Information (3.2.1), and Work in Groups (5.1.1)</p> <p>*see Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3) for types of narrative, expository, poetic, and persuasive texts, at each grade level. Also see Examples of Forms of Expressive Language in NWT-ELA Support Documents</p> <p>*graphic organizers or organizational strategies may be used to focus the topic; see Organize Information (3.3.1)</p>

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student...

4.1.1 a. *Focuses a topic by integrating multiple ideas from a variety of sources, for an oral, print, or other media text*

**the distinction between grade levels is in creating texts with an appropriate complexity of content and sophistication of style and using appropriate strategies*

**In developing ideas for representations, other sources of information naturally shape one's thinking.
conversations, sharing circles, centres, book talks, inquiries, improvisations, ...*

May say: "Our Historica presentation will be about how our fathers, who work at airport, get the weather information. But, to make it about our past, we are going to interview our grandfathers to find out how they figured out the weather before we had weather stations. That way we can have some experiments and some data along with some stories in our presentation."

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.1.2 Grade 5

Generate and Focus

Uses appropriate form (organizational structure, audience, purpose) to organize ideas and information

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

Prepare to Create Texts: Forms, Genres, Audience, Purpose

General Example(s)

See Create Original Texts (4.1.3) for examples of narrative, expository, and poetic texts. Also see Examples of Forms of Expressive Language in NWT-ELA Support Documents.

Specific Outcome Links

•See Express Preferences (1.1.2), Text Features (2.1.3), Experience Various Texts (2.2.1), Forms and Genres (2.3.1), and Create Original Texts (4.1.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student...

- 4.1.2 a.** *Chooses and experiments with forms, appropriate for a variety of audiences and purposes, to create oral, print, or media texts*

***Guided practice may be required for newly introduced forms; individual or group independence may be expected with familiar ones*

**keep in mind that audience and purpose determine form*

May say, "We prepared a survey last time we did a research project, but what we learned from the project, were only written and handed in to the teacher. This time we are doing a Powerpoint presentation to show the town council what we found out about the recycling situation. But we are wondering if we can find a way to show our graphs in the Powerpoint."

4.1.2 b. Organizes supporting details, according to sequence, categories, or key ideas, when representing an idea or a story

***organizational structures include: beginning-middle-end (sequence), logical order, description (main idea and supporting details), compare and contrast, and cause and effect**

**May use graphic organizers and templates*

conversations, dramatization, puppetry, book talks, think-pair-sketch, lists, class-created books, making wordless picture books, class books, journals, paintings, labels, predictable books, shared writing, sentence strips, word cards, timelines, life cycles, poems, songs, chants, journals, captions, lists, pattern books, stories, directions, recipes, rebus stories, cartoons, story vines, story boards, sentence frames, Information Pyramid, graphic organizers, templates, ...

See Combine Ideas and Develop Understanding (1.2.1), Text Features (2.1.3), Organize Information (3.3.1) for possible strategies, and Create Original Texts (4.1.3)

See 3.1.3 for a list of graphic organizers

May say, "When we hand in our project, we are supposed to include an outline and the report we wrote with it."

4.1.2 c. Organizes and reorganizes the same information and ideas in a variety of forms and genres of texts with guidance

****Guided practice may be required for newly introduced forms and genres; individual or group independence may be expected with familiar ones**

May say, "We know that reports are easier to understand if the information is not in one big paragraph; so we have ours in sections with titles and pictures with captions underneath them."

4.1.2 d. Identifies an audience and sets a purpose when creating texts (oral, print, and other media) with guidance

May say, "If I am writing an election speech, I need to know who will be in the audience. Will I be talking to school kids or their parents?"; "This is a photo essay to submit to the "Up Here" magazine's annual photo contest."

4.1.2 e. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

4.1.2 f. Begins to develop topic, concluding, and supporting sentences in paragraphs

- may use specific graphic organizers that support paragraphing (main idea-supporting detail). See 3.3.1 for list of graphic organizers

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.1.3 Grade 5

Generate and Focus

Create original texts (oral, print, and other media)

**Guided practice may be required for newly introduced texts; individual or group independence may be expected with familiar ones

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

*writing process stages include: pre-writing, drafting, writing, revising, editing, and publishing

*oral presentation process stages include: planning, rehearsing, revising, presenting

*representation (fine arts, etc.) also uses a process approach that involves planning, developing, revising, and presenting

Create Original Texts

Specific Outcome Links

•see Experience Various Texts (2.2.1), Forms and Genres (2.3.1), Elements of Text (2.3.2), and Prepare to Create Texts: Forms, Genres, Audience and Purpose (4.1.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student...

4.1.3 a. *Creates original narrative texts (oral, print, and other media) applying familiar narrative forms*

see Experience Various Texts (2.2.1).

The writer creates forms that **are not parallel to those he/she reads.*

pictures, illustrations, sculptures, dances, video representations, audio representations, oral tellings, dramatizations, improvisations, picture storybooks, journals, stories, fairy tales, stories (adventures, fantasies, ...), comic strips or cartoon strips, folk tales, scripts (plays, puppet plays, television programs, radio plays ...), tableaux, fables, legends, tall tales, traditional stories, stories (mysteries, fiction, ...), slide shows (Powerpoint representations), stories (autobiographies ...), serialized stories, biographies ...

4.1.3 b. *Applies understanding of elements of narrative texts when creating texts (oral, print, and other media)*

**elements of narrative texts typical in grade five include:*

- *beginning-middle-end*
- *rising action or events*
- *cause and effect (problem and solution)*
- *characters (main and minor)*
- *setting (time and place)*

see Elements of Text (2.3.2)

The writer uses elements that **are not parallel to those he/she reads*

4.1.3 c. *Creates original expository texts (oral, print, and other media) applying familiar expository forms*

- *see Experience Various Texts (2.2.1)*

The writer creates forms that **are not parallel to those he/she reads.*

pictures, illustrations, charts, pictographs, instructions / directions (games, maps, centres, task cards, assignments, ...), recipes, lists, rules, signs, learning logs, calendars, thank you notes, invitations, notes, cards, letters (to family, to friends, to characters, to familiar adults, to pen pals, letters of request or information, ...), book reports (summaries, sketches, cartoons, puppet plays, role plays, conversations, sculptures, learning logs, responses...), descriptions, graphs, diagrams, dictionaries, posters, reports, science experiments, nonfiction books, advertisements, envelopes, commercials, cookbooks, itineraries, schedules, agendas, tips (for bicycle, bus, fire, water safety, ...), research projects / reports, classifieds ads, brochures or travel guides, guides, surveys, interviews, questionnaires, timelines, slide shows (Powerpoint representations), movie reviews, observations, histories, prologues, news and weather reports, autobiographies, speeches, riddles, jokes, plot diagrams, author studies ...

