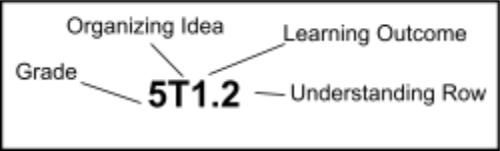


ELAL Curriculum (2023) - Grade 5 Year-at-a-Glance



Term 1		Term 2	
Organizing Idea: Text Forms and Structure: Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.			
Guiding Question: How can text organization support expression and influence meaning?			
Learning Outcome: 5T1 Students examine how text genres, forms, and structures support and enhance communication.			
Understanding: 5T1.1 Text genres, forms, and structures can support the enjoyment and communication of ideas and information.			
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Texts can be digital or non-digital. Texts can have more than one purpose, including to • inform • entertain • persuade • inspire Reading stamina can be developed through engaging with text forms, genres, or structures that are personally enjoyable. Literary text forms can be fiction or non-fiction and include • photo essays • news articles • hybrids Hybrid is a type of text that includes both	Examine the purpose of a variety of digital or non-digital texts. Engage with a variety of genres of literary texts. Determine the form and structure of a variety of literary texts. Develop reading stamina by engaging with text that is personally enjoyable.	Texts can be digital or non-digital. Texts can have more than one purpose, including to • inform • entertain • persuade • inspire Reading stamina can be developed through engaging with text forms, genres, or structures that are personally enjoyable. Literary text forms can be fiction or non-fiction and include • photo essays • news articles • hybrids Hybrid is a type of text that includes both	Examine the purpose of a variety of digital or non-digital texts. Engage with a variety of genres of literary texts. Determine the form and structure of a variety of literary texts. Develop reading stamina by engaging with text that is personally enjoyable.

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Term 1		Term 2	
fiction and non-fiction text forms. Narrative texts can be fiction or non-fiction and can be structured in a variety of ways, including - beginning - problem - multiple events with many details - resolution of problem - ending		fiction and non-fiction text forms. Narrative texts can be fiction or non-fiction and can be structured in a variety of ways, including - beginning - problem - multiple events with many details - resolution of problem - ending	
Learning Outcome: 5T1 Students examine how text genres, forms, and structures support and enhance communication.			
Understanding: 5T1.2 Text features can help organize content and identify information that is important.			
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Text features can be digital or non-digital and include sidebars and glossaries.	Examine a variety of text features that organize content and emphasize information that is most important. Include a variety of text features to organize content and to identify information that is most important.	Text features can be digital or non-digital and include sidebars and glossaries.	Examine a variety of text features that organize content and emphasize information that is most important. Include a variety of text features to organize content and to identify information that is most important.
Learning Outcome: 5T1 Students examine how text genres, forms, and structures support and enhance communication.			
Understanding: 5T1.3 Engaging with fictional texts can help to analyze the world through the eyes of others.			
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures

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Fiction sub-genres include science fiction, tall tales, and traditional literature. A tall tale is an exaggerated folk tale that describes a central legendary character with extraordinary physical features or abilities. Science fiction is a modern fantasy text that describes technology, futuristic situations, and real or imagined scientific occurrences. Fictional texts can have a variety of structures, including flash-forward. A flash-forward interrupts the story plot to take an audience forward in time to events in the future. Elements of fiction include theme, the underlying message of a text. Third person point of view is where the author or text creator is narrating a story about the characters, referring to them by name or using pronouns. Types of characters include round and flat. A round character is interesting and layered and may change throughout a story. A flat character does not change throughout a story. Fictional texts can contain characters with multiple dimensions revealed by • what they say, think, or do	Categorize texts according to a variety of fiction sub-genres. Examine a variety of fictional text structures, including flash-forward. Examine elements within a variety of fictional texts, including theme. Describe characters based on what they say, think, or do or what others say and think about them.	Fiction sub-genres include science fiction, tall tales, and traditional literature. A tall tale is an exaggerated folk tale that describes a central legendary character with extraordinary physical features or abilities. Science fiction is a modern fantasy text that describes technology, futuristic situations, and real or imagined scientific occurrences. Fictional texts can have a variety of structures, including flash-forward. A flash-forward interrupts the story plot to take an audience forward in time to events in the future. Elements of fiction include theme, the underlying message of a text. Third person point of view is where the author or text creator is narrating a story about the characters, referring to them by name or using pronouns. Types of characters include round and flat. A round character is interesting and layered and may change throughout a story. A flat character does not change throughout a story. Fictional texts can contain characters with multiple dimensions revealed by • what they say, think, or do	Categorize texts according to a variety of fiction sub-genres. Examine a variety of fictional text structures, including flash-forward. Examine elements within a variety of fictional texts, including theme. Describe characters based on what they say, think, or do or what others say and think about them.