4.1.3 d. *Applies understanding of elements of expository texts when creating texts (oral, print, and other media)*

**elements of expository texts typical in grade five include:*

- *title*
- *content (topic and related information and details)*
- *related vocabulary, conclusion)*
- *logical organization (sequential, categorical, descriptive, comparison-contrast, problem-solution) - graphics (charts, maps, diagrams, captions)*
- *illustrations*
- *publication information*

see Elements of Text (2.3.2)

The writer uses elements that **are not parallel to those he/she reads*

4.1.3 e. *Creates original poetic texts (oral, print, and other media) applying familiar expository forms*

-see Experience Various Texts (2.2.1)

The writer creates forms that **are not parallel to those he/she reads.*

pictures, visual representations, tongue twisters, list poems, modeled patterns, modeled songs, chants, rhymes, jingles, sensory poems, comparisons (similes), alphabet poems / acrostic poems, onomatopoeia, shape / concrete poems, couplets, diamantes, spoonerisms, free verse, puns, epitaphs ...

4.1.3 f. *Applies understanding of elements of poetic texts when creating texts (oral, print, and other media)*

**elements of poetic texts typical in grade five include:*

- description (senses)*
- rhyme*
- repetition*
- similes*
- onomatopoeia (sounds)*
- alliteration*
- line breaks*
- white space*

see Elements of Text (2.3.2)

The writer uses elements that **are not parallel to those he/she reads*

4.1.3 g. *Creates texts with a computer / computer program*

See Enhance Legibility and Improve Keyboarding Skills (4.2.3)

narrative, expository, poetic (see previous outcomes)

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.2.1 Grade 5

Enhance and Improve

Use pre-established criteria to focus conversations about own and others' texts and representations

*writing process stages include: pre-writing, drafting, writing, revising, editing, and publishing

*oral presentation process stages include: planning, rehearsing, revising, presenting

*representation (fine arts, etc.) also uses a process approach that involves planning, developing, revising, and presenting

Appraise Own and Others' Work

Specific Outcome Links

Techniques and Elements: the measurable learning outcomes, that distinguish the grade levels, are found in Elements of Text (2.3.2)

Content encompasses **detail, information, topic, audience and purpose.** The measurable learning outcomes are found in many Specific Outcomes.

The measurable learning outcomes, that distinguish the grade levels,

-for **details and / or information**, are found in Combine Ideas and Develop Understanding (1.2.1), Elements of Text (2.3.2), Connect Self, Text, and Culture (2.2.3), Use Personal Knowledge (3.1.1), Identify Sources of Information (3.2.1), and Record Information (3.3.2)

-for **topic**, are found in Text Features (2.1.3), Elements of Text (2.3.2), Use Personal Knowledge (3.1.1), Identify Sources of Information (3.2.1), Synthesize Information (3.3.4), and Record Information (3.3.2)

-for **audience and purpose**, are found in Cueing Systems (2.1.3), Forms and Genres (2.3.1), Create, Follow, and Reflect on a Plan (3.1.3), Use Language to Show Respect (5.1.2), and Celebrate Special Occasions (5.2.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student...

4.2.1 a. *Participates in development of criteria to respond to own and others' draft texts and representations*

**the criteria to guide the focussed conversations is based on Techniques, Elements and / or Content*

**the distinction between grade levels is the depth of focussed conversations based on the appropriate grade level Techniques and Elements and / or Content*

whole group discussions, mini-lessons, small group work, think-pair-share, ...

Content

May say, "We are supposed to tell what we think and then prove it with some information from our research. What should we put on our rubric?"

Techniques and Elements

May say: "If we have to have more than one opinion, then I think we will have to have more than one source as our references."

4.2.1 b. *Uses criteria when suggesting revisions to own and others' draft texts and representations*

**the criteria to guide the focussed conversations is based on Techniques, Elements and / or Content*

**the distinction between grade levels is the depth of focussed conversations based on the appropriate grade level Techniques and Elements and / or Content*

conversations, peer and teacher conferences, writing process, sharing circle, small group conferencing, Think-Pair-Share (TPS), self-reflection activities, ...

Content May

say: "I don't really get a picture of the spooky house at the beginning of your story. Maybe you could add some more description."

Techniques and Elements

May say: "I left lots of white space around the lines of my poem to help show how it feels to be alone."

4.2.1 c. *Uses criteria when asking for feedback about own and others' draft texts and representations*

**the criteria to guide the focussed conversations is based on Techniques, Elements and / or Content*

**the distinction between grade levels is the depth of focussed conversations based on the appropriate grade level Techniques and Elements and / or Content*

conversations, peer and teacher conferences, writing process, sharing circle, small group conferencing, Think-Pair-Share (TPS), self-reflection activities, ...

Content

May say: "Do you think I gave enough examples of ways to show respect to elders?"

Techniques and elements

May say: "Can you understand this part of my recipe, or should I add some pictures?"

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.2.2 Grade 5

Enhance and Improve	Revise Content
Revise ideas and organization to match intended purpose and audience	General Example(s) Revision strategies include: A.R.R.R. (Adding, Rearranging, Removing, Replacing), RAG (Read around the Group, ARMS (Add, Remove, Move Around, Substitute), Read it Aloud, Reread, Reread and Self-Correct, Support it with Detail, Hearing the Voice, Proof-Read
*writing process stages include: drafting, writing, revising, editing, and publishing	**Guided practice (optimal learning model) may be required for newly introduced revision strategies and concepts
	Specific Outcome Links see Word Choice & Artistry of Text (2.3.3), Create Original Texts (4.1.3), Appraise Own and Others' Work (4.2.1), Enhance Artistry (4.2.4)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student...

4.2.2 a. *Clarifies and extends ideas to engage intended audience*

See Word Choice and Artistry of Texts (2.3.3) and Enhance Artistry (4.2.4)

May say: "I'm going to give lots of examples of how we can play together using the equipment. That will help convince the primary teachers that we can have our recess with the little kids."

4.2.2 b. *Experiments with the sequence or organization of ideas and information to meet intended purposes*

See Text Features (2.1.3) and Prepare to Create Texts (4.1.2)

class discussion, play centers, work tasks, peer and teacher conferences, writing process, ...

"May say, "My story doesn't have an ending because I want to write another chapter to it."

4.2.2 c. *Revises content to meet pre-established criteria using a personal revision process*

- by adding some detail
- by adding some information
- by adjusting sequence or organization
- by "showing" rather than "telling"
- by deleting some details
- by deleting some information
- by incorporating one or two supporting details
- by engaging the intended audience
- by meeting the intended purpose

see Appraise Own and Others' Work (4.2.1)

conversations, class discussion, mini-lessons, peer and teacher conferences, writing process, sharing circles, small group conferencing, Think-Pair-Share (TSP), ...

May say, "I tried to use some gross information to keep the boys in the class interested. Last time they laughed so much I got frustrated."

4.2.2 d. *Revises content to meet pre-established criteria using feedback from conferencing with others (with guidance)*

- by adding some detail
- by adding some information
- by adjusting sequence or organization
- by "showing" rather than "telling"
- by deleting some details
- by deleting some information
- by incorporating one or two supporting details
- by engaging the intended audience
- by meeting the intended purpose

•See Appraise Own and Others' Work (4.2.1), Work in Groups (5.1.1), and Use Language to Show Respect (5.1.2)

conversations, class discussion, mini-lessons, peer and teacher conferences, writing process, sharing circles, small group conferencing, Think-Pair-Share (TSP), ...

May say, "My revision partner and I worked cutting out some of my information because I wasn't getting to the point. He said that a letter of complaint to the newspaper had to be shorter. He said I had way too much information, so it wasn't clear because of that."

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.2.3 Grade 5

Enhance and Improve

Write legibly and fluently while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary

*it is recommended that following explicit instruction, the practice be embedded in authentic writing for real purposes and audiences

Enhance Legibility and Develop Word Processing Skills

Specific Outcome Links

see Access Information (3.2.3), Creates Original Texts (4.1.3), Spelling (4.3.2), and Effective Presentation (4.4.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student...

4.2.3 a. *Writes legibly and fluently*

**Legibility refers to: shape, slant, and spacing*

**It is recommended that following explicit instruction, the practice be embedded in authentic writing for real purposes and audiences, as it is more effective than through isolated exercises, such as worksheets.*

**For assessment purposes: it is the quality (content, ideas, voice, organization, word choice) of the writing rather than the legibility that is important; legibility is not one of the traits of good writing*

4.2.3 b. *Develops proficiency with keyboarding and word processing when composing, revising, publishing, and formatting text*

***Information and Communication Technology Outcomes are intended to be infused in all Curricula, however, the minutes of ELA are not increased*

**applicable where technology is available*

- uses letter and numbers keys*
- uses with paint tools*
- uses with drawing tools*
- uses directional arrow keys*
- uses the space bar*
- prints texts*
- uses the mouse to point, click, and drag*
- open, enter text, save, close, and print files*
- spaces consistently*
- highlights text*
- backspaces*
- capitalizes*
- deletes text*
- spaces sentences*
- uses spell check*
- cuts and pastes*
- varies fonts*
- varies type size*
- uses templates*
- uses formatting tools (tab, margins)*
- develops accuracy*
- increases speed*

4.2.3 c. *Develops an expanding repertoire of vocabulary associated with keyboarding and word processing*

**applicable where technology is available*

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.2.4 Grade 5

Enhance and Improve

Experiment with language to create desired effect in oral, print, and other media text

*Language acquisition begins with rich oral language experiences that eventually transfer to other forms of text (oral, print, or other media)

*Reading and writing processes overlap and differ! Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

*writing process stages include: drafting, writing, revising, editing, and publishing

**voice is the personality in writing and is evident through: style (grammar and syntax), word choice (descriptions, details, unique expressions, dialogue, strong leads), tone (humorous, serious, angry, cheery, sarcastic, objective, credible, ...), topic, theme, organization, point of view, attention to the relationship between the audience and purpose

Enhance Artistry

General Example(s)

*it is important to note that language can be enhanced in all types of representations: oral, print, or other media representations

Specific Outcome Links

Experience Various Texts (2.2.1), Word Choice & Artistry of Texts (2.3.3), and Revise Content (4.2.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student...

4.2.4 a. *Experiments with descriptive and figurative language in personal representations to create desired effect*

Possible purposes include: to tell, to create an image, to communicate an idea, to explain, to direct or guide, to emphasize, to clarify, to set the mood, to persuade, to enhance meaning, to engage, etc.

**Keep in mind audience and purpose when discussing appropriateness of language*

**the distinction between grade levels is the sophistication of vocabulary*

See Experience Various Texts (2.2.1), Elements of Text (2.3.2), Word Choice and Artistry of Texts (2.3.3), and Revise Content (4.2.2)

May say: "In my poem, I don't want to say that I am describing water; so I used all kinds of sound words and other words for water, like stream, puddle, drip, splash. Can you read it and see if it makes sense and if you can tell what I am talking about?"

4.2.4 b. *Uses new and accurate vocabulary in personal representations (related to personal interests or topics of study)*

**the distinction between grade levels is the sophistication of vocabulary*

May say, "Why can't I use 'kicker' in my letter to the newspaper. I'm writing to News North and that only goes to people in the North; won't they understand what I mean?"