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Term 1		Term 2	
• what others say and think about them		• what others say and think about them	
Learning Outcome: 5T1 Students examine how text genres, forms, and structures support and enhance communication.			
Understanding: 5T1.4 Engaging with non-fiction texts can help to analyze the world through the eyes of others.			
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Non-fiction texts include persuasive texts, such as editorials and opinion pieces. Structures within non-fiction texts include - larger topics and subtopics - cause and effect Non-fiction texts can be examined to help the reader form opinions based on the structure, content, or source of information.	Examine organizational structures of non-fiction texts. Discuss a variety of opinions regarding the structure, content, or source of information expressed in non-fiction texts.	Non-fiction texts include persuasive texts, such as editorials and opinion pieces. Structures within non-fiction texts include - larger topics and subtopics - cause and effect Non-fiction texts can be examined to help the reader form opinions based on the structure, content, or source of information.	Examine organizational structures of non-fiction texts. Discuss a variety of opinions regarding the structure, content, or source of information expressed in non-fiction texts.
Learning Outcome: 5T1 Students examine how text genres, forms, and structures support and enhance communication.			
Understanding: 5T1.5 Poetry can be experienced for its beauty and emotion.			
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Poetry can be experienced when it is read, listened to, or spoken. Poetic structures include lyric poetry and stanzas. Lyric poetry expresses personal emotions or feelings.	Listen to poems to identify beauty or emotion. Recite or sing a poem from memory. Examine figurative language that can be experienced for its beauty or emotion. Investigate poetic structures that contribute to	Poetry can be experienced when it is read, listened to, or spoken. Poetic structures include lyric poetry and stanzas. Lyric poetry expresses personal emotions or feelings.	Listen to poems to identify beauty or emotion. Recite or sing a poem from memory. Examine figurative language that can be experienced for its beauty or emotion. Investigate poetic structures that contribute to

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Term 1		Term 2	
A stanza is a series of lines grouped together in a poem that relate to a similar idea.	creative expression of ideas, including stanzas. Experiment with creating lyric poetry.	A stanza is a series of lines grouped together in a poem that relate to a similar idea.	creative expression of ideas, including stanzas. Experiment with creating lyric poetry.
Learning Outcome: 5T1 Students examine how text genres, forms, and structures support and enhance communication.			
Understanding: 5T1.6 Drama is a literary form that can artfully express stories and ideas.			
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Dramatic works can activate the imagination and provide information about people in various times, places, and situations. In dramatic works, plot and characters are developed through dialogue and action. In dramatic works, ideas and information can be expressed through verbal, non-verbal, and paraverbal language.	Listen to, read, or view dramatic works to learn about artful expression of stories and ideas. Examine main characters and events in a variety of dramatic works.	Dramatic works can activate the imagination and provide information about people in various times, places, and situations. In dramatic works, plot and characters are developed through dialogue and action. In dramatic works, ideas and information can be expressed through verbal, non-verbal, and paraverbal language.	Listen to, read, or view dramatic works to learn about artful expression of stories and ideas. Examine main characters and events in a variety of dramatic works.
Learning Outcome: 5T1 Students examine how text genres, forms, and structures support and enhance communication.			
Understanding: 5T1.7 Meaning is derived through personal experiences with various features of land.			
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Land can be understood through personal connections to its features, such as - living things in the natural world - human-made structures - patterns and cycles - stories of place	Make connections between features of land and personal experiences.	Land can be understood through personal connections to its features, such as - living things in the natural world - human-made structures - patterns and cycles - stories of place	Make connections between features of land and personal experiences.