4.2.4 c. *Uses varied sentence lengths and structures including: simple, compound, complex*

definition: a compound sentence has two independent clauses and balances the ideas in one clause against the other.

definition: a complex sentence contains one main clause and one or more dependent clauses.

**Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.*

4.2.4 d. *Uses a voice that is individual, expressive, and engaging with an awareness of and respect for the audience and intended purpose (in oral, print, and other media text)*

***In developing an awareness of voice the writer must ask:*

- 1. How do I speak directly to my audience on an emotional level?*
- 2. How do I experiment with style to match the purpose and intended audience?*
- 3. How do I take risks to reveal myself to my audience?*

In grade five developing an awareness of voice in text typically involves:

- using a variety of simple, compound, and complex sentences*
- creating tone that reflects feelings / emotions*
- using punctuation to show emphasis (exclamation points and question marks)*
- incorporating dialogue*
- using some unique expressions*
- choosing specific words to reflect the main characters' feelings and age*
- choosing words to add clarity and detail*
- using vivid, expressive language*
- writing that elicits emotional response from the audience*
- creating a tone that is easy to describe (funny, joyful, sarcastic, angry, ...)*
- using new and accurate vocabulary*
- repeating words only for emphasis*
- using writing / phrases / expressions that "sounds" like the character*
- directing "comments" to the intended audience*
- choosing appropriate vocabulary for the intended audience and purpose*
- **writing that is individual, expressive, and engaging***
- **using varied sentence lengths and structures including: simple, compound, complex***
- **varying sentence beginnings (strong leads)***
- using figurative language*
- using language that is honest: point of view is evident*
- writing that is clear and focused*

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.3.1 Grade 5

Attend to Conventions

Use an editing process to enhance communication

Dictionaries usually label the part of speech for each word, it is not always that simple. In English the part of speech is not clearly identifiable: words have a habit of being used in various ways (i.e. shade can be a noun, a verb, or an adjective).

Rather than thinking of parts of speech as properties of specific words, it is better to think of them as functions within a sentence; these functions can be played by single words or groups of words.

*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.

The "content and ideas" and "organization" play more of a role than the "conventions of writing" or "vocabulary and sentence structure". However in first draft writing situations, the "conventions of writing" are occasionally disregarded altogether because of the nature of the writing process.

*writing process stages include: drafting, writing, revising, editing, and publishing

Grammar and Usage

General Example(s)

*Editing strategies include: Self-Edit, Peer-Edit, Read it Aloud, Reread, Reread and Self-Correct, read backwards (sentence by sentence), mnemonic devices (SLURP, COPS, CROPS, etc.), editing checklists, use a dictionary, use a grade appropriate handbook, proof reading, personalized proof reading (search for errors you typically make), read for trouble (read for errors, read for understanding, read for common errors), start with sentences-consider words-check for spelling-grammar-punctuation, grammar-checkers...

Specific Outcome Links

•See Appraise Own and Others' Work (4.2.1), Revise Content (4.2.2), Enhance Artistry (4.2.4), Spelling (4.3.2), and Capitalization and Punctuation (4.3.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student...

4.3.1 a. Uses an editing process, with guidance

- to check for completeness of an idea within a sentence (fragments)
- to combine short sentences (conjunctions include: and, but, because, or, so, ...)
- to check for beginning, middle, and end of personal text
- to check for appropriate use of types of sentences (declarative, interrogative, exclamatory, imperative)
- to check for appropriate prepositions (prepositions include: on, under, in, over, beside, between, near, after, by, ...)
- **to eliminate run-on sentences**
- **to check for appropriate noun-pronoun agreement**

**Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises. mini-lessons, editing checklists, self-editing, teacher and / or peer conferences, rereading of personal writing (typically out loud), editing with mnemonic devices (SLURP, COPS, etc.), ...*

May ask, "When I read your paragraph, I don't know when to take a breath. You might want to add some punctuation, it is one sentence and it is just too long."

May ask, "This whole letter is talking to the Mayor, so we have to be careful not to use 'you' referring to the whole council. We have to make sure it is the 'you' that talks right to him."

4.3.1 b. Discusses the function of the parts of speech in a sentence

- noun,
- verb,
- adjective, (includes determiners or articles),
- adverb,
- conjunction,
- pronoun,
- preposition, and
- **interjection**

**Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.*

**the intent of this learning outcome is to talk about the parts of speech, not necessarily to know them by name*

May say, "Why don't we add words like, 'Wow' or 'Cool' or 'Awesome' to show that our characters like what is happening?"

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.3.2 Grade 5

Attend to Conventions	Spelling
<p>Apply spelling conventions to texts using a variety of strategies and resources</p> <p>*Explicit instruction in the context of meaningful writing is the recommended practice rather than isolated exercises in spelling.</p> <p>*Speaking vocabulary is ahead of the knowledge of conventional spelling. It is important to accept spelling approximations during the prewriting and writing stages so that words from one's speaking vocabulary be used instead of words that one can spell correctly. Therefore it is necessary to encourage the use of conventional spelling for final drafts and published work.</p> <p>Transitional Stage: all sounds are represented and the spelling is usually a possible English spelling, just not always the correct spelling. There is a move away from the reliance on phonics by using visual and memory based strategies. Determining if words looks 'right' may still be difficult.</p> <p>*keep in mind Canadian spelling conventions</p> <p>The "content and ideas" and "organization" play more of a role than the "conventions of writing" or "vocabulary and sentence structure". However in first draft writing situations, the "conventions of writing" are occasionally disregarded altogether because of the nature of the writing process.</p>	<p>General Example(s)</p> <p>*some of the most common words spelled differently in Canadian English include:</p> <ul style="list-style-type: none">- acknowledgment- aging- analyse- burned, learned- cancelled- catalogue- centre, centred- cheque- civilization- colour, labour- criticize- favour, flavour- fulfill- grey- licence (n), license (v)- moustache <p>Specific Outcome Links</p> <p>•see Cueing Systems (2.1.4),and Grammar and Usage (4.3.1)</p>

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student...