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Term 1		Term 2	
Organizing Idea: Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.			
Guiding Question: How can the presentation of ideas and information be enhanced through oral communication?			
Learning Outcome: 5O1 Students investigate how oral language can be designed to communicate ideas and information.			
Understanding: 5O1.1 The content and delivery of oral traditions are influenced by history, communities, or contexts.			
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Different time periods gave rise to different forms of oral communication, including - storytelling - poetry - drama - choral speech - speeches or presentations Oral traditions include the use of stories to connect prior knowledge to lived experiences. Oral traditions include diverse types of stories, including	Discuss cultural contexts of oral traditions. Discuss meanings of stories and lessons shared orally.	Different time periods gave rise to different forms of oral communication, including - storytelling - poetry - drama - choral speech - speeches or presentations Oral traditions include the use of stories to connect prior knowledge to lived experiences. Oral traditions include diverse types of stories, including	Discuss cultural contexts of oral traditions. Discuss meanings of stories and lessons shared orally.

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Term 1		Term 2	
- tales of everyday life - sacred stories - stories of extraordinary experiences - trickster stories or tales Trickster stories or tales can - have human, superhuman, and animal characters - teach lessons - reflect aspects of a culture Oral traditions hold communities together based on some shared knowledge and values.		- tales of everyday life - sacred stories - stories of extraordinary experiences - trickster stories or tales Trickster stories or tales can - have human, superhuman, and animal characters - teach lessons - reflect aspects of a culture Oral traditions hold communities together based on some shared knowledge and values.	
Learning Outcome: 5O1 Students investigate how oral language can be designed to communicate ideas and information.			
Understanding: 5O1.2 Oral communication can be enhanced through integration and adjustment of verbal, non-verbal, and paraverbal language.			
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Language that influences oral communication includes - verbal - non-verbal - paraverbal Verbal communication includes word choice	Integrate verbal, non-verbal, and paraverbal language to enhance communication. Ensure messages are heard clearly by using breath, body, and energy to project voice.	Language that influences oral communication includes - verbal - non-verbal - paraverbal Verbal communication includes word choice	Integrate verbal, non-verbal, and paraverbal language to enhance communication. Ensure messages are heard clearly by using breath, body, and energy to project voice.

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Term 1		Term 2	
and use. Choices can be intentional regarding how body movement can support communication. Paraverbal communication is the manner in which a message is delivered and involves • stress or emphasis • articulation • pace • pitch or inflection • tone Vocal sounds are affected by breath, body, and energy. Inflection is the process by which the voice slides up and down through a range of pitches.		and use. Choices can be intentional regarding how body movement can support communication. Paraverbal communication is the manner in which a message is delivered and involves • stress or emphasis • articulation • pace • pitch or inflection • tone Vocal sounds are affected by breath, body, and energy. Inflection is the process by which the voice slides up and down through a range of pitches.	
Learning Outcome: 5O1 Students investigate how oral language can be designed to communicate ideas and information.			
Understanding: 5O1.3 Oral communication can be intentionally designed according to different situations to convey ideas and information.			
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Content and delivery of oral communication can change based on purpose or audience. Language conventions or protocols can vary depending on the audience or purpose of oral communication. The size, shape, layout, and acoustics (echoing)	Adjust the pitch or projection of the voice with respect to purpose, audience, context, and space. Adjust language conventions or protocols in oral communication. Select appropriate formats for oral communication based on audience and	Content and delivery of oral communication can change based on purpose or audience. Language conventions or protocols can vary depending on the audience or purpose of oral communication. The size, shape, layout, and acoustics (echoing)	Adjust the pitch or projection of the voice with respect to purpose, audience, context, and space. Adjust language conventions or protocols in oral communication. Select appropriate formats for oral communication based on audience and

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Term 1		Term 2	
of a space can influence oral communication. Oral communication can be enhanced through the selection of digital or non-digital tools or formats.	purpose. Present ideas and information in a logical manner to inform, persuade, or entertain.	of a space can influence oral communication. Oral communication can be enhanced through the selection of digital or non-digital tools or formats.	purpose. Present ideas and information in a logical manner to inform, persuade, or entertain.
Learning Outcome: 5O1 Students investigate how oral language can be designed to communicate ideas and information.			
Understanding: 5O1.4 Collaboration is an active process supported by effective dialogue.			
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Collaborative processes include building trust by listening to, acknowledging, and accepting the contributions of others. Collaborative and effective dialogue includes consideration of the perspectives of others and use of respectful language. Demonstrating respect for how other people wish to be addressed maintains relationships. Adaptability and compromise can lead to consensus in collaborative activities. Non-verbal and paraverbal language can enhance collaborative dialogue.	Engage in collaborative dialogue when sharing ideas, solving problems, or making decisions. Contribute to discussions or dialogues by agreeing, disagreeing, and adding to or explaining ideas. Use respectful language when collaborating with others. Demonstrate adaptability to build consensus when perspectives or opinions within groups	Collaborative processes include building trust by listening to, acknowledging, and accepting the contributions of others. Collaborative and effective dialogue includes consideration of the perspectives of others and use of respectful language. Demonstrating respect for how other people wish to be addressed maintains relationships. Adaptability and compromise can lead to consensus in collaborative activities. Non-verbal and paraverbal language can enhance collaborative dialogue.	Engage in collaborative dialogue when sharing ideas, solving problems, or making decisions. Contribute to discussions or dialogues by agreeing, disagreeing, and adding to or explaining ideas. Use respectful language when collaborating with others. Demonstrate adaptability to build consensus when perspectives or opinions within groups

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Term 1		Term 2	
	differ.		differ.

Term 1		Term 2	
Organizing Idea: Vocabulary: Communication and comprehension are improved by understanding word meaning and structures.			
Guiding Question: How does vocabulary support communication?			
Learning Outcome: 5V1 Students analyze how knowledge of vocabulary supports meaning and use of language.			
Understanding: 5V1.1 Word origins and morphemes influence the meaning and use of vocabulary in the English language.			
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Words in the English language come from a variety of origins. Vocabulary changes over time and reflects how words are used at a given time in society. Affixes change the meaning of a word when applied to a base and include <ous>, <ious>, <al>, <ial>, <ian>, <ic>, <ical>, <ment>, <ity>, <ant>, <ent>, <ance>, <ence>, <circu>, <per>, <trans>, <ad>, <sub>, <ob>, <com>, and <ex>.	Examine words to determine their origins. Examine words with meanings that have changed over time. Examine words that are new to the English language. Investigate the meaning of bases and affixes in words.	Words in the English language come from a variety of origins. Vocabulary changes over time and reflects how words are used at a given time in society. Affixes change the meaning of a word when applied to a base and include <ous>, <ious>, <al>, <ial>, <ian>, <ic>, <ical>, <ment>, <ity>, <ant>, <ent>, <ance>, <ence>, <circu>, <per>, <trans>, <ad>, <sub>, <ob>, <com>, and <ex>.	Examine words to determine their origins. Examine words with meanings that have changed over time. Examine words that are new to the English language. Investigate the meaning of bases and affixes in words.
Learning Outcome: 5V1 Students analyze how knowledge of vocabulary supports meaning and use of language.			
Understanding: 5V1.2 Vocabulary learning involves the use of strategies and tools.			

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Term 1		Term 2	
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Increased knowledge of vocabulary supports comprehension of text.	Discuss multiple ways to learn and remember vocabulary.	Increased knowledge of vocabulary supports comprehension of text.	Discuss multiple ways to learn and remember vocabulary.
Tools for vocabulary development include thesauruses and dictionaries.	Record words of personal interest.	Tools for vocabulary development include thesauruses and dictionaries.	Record words of personal interest.
Strategies for vocabulary development include extensive reading and listening to and noting how others use words.	Use a variety of tools to build vocabulary knowledge.	Strategies for vocabulary development include extensive reading and listening to and noting how others use words.	Use a variety of tools to build vocabulary knowledge.
	Engage with a wide variety of texts to expand vocabulary.		Engage with a wide variety of texts to expand vocabulary.
Learning Outcome: 5V1 Students analyze how knowledge of vocabulary supports meaning and use of language.			
Understanding: 5V1.3 Knowledge of an extended vocabulary is a lifelong pursuit that enhances the ability to communicate.			
Knowledge	Skills & Procedures		
Figurative language is language that has non-literal or figurative meanings and includes metaphors.	Apply a wide variety of words to communicate in new ways.	Figurative language is language that has non-literal or figurative meanings and includes metaphors.	Apply a wide variety of words to communicate in new ways.
A metaphor compares two things that are not alike but have something in common, without using comparison words such as <i>like</i> or <i>as</i> .	Apply tier 2 words to enhance meaning within subject content.	A metaphor compares two things that are not alike but have something in common, without using comparison words such as <i>like</i> or <i>as</i> .	Apply tier 2 words to enhance meaning within subject content.
	Apply tier 3 words within subject content.		Apply tier 3 words within subject content.
	Discuss how context can influence the meaning of words and phrases.		Discuss how context can influence the meaning of words and phrases.
	Examine word meanings in similes, metaphors, and analogies.		Examine word meanings in similes, metaphors, and analogies.
	Analyze the meanings of words or phrases expressed figuratively.		Analyze the meanings of words or phrases expressed figuratively.