4.3.2 a. *Continues to decrease reliance on approximated spelling and increases reliance on conventional spelling*

**students represent all essential sounds with letters and often develop their own spelling patterns for particular sounds*

**uses visual memory to spell sight words*

**approximations are close to the correct spelling and errors do not interfere with communication*

4.3.2 b. *Applies knowledge of spelling generalizations, rules, and structural analysis to spell familiar and unfamiliar words*

patterns may include: common letter combinations (list of words with 'br', 'ight'), word families, words ending in 'ing', silent 'e', word within a word, add 's' to make a plural noun and other internal plural markers (man-men), change 'y' to 'i' and add 'es' or 'ed', compound words, contractions, tense markers (ed, s, ing), suffixes, prefixes, syllabication, homonyms, ...

4.3.2 c. *Uses spelling references*

references may include: number line, word walls, learning centers, dictionaries, personal dictionaries, informational texts, atlases, maps, spell check function, time lines, charts, graphs, titles, thesaurus, dictionary and thesaurus in computer writing programs, Internet, ...

4.3.2 d. *Uses spelling strategies*

spelling strategies may include: dictionaries, personal dictionaries, dictionaries, informational texts, atlases, maps, Internet, Give it a Go, Guess and Check, Ask Someone, Words That Sound the Same, visual memory, Picture the Word, Different Spellings (which one looks right?), Word in a Word, Read Backwards, Word Relationships (crime/criminal, act, action, activity), Exploding Words (prefixes and suffixes), Spelling Doozers, Break it Up (syllabication), Mnemonic devices, Canadian spelling conventions, Choose a Different Word, ...

4.3.2 e. *Participates in an editing process to check spelling, with guidance*

**Editing strategies include: Self-Edit, Peer-Edit, Read it Aloud, Reread, Reread and Self-Correct, read backwards (sentence by sentence), mnemonic devices (SLURP, COPS, CROPS, etc.), editing checklists, use a dictionary, use a grade appropriate handbook, proof reading, personalized proof reading (search for errors you typically make), read for trouble (read for errors, read for understanding, read for common errors), start with sentences-consider words-check for spelling-grammar-punctuation, ...*

4.3.2 f. *Uses spell check, dictionaries, or thesauri on the computer*

**applicable where technology is available*

**keep in mind Canadian spelling options in computer writing programs*

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.3.3 Grade 5

Attend to Conventions

Use an editing process to check for punctuation and capitalization

The "content and ideas" and "organization" play more of a role than the "conventions of writing" or "vocabulary and sentence structure". However in first draft writing situations, the "conventions of writing" are occasionally disregarded altogether because of the nature of the writing process.

*writing process stages include: drafting, writing, revising, editing, and publishing

Capitalization and Punctuation

General Example(s)

*Editing strategies include: Self-Edit, Peer-Edit, Read it Aloud, Reread, Reread and Self-Correct, read backwards (sentence by sentence), mnemonic devices (SLURP, COPS, CROPS, etc.), editing checklists, use a dictionary, use a grade appropriate handbook, proof reading, personalized proof reading (search for errors you typically make), read for trouble (read for errors, read for understanding, read for common errors), start with sentences-consider words-check for spelling-grammar-punctuation, ...

Specific Outcome Links

•See Text Features (2.1.3) and Cueing Systems (2.1.4)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student...

4.3.3 a. *Applies rules of capitalization in personal representations*

- *proper nouns (names, places)*
- *pronoun "I"*
- *months of the year*
- *days of the week*
- *holidays (Christmas, Thanksgiving)*
- *titles (books, stories, poems, films, magazines, television programs, subtitles)*
- *beginnings of sentences*
- *personal titles (Ms., Mr., Mrs., Dr.)*
- *first word within quotation marks*

**Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.*

4.3.3 b. *Applies rules for punctuation in personal representations*

- *periods at the end of simple sentences*
- *periods at the end of compound sentences*
- *question marks*
- *exclamation marks*
- *period after an abbreviation*
- *quotation marks (including new paragraphs for new speakers)*
- *commas (in a series, dates, addresses, before quotation marks, after salutations in personal letters, after closings in letters)*
- *apostrophes (possessives, contractions)*
- *commas to signal subordinate clauses (pauses)*

**Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.*

4.3.3 c. Participates in an editing process to edit for punctuation and capitalization, with guidance

**the measurables of Capitalization and Punctuation are itemized in the above Learning Outcomes*

writing process, personal editing, peer editing, teacher editing, conferencing, interactive writing, teacher modelling, mini-lessons, ...

**Editing strategies include: Self-Edit, Peer-Edit, Read it Aloud, Reread, Reread and Self-Correct, read backwards (sentence by sentence), mnemonic devices (SLURP, COPS, CROPS, etc.), editing checklists, use a dictionary, use a grade appropriate handbook, proof reading, personalized proof reading (search for errors you typically make), read for trouble (read for errors, read for understanding, read for common errors), start with sentences-consider words-check for spelling-grammar-punctuation, ...*

4.3.3 d. Edits for punctuation and capitalization with computer

**applicable where technology is available*

**the measurables of Capitalization and Punctuation are itemized in the above Learning Outcomes*

4.3.3 e. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

4.3.3 f. Begins to apply rules for punctuation in personal representations

- commas and semicolons: internal punctuation in compound sentences (comma when coordinating conjunction is used to join two independent clauses; semicolon to join two or more independent clauses that are not connected by a coordinating conjunction)

**Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.*

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.4.1 Grade 5

Engage Audience	Effective Presentation
<p>Present and/or publish texts (oral, print, and media)</p> <p>*keep in mind, the purpose of enhancement is to better engage the audience (attract and sustain)</p> <p>*presentations require planning and time for supported/scaffolded rehearsal</p>	<p>General Example(s)</p> <p>*presentations occur in a variety of forms: artistic, dramatic, musical, numeric, scientific, historic, textual, multimedia, computer-generated, ... (see Examples of Forms of Expressive Language in NWT-ELA Support documents for further suggestions)</p> <p>Specific Outcome Links</p> <p>• Elements of Text (2.3.2), Word Choice & Artistry of Texts (2.3.3), Appraise Own and Others' Work (4.2.1), Revise Content (4.2.2), and Enhance Artistry (4.2.4)</p>

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student...