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	Integrate figurative language into personal writing and oral communications.		Integrate figurative language into personal writing and oral communications.

Term 1		Term 2	
Organizing Idea: Comprehension: Text comprehension is supported through applying varied strategies and processes, and by considering both particular contexts and universal themes.			
Guiding Question: How does the interpretation of evidence support comprehension of texts?			
Learning Outcome: 5CP1 Students analyze information, contexts, and perspectives using a variety of comprehension strategies.			
Understanding: 5CP1.1 Comprehension is enhanced through application of critical thinking strategies and skills that support interpretations of texts and management of information.			
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Comprehension strategies that can be used to understand and interpret complex texts include • predicting • inferring • making connections • summarizing • synthesizing • evaluating Evaluating is a comprehension strategy where readers make judgements based on textual evidence.	Use a variety of comprehension strategies before, during, and after reading texts. Evaluate the effectiveness of comprehension strategies used before, during, and after reading. Monitor comprehension and apply skills to support understandings of texts.	Comprehension strategies that can be used to understand and interpret complex texts include • predicting • inferring • making connections • summarizing • synthesizing • evaluating Evaluating is a comprehension strategy where readers make judgements based on textual evidence.	Use a variety of comprehension strategies before, during, and after reading texts. Evaluate the effectiveness of comprehension strategies used before, during, and after reading. Monitor comprehension and apply skills to support understandings of texts.

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Term 1		Term 2	
Comprehension is enhanced when reading is fluent and self-monitored. Self-monitoring is noticing when comprehension falters and applying appropriate skills to make sense of texts, including • rereading • adjusting reading rate • asking questions • using context clues • using supporting resources • metacognition Metacognition is an awareness that involves thinking about one's thinking to improve comprehension. Comprehension is enhanced when the purpose for reading is clear. Managing information involves researching, organizing, and using information for specific purposes.		Comprehension is enhanced when reading is fluent and self-monitored. Self-monitoring is noticing when comprehension falters and applying appropriate skills to make sense of texts, including • rereading • adjusting reading rate • asking questions • using context clues • using supporting resources • metacognition Metacognition is an awareness that involves thinking about one's thinking to improve comprehension. Comprehension is enhanced when the purpose for reading is clear. Managing information involves researching, organizing, and using information for specific purposes.	
Learning Outcome: 5CP1 Students analyze information, contexts, and perspectives using a variety of comprehension strategies.			
Understanding: 5CP1.2 Comprehension can be enhanced when connections with texts are supported by summarized evidence.			
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Connections with texts that can provide evidence include • text to self	Respond to texts by summarizing main ideas and providing supporting evidence from self, other texts, or the world.	Connections with texts that can provide evidence include • text to self	Respond to texts by summarizing main ideas and providing supporting evidence from self, other texts, or the world.

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Term 1		Term 2	
- text to text - text to world Summarizing includes identifying main ideas and using supporting evidence.		- text to text - text to world Summarizing includes identifying main ideas and using supporting evidence.	
Learning Outcome: 5CP1 Students analyze information, contexts, and perspectives using a variety of comprehension strategies.			
Understanding: 5CP1.3 Comprehension and interpretation of texts requires attention to ideas or information that may be explicit or implicit.			
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Ideas and information in texts can be explicit or implicit.	Examine ideas and information within texts that are explicit and implicit.	Ideas and information in texts can be explicit or implicit.	Examine ideas and information within texts that are explicit and implicit.
Inferences and predictions can be made about plot, characters, setting, and main ideas of texts.	Make inferences based on content that is implicit in texts.	Inferences and predictions can be made about plot, characters, setting, and main ideas of texts.	Make inferences based on content that is implicit in texts.
	Revise or confirm predictions based on new or additional information from texts or additional sources.		Revise or confirm predictions based on new or additional information from texts or additional sources.
	Analyze ideas and information in texts to interpret and respond.		Analyze ideas and information in texts to interpret and respond.
	Use evidence from texts or additional sources to support responses and interpretations.		Use evidence from texts or additional sources to support responses and interpretations.
Learning Outcome: 5CP1 Students analyze information, contexts, and perspectives using a variety of comprehension strategies.			
Understanding: 5CP1.4 Perspectives revealed in texts enhance comprehension and enrich understandings of the world.			
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures

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Term 1		Term 2	
Perspectives include attitudes, beliefs, or ways of thinking about events or information. Perspectives are influenced by cultures, experiences, and interests. Characters in texts present various perspectives.	Explore how varied perspectives presented in texts can influence personal perspectives. Examine how the interests, experiences, or perspectives of a character might influence how that character thinks, feels, or acts. Compare and contrast the varied perspectives of main and supporting characters. Identify various perspectives in texts and propose alternative perspectives.	Perspectives include attitudes, beliefs, or ways of thinking about events or information. Perspectives are influenced by cultures, experiences, and interests. Characters in texts present various perspectives.	Explore how varied perspectives presented in texts can influence personal perspectives. Examine how the interests, experiences, or perspectives of a character might influence how that character thinks, feels, or acts. Compare and contrast the varied perspectives of main and supporting characters. Identify various perspectives in texts and propose alternative perspectives.
Learning Outcome: 5CP1 Students analyze information, contexts, and perspectives using a variety of comprehension strategies.			
Understanding: 5CP1.5 An awareness of context strengthens comprehension of texts.			
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Context refers to the circumstances that form the background of a person, an event, an idea, or a text. Personal contexts can contribute to how a text is created or interpreted. The author’s or text creator’s context can	Examine information from texts that describes context around people, ideas, or events. Analyze the actions or feelings of characters in stories, considering the context. Consider how personal interests, experiences, or perspectives might influence how texts are understood or created.	Context refers to the circumstances that form the background of a person, an event, an idea, or a text. Personal contexts can contribute to how a text is created or interpreted. The author’s or text creator’s context can	Examine information from texts that describes context around people, ideas, or events. Analyze the actions or feelings of characters in stories, considering the context. Consider how personal interests, experiences, or perspectives might influence how texts are understood or created.

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contribute to how a text is created or interpreted.	Investigate background information about the author or text creator to provide context for informational texts.	contribute to how a text is created or interpreted.	Investigate background information about the author or text creator to provide context for informational texts.
Context can impact what characters think and do.	Examine contextual information about characters or events in fictional texts.	Context can impact what characters think and do.	Examine contextual information about characters or events in fictional texts.

Term 1		Term 2	
Organizing Idea: Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author’s craft.			
Guiding Question: How does proficient writing enhance communication skills?			
Learning Outcome: 5W1 Students enhance the accuracy and artistry of expression through creative and critical thinking processes.			
Understanding: 5W1.1 Writing skills can be developed to understand self and influence others.			
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Writing processes can be used to break writing into manageable chunks so that text creators can focus on impact or artistry. Writing processes include - planning - drafting - revising - editing - publishing	Create written texts for a variety of audiences and purposes. Create written texts in a variety of forms and structures. Develop creative expression through the use of organizational processes, methods, and tools. Express ideas through multiple-paragraph works that include topic introductions,	Writing processes can be used to break writing into manageable chunks so that text creators can focus on impact or artistry. Writing processes include - planning - drafting - revising - editing - publishing	Create written texts for a variety of audiences and purposes. Create written texts in a variety of forms and structures. Develop creative expression through the use of organizational processes, methods, and tools. Express ideas through multiple-paragraph works that include topic introductions,

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Term 1		Term 2	
Planning includes - consideration of audience, purpose, and form - idea generation - narrowing a topic Written expressions of ideas or information can follow organizational structures, such as - introduction, opening, or lead - details in order of sequence or importance - transitions - conclusions Topic and concluding sentences provide structure and link ideas and information within paragraphs. Interest can be created by varying sentence structure and length. Writing fluency is the rhythm and flow of language in written text. Revision includes adding or removing words, phrases, or sentences to ensure writing is clear and focused from beginning to end.	supporting evidence, and conclusions. Arrange and express ideas logically, using interesting details and transitions between sentences or paragraphs. Communicate a clear position supported by relevant evidence. Revise drafts to improve the fluency, coherence, sequence, and logical support of ideas. Edit writing for spelling, punctuation, and grammar. Publish selected pieces, incorporating graphics, captions, charts, or other text features to support a purpose or connect with an audience.	Planning includes - consideration of audience, purpose, and form - idea generation - narrowing a topic Written expressions of ideas or information can follow organizational structures, such as - introduction, opening, or lead - details in order of sequence or importance - transitions - conclusions Topic and concluding sentences provide structure and link ideas and information within paragraphs. Interest can be created by varying sentence structure and length. Writing fluency is the rhythm and flow of language in written text. Revision includes adding or removing words, phrases, or sentences to ensure writing is clear and focused from beginning to end.	supporting evidence, and conclusions. Arrange and express ideas logically, using interesting details and transitions between sentences or paragraphs. Communicate a clear position supported by relevant evidence. Revise drafts to improve the fluency, coherence, sequence, and logical support of ideas. Edit writing for spelling, punctuation, and grammar. Publish selected pieces, incorporating graphics, captions, charts, or other text features to support a purpose or connect with an audience.
Learning Outcome: 5W1 Students enhance the accuracy and artistry of expression through creative and critical thinking processes.			
Understanding: 5W1.2 Creative thinking can enhance personal expression and artistry.			