4.4.1 a. *Experiments with techniques used to enhance presentation of texts (oral, print, and media)*

- *titles, subtitles,*
- *illustrations,*
- *colour,*
- *sounds,*
- *printed texts,*
- *type size,*
- *volume,*
- *simple graphics: diagrams, charts, graphs, tables, timelines, maps,*
- *costumes,*
- *props (overheads, artifacts, pictures, etc.),*
- **expression**
- **openings, and**
- **closings**

May say: "When you read that, make sure you look real serious and talk really clearly. If you don't we won't persuade them that smoking is not healthy."

4.4.1 b. *Engages (attracts and sustains) the audience*

**form of presentation determines which audience engagement techniques are appropriate*

****required** in grade five:*

- *choose / adapt form of presentation to match audience*
- *arranges presentation space to focus audience*
- *displays enthusiasm for topic*
- *varies facial expression appropriately*

to maintain from previous grades:

- *understands the purpose for the presentation*
- *speaks with a clear voice*
- *faces the audience*
- *makes eye contact (culturally appropriate)*
- *uses appropriate body language (posture and gestures)*
- *introduces self*
- *uses varied supports (props, artifacts, diagrams, illustrations, photographs, overheads, music, sound effects, resources, facts, lighting, guests, font, print size, ...)*
- *maintains topic*
- *uses complete sentences*
- *uses specific vocabulary (theme / content related)*
- *responds to audience questions*
- *speaks fluently (pacing, phrasing)*
- *varies voice (intonation and expression) appropriately for emphasis, (some situations require conversational voice, some situations or phrases require more / less volume, ...)*
- *follows a logical sequence for the topic (based on pre-established plan)*
- *introduces presentation purposefully to capture audience attention (background information, clear topic, issues, relevant anecdotes or jokes, dramatic gestures, ...)*

4.4.1 c. *Experiments with media to enhance presentation of texts (oral, print, and media)*

**where technology is available*

videos, CD Roms, visuals, bulletin boards, PowerPoints, maps, graphs, digital cameras, ...

May say, "My Dad showed us how to scan a photograph into our project. Now we want to search the Internet to find other pictures to add."

4.4.1 d. *Evaluates the effectiveness of presentation of texts (oral, print, and media) on audience, with guidance*

May say, "We think this presentation will be remembered because we used music to get their attention."; "That picture we put in is cartoon and it makes our report on endangered species seem funny or silly. I think we should be more serious."



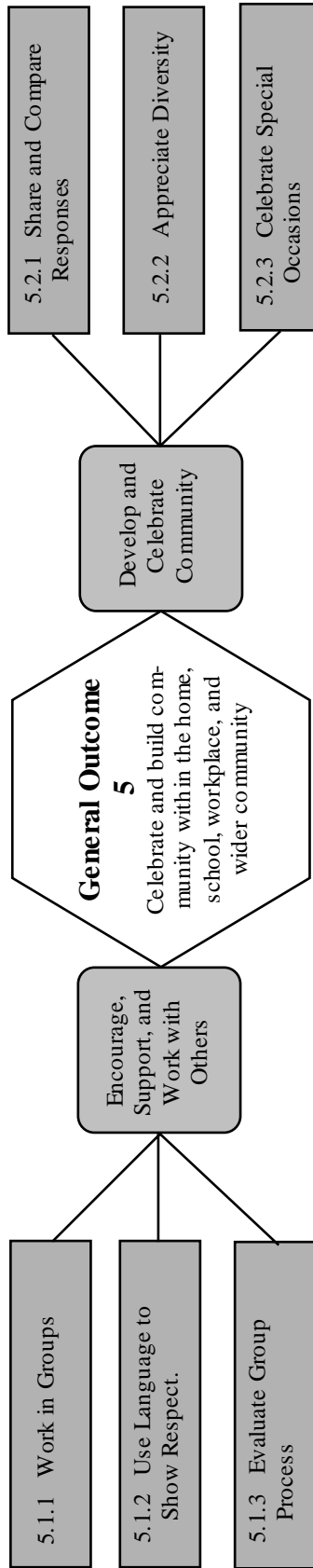
Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Students use language to build community within the home, school, workplace, and the wider society. In a multicultural country, students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.

Students learn collaboration skills by discussing in groups, by building on others' ideas, and by planning and working together to meet common goals that strengthen classroom and school

communities. They learn to use language to offer assistance and to participate in and enrich their school life. In these ways, students share perspectives and ideas, develop understanding, and demonstrate respect for diversity.

Students learn that language is important for celebrating events of personal, community, national, and global significance. In their language learning and use, students develop their knowledge of language forms and functions. As well, they come to know how language preserves and enriches culture. To celebrate their own use of language, students display their work, share with others, and delight both in their own and others' contributions. Students need opportunities to reflect on, appraise, and celebrate their progress and achievements in a community of learners.



General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Specific Outcome 5.1.1 Grade 5

Encourage, Support, and Work With Others

Work in a variety of partnerships and groups to follow pre-established group processes through collaborative decision making

**Guided practice is required when learning how to cooperate in group activities: cooperation and collaboration need to be taught.

Group processes include:

- communication (taking turns, sharing ideas and information, listening, asking and answering relevant questions, responding to others' ideas, stating expectations, offering feedback, accepting feedback)
- participation (following directions, following procedures)
- decision making (solving problems, resolving conflicts, majority vs. minority, reaching consensus, agreeing to disagree)
- role fulfillment (accepting responsibility)

Work in Groups

General Example(s)

•cooperative learning centres, cooperative games and activities, sharing circles, literature circles, exploratory talks, projects, experiments, shared writing, shared reading, collaborative writing, debriefing sessions, ...

Specific Outcome Links

•See Express Ideas & Consider Others' Ideas (1.1.1), Identify Sources of Information (3.2.1), Revise Content (4.2.2), and Use Language to Show Respect (5.1.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student...