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Term 1		Term 2	
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Creative thinking processes involve - elaborating on a product to ensure alignment with intended audience, purpose, or context - considering the processes of other creators - constructing drafts or models - applying feedback to improve the creative product - a willingness to confront challenges Words selected to include in texts may change depending on the audience, purpose, or context. Word choice can reflect the author’s voice or artistry through - detail - clarity - variety - humour - dialogue Words selected to enhance written texts include - sensory language - synonyms - antonyms - specific words or phrases	Apply creative thinking processes to enhance personal expression and artistry. Analyze mentor texts to determine how word choice can influence the purpose or audience of a text. Create text that uses plot, characterization, dialogue, and figurative language to entertain an audience. Create expressive descriptions by selecting vocabulary to convey mood or sensory images. Establish a plot, point of view, setting, and problem through creative writing. Create texts that show, rather than tell, story events. Evaluate how language and dialogue are used to express voice, point of view, and ideas. Determine alternative words and meanings using a variety of digital or non-digital tools.	Creative thinking processes involve - elaborating on a product to ensure alignment with intended audience, purpose, or context - considering the processes of other creators - constructing drafts or models - applying feedback to improve the creative product - a willingness to confront challenges Words selected to include in texts may change depending on the audience, purpose, or context. Word choice can reflect the author’s voice or artistry through - detail - clarity - variety - humour - dialogue Words selected to enhance written texts include - sensory language - synonyms - antonyms - specific words or phrases	Apply creative thinking processes to enhance personal expression and artistry. Analyze mentor texts to determine how word choice can influence the purpose or audience of a text. Create text that uses plot, characterization, dialogue, and figurative language to entertain an audience. Create expressive descriptions by selecting vocabulary to convey mood or sensory images. Establish a plot, point of view, setting, and problem through creative writing. Create texts that show, rather than tell, story events. Evaluate how language and dialogue are used to express voice, point of view, and ideas. Determine alternative words and meanings using a variety of digital or non-digital tools.

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Term 1		Term 2	
figurative language A mentor text serves as an example of effective communication for students. Mood is the atmosphere created by setting, attitude of the narrator, and descriptions.		figurative language A mentor text serves as an example of effective communication for students. Mood is the atmosphere created by setting, attitude of the narrator, and descriptions.	
Learning Outcome: 5W1 Students enhance the accuracy and artistry of expression through creative and critical thinking processes.			
Understanding: 5W1.3 Research processes can involve examining materials or information and reaching new conclusions.			
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Research processes involve management of information, including - questioning - gathering - organizing - recording Topics that are broad may need to be narrowed to a manageable size for focused writing. Sources of information can be digital or non-digital and include people such as Knowledge Keepers, Elders, and spiritual leaders. A Knowledge Keeper is a respected community member who is recognized as having expertise in specific issues or skills. Elders are individuals recognized by their	Write to inform, explain, describe, or report for a variety of purposes and audiences. Narrow research questions to determine a clear, well-defined topic. Develop a main idea or topic supported by facts, details, examples, and explanations. Evaluate the validity and reliability of information and sources. Select a variety of relevant sources to inform writing.	Research processes involve management of information, including - questioning - gathering - organizing - recording Topics that are broad may need to be narrowed to a manageable size for focused writing. Sources of information can be digital or non-digital and include people such as Knowledge Keepers, Elders, and spiritual leaders. A Knowledge Keeper is a respected community member who is recognized as having expertise in specific issues or skills. Elders are individuals recognized by their	Write to inform, explain, describe, or report for a variety of purposes and audiences. Narrow research questions to determine a clear, well-defined topic. Develop a main idea or topic supported by facts, details, examples, and explanations. Evaluate the validity and reliability of information and sources. Select a variety of relevant sources to inform writing.