5.1.1 a. *Follows pre-established group processes when collaborating with a peer to accomplish a task*

***variety of partnerships and groups may be self-selected or assigned*

appropriate *group processes in grade five include:*

- *decision making: majority vs. minority*

see Evaluate Group Process (5.1.3) for details of categories of group processes: communication, participation, decision making, and role fulfillment to maintain from previous grades:

- *taking turns*
- *sharing ideas and information*
- *following directions*
- *accepting responsibility*
- *offering feedback*
- *accepting feedback*
- *responding to others' ideas*
- *asking and answering relevant questions*
- *stating expectations*
- *solving problems*
- *resolving conflicts*

5.1.1 b. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

5.1.1 c. *Begins to select appropriate roles for small / whole group task (s)*

***tasks and / or roles may be assigned by the individuals, the groups, or the teacher*

activity centers, play, assigned tasks, dramatizations, assignments, projects, ...

tasks include: setting up, organizing, cleaning up, mediating, consoling, planning, painting, writing, ...

roles may include: illustrator, speaker, recorder, encourager, artist, writer, reader, reporter, director, organizer, researcher, editor, time keeper, negotiator, surveyor, interviewer, manager, explainer, summarizer, collector, ...

May say, "If we are to find out what the community thinks about pollution, we will need an interviewer, a recorder, ..."

General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Specific Outcome 5.1.2 Grade 5

Encourage, Support, and Work With Others

Use Language to Show Respect

Adjust listening, viewing, speaking behaviours according to the situation

*Be sensitive to different communicative patterns and languages

*Alternating (code switching) between first/heritage language and English to communicate is part of language acquisition

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student...

5.1.2 a. *Speaks and listens / views respectfully*

****appropriate*** in grade five:

- *disagreeing respectfully*
- *responding respectfully with opinions*

to maintain from previous grades:

- *staying in one place*
- *keeping respectful silence*
- *keeping hands to self*
- *accepting different communicative patterns and languages*
- *sitting in close proximity to the speaker/presentation*
- *focusing on presentation or speaker*
- *using courteous, respectful language (word choice, tone)*
- *asking questions or participating in discussion / activity*
- *attentive facial expression and body language*
- *showing interest*
- *asking relevant questions*
- *giving nonverbal encouragement*
- *showing encouragement and appreciation*
- *listening to opposing opinions*
- *acknowledging others' comments, ideas, perspectives, and questions*
- *giving polite feedback*

May say, "I am very interested in the comment you made about second hand smoke ... "

5.1.2 b. *Adjusts language to fit the context (audience, purpose, and situation)*

***Alternating (code switching) between first/heritage language and English may enhance communication in some contexts*

volume, tone, situation, rate of speech, vocabulary (word choice), body language, code switching, gender, age, culture, ...

Language Register: home, playground, classroom, land, community settings, oral, print, and media texts, social and cultural settings / experiences, ...

peers, staff, family, guests, Elders, ...

5.1.2 c. *Discusses differences in language use in a variety of school and community contexts*

May say, "When the Elders come to speak with us, it would be helpful if we used Tlicho, to help them feel comfortable. ... I can't speak Tlicho, but I understand it; so would you ask the questions for our group?"

General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Specific Outcome 5.1.3 Grade 5

Encourage, Support, and Work With Others

Assess group process using simple pre-established criteria, and determine areas for development

Group processes include:

- **communication** (taking turns, sharing ideas and information, listening, asking and answering relevant questions, responding to others' ideas, stating expectations, offering feedback, accepting feedback)
- **participation** (following directions, following procedures)
- **decision making** (solving problems, resolving conflicts, majority vs. minority, reaching consensus, agreeing to disagree)
- **role fulfillment** (accepting responsibility)

Evaluate Group Process

General Example(s)

assessment strategies: dialoguing, conferencing, collecting, recording, writing, communicating, reflecting, responding, predicting, using and giving feedback, responding, observing, goal setting, establishing criteria, describing, extending ideas, paraphrasing, interpreting, questioning, problem solving, managing, explaining, sorting essential and nonessential information, tracking, ...

Specific Outcome Links

See Celebrate Special Occasions (5.2.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student...

5.1.3 a. *Participates in the development of the criteria to evaluate group processes*

May say, "This is our second project together. Last time, we had one member present to the whole class. This time, let's try to use each of our skills in a group presentation. We could add that on our checklist: that all members need to present a part of the project."

5.1.3 b. *Assesses the effectiveness of the group process using the set criteria*

May say, "In our dialogue journals, a few of us wrote about the problem of doing different things and not knowing all of the information. We solved the problem of incomplete information by dividing up the sources and all getting involved in reading the report and knowing the material before we presented this time. So that was better."

5.1.3 c. *Reflects on personal behaviors and / or learning style*

**the distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections*

**Metacognition is thinking about thinking or learning how to think. It involves knowing one's preferences, learning style, skills and strategies and applying that knowledge of self to plan, set goals, solve problems, and monitor personal growth.*

conversations, sharing circles, reflection activities, reflection frames or prompts, expository talk, Think-Pair-Share (TPS), checklists, learning logs, journals, guided reflection, T-Charts, Y-Charts, process journals, self evaluation tools, inquiry self checklist, project reflection activities, self-assessment activities, ...

May say, "One thing I know about my questioning skills is ..." "I felt this way when ..." "I wonder if I use a different strategy to learn this, will I have better luck with it?" "What do I know about the way I learn?"

5.1.3 d. *Reflects on personal behaviours that contribute to group success to set personal and / or group goals*

**the distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections*

**Metacognition is thinking about thinking or learning how to think. It involves knowing one's preferences, learning style, skills and strategies and applying that knowledge of self to plan, set goals, solve problems, and monitor personal growth.*

May say, "I know that I like doing the easy jobs when I am put in a group. Some of my friends are getting mad at me, so this time, I need to be more involved in something more than just drawing." "I need to make sure I am on the same topic; sometimes I go off on a tangent." "I sometimes forget to use encouraging words when I am in a group and get frustrated. I need to remember to calm down or take some time out." "It is my responsibility to be on task and yet I struggle with that when I work with friends. Next time I have to concentrate on the topic or I am affecting everyone else ..."

5.1.3 e. *Applies peer and / or group feedback about group processes*

May say, "It's neat that you redid that part of the project about pollution and added some information about the different options that a mining company has to clean up their site. I remember that that was missing in your practice presentation and that some people had asked about it."

General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Specific Outcome 5.2.1 Grade 5

Develop and Celebrate Community

Share and Compare Responses

Acknowledge differing responses to common experiences

Specific Outcome Links

See Express Ideas & Consider Others' Ideas (1.1.1) and Respond to Various Texts (2.2.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student...

5.2.1 a. *Describes similarities and differences between own and others' ideas*

circle talks, conversations, graphs, illustrations, presentations, displays, journals, letters, stories, books, paintings, posters, maps, charts, newsletters, newspaper articles, cartoons, compare and contrast charts, T-charts, Venn diagrams, same and different charts, cluster maps, dialogue journals, Role-Audience-Format-Topic activities (RAFT), ...

May say, "In our dialogue journal, my partner and I had different opinions about hunting. I think that it is OK to hunt as a hobby and my partner talks about over hunting and hunting for survival purposes. I am interested in talking more with him about this."

5.2.1 b. *Offers praise and constructive feedback*

"You did a good job getting the information from your grannie. The interview really helped us prove our point."

5.2.1 c. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

5.2.1 d. *Begins to recognize differing perspectives of common experiences*

circle talks, conversations, graphs, illustrations, presentations, displays, journals, letters, stories, books, paintings, posters, maps, charts, newsletters, newspaper articles, cartoons, compare and contrast charts, T-charts, Venn diagrams, same and different charts, cluster maps, dialogue journals, ...

May say, "We are writing an article about the contact that our ancestors had with the European explorers. We want to ask some Elders what they know and compare it to what we read in our class books."

General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Specific Outcome 5.2.2 Grade 5

Develop and Celebrate Community

Describe how diversity is honoured and celebrated

******It is important to create an open atmosphere in the classroom community that is respectful of diversity.

******In a multicultural / multilingual country, like Canada, students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.

*appreciation and respect for diversity may be evident through: awareness, consideration, sensitivity, acceptance, tolerance, fairness, compassion, honor, celebration, ...

Appreciate Diversity

General Example(s)

•Sharing circle, conversations, guided conversations, exploratory talk, discussion webs, interviews, journals, dialogue journals, logs, artistic representations, literature responses, critical response, questions, elaborations, clarifications, ...

******Keep in mind diversity of culture, race, peoples, ideas, stories, gender, age, appearance, language, perspectives, ways of life / thinking, beliefs, values, religion, abilities, ...

Specific Outcome Links

•see Express Ideas & Consider Others' Ideas (1.1.1), Express Preferences (1.1.2), Combine Ideas and Develop Understanding (1.2.1), Explain Opinions (1.2.2), Connect Self, Text, and Culture (2.2.3), Work in Groups (5.1.1), Use Language to Show Respect (5.1.2), and Share and Compare Responses (5.2.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student...

5.2.2 a. *Shows respect of others' talents (strengths), interests, and feelings or ideas to strengthen the community*

5.2.2 b. *Expresses and explores own identity through gifts, talents, and strengths, and feelings or ideas*

**examples that shape identity include: language, culture, family, community, traditions, gender, place of residence, etc.*

May say, "Why are the dances different in every culture? Last year the Holman Dancers came and their dances were different from the dances we often see the MacKenzie Drummers do on TV But that's not how my family does it either. We What do the dances mean?"

5.2.2 c. *Describes how cultures, ideas, and diversity are honoured and celebrated*

**be aware of sensitivity to other points of view, evaluation of extreme or unethical positions, freedom from undo bias and prejudice, and respect for opinions and rights of others*

May say, "I need to talk to others who have different opinions from mine because I am confused. We celebrate others by listening to their ideas."

5.2.2 d. ****** *Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.*

5.2.2 e. *Begins to develop an opinion about diversity*

***Keep in mind culture, race, gender, age, appearance, language, perspectives, ways of life / thinking, religion, abilities, ...*

cultural diversity may be evident through: foods, games, tools, clothing, stories, dances, songs, music, language, artifacts, rituals, beliefs, and values, customs, traditions, customs, histories, ...

May say, "Why do people speak different languages?" "Why do we need two languages?" "Why isn't school in the same language as my Mom speaks? I think maybe it should be."

General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Specific Outcome 5.2.3 Grade 5

Develop and Celebrate Community

Explore how context influences the selection of language and form

****Be sensitive to cultural differences in celebrating cultural occasions and achievements**

Celebrate Special Occasions

Specific Outcome Links

See Use Language to Show Respect (5.1.2), Evaluate Group Process (5.1.3), and Appreciate Diversity (5.2.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student...

5.2.3 a. *Offers personal and academic strengths to others within and beyond the classroom communities*

May say, "I am going to be volunteering for story time at the library." "My family is responsible for the readings at church this Sunday. I am going to do one too."

5.2.3 b. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

5.2.3 c. *Begins to explain how the context influences the selection of appropriate language and form to honour and celebrate others*

****Keep in mind audience and purpose when selecting forms**

****Keep in mind culture, race, gender, age, appearance, language, perspectives, ways of life / thinking, religion, abilities, ...**

appropriate language may include: tone, register, word choice, intonation, and nonverbal cues, ...

forms may be written, verbal, dramatic, poetic, ...

student of the week, author's chair, displays, school newspaper, presentations, assemblies, Artist in the School, letters of appreciation, group stories, cards, role plays, dramatizations, recitals, readings, gallery walks, parties, celebration wall, murals, bulletin board displays, publishing parties, cards and letters of congratulation or appreciation, banners, authors' night, brown bag lunch, ...

May say, "When I explain my project to the judges, I need to remember to use specific words, not things like "cool" and "awesome"."