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Term 1		Term 2	
communities as having historical, cultural, and spiritual knowledge and wisdom. Protocols for accessing information may vary by source, context, community, or culture. Protocols can exist for sharing stories and histories. Methods and tools can be used to gather and organize information, including note taking. Research findings can be shared in a variety of digital or non-digital forms, including visual images. Ethical use of information includes • asking permission to use, share, or store information that is about, was created by, or belongs to someone else • citing basic information used to inform writing • fair and accurate representation of individuals or information	Summarize and organize ideas gained from multiple sources using a variety of methods or tools. Access and use information ethically.	communities as having historical, cultural, and spiritual knowledge and wisdom. Protocols for accessing information may vary by source, context, community, or culture. Protocols can exist for sharing stories and histories. Methods and tools can be used to gather and organize information, including note taking. Research findings can be shared in a variety of digital or non-digital forms, including visual images. Ethical use of information includes • asking permission to use, share, or store information that is about, was created by, or belongs to someone else • citing basic information used to inform writing • fair and accurate representation of individuals or information	Summarize and organize ideas gained from multiple sources using a variety of methods or tools. Access and use information ethically.
Learning Outcome: 5W1 Students enhance the accuracy and artistry of expression through creative and critical thinking processes.			
Understanding: 5W1.4 The method or tool used to present written works can influence how context is perceived.			
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Written communication can be created by selecting a variety of digital or non-digital methods or tools, such as • printing	Evaluate how an author’s selection of a method or tool can impact the audience’s	Written communication can be created by selecting a variety of digital or non-digital methods or tools, such as • printing	Evaluate how an author’s selection of a method or tool can impact the audience’s

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Term 1		Term 2	
• keyboarding • cursive handwriting The selection of digital or non-digital tools for written works can support clarity and voice.	understanding or response to a text. Experiment with methods or tools to enhance communication or create effects. Demonstrate legibility and writing fluency through the use of printing, cursive handwriting, or keyboarding.	• keyboarding • cursive handwriting The selection of digital or non-digital tools for written works can support clarity and voice.	understanding or response to a text. Experiment with methods or tools to enhance communication or create effects. Demonstrate legibility and writing fluency through the use of printing, cursive handwriting, or keyboarding.

Term 1		Term 2	
Organizing Idea: Conventions: Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects.			
Guiding Question: How might an informed use of conventions support effective communication?			
Learning Outcome: 5CV1 Students apply and experiment with conventions to enhance precision and artistry of communication.			
Understanding: 5CV1.1 Capitalization and punctuation can support effective written communication.			
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Capitalization is used to indicate the importance of certain words in texts.	Apply capitalization to support effective written communication.	Capitalization is used to indicate the importance of certain words in texts.	Apply capitalization to support effective written communication.
Abbreviations can make communications easier and faster.	Apply punctuation to support effective written communication.	Abbreviations can make communications easier and faster.	Apply punctuation to support effective written communication.
Punctuation includes parentheses, which indicate additional, separate, or less important	Experiment with capitalization and punctuation to achieve a desired effect.	Punctuation includes parentheses, which indicate additional, separate, or less important	Experiment with capitalization and punctuation to achieve a desired effect.

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Term 1		Term 2	
words or numbers.		words or numbers.	
Learning Outcome: 5CV1 Students apply and experiment with conventions to enhance precision and artistry of communication.			
Understanding: 5CV1.2 Communication can be supported by conventions of grammar.			
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Tense should be maintained throughout written or oral expression and includes • present tense • past tense • future tense An adverb • describes a verb • often ends in <ly> • is sometimes placed in front of the verb and is sometimes placed after Conjunctions are used to join ideas together in sentences and are also called connecting words. A pronoun used in place of a noun must agree in number—singular or plural—and includes • possessive pronouns • subject pronouns • object pronouns Object pronouns replace the noun to receive	Apply appropriate tense throughout communications. Identify subject-verb agreement in communications. Determine nouns or pronouns that are the subject in a variety of sentences. Determine nouns or pronouns that are the object in a variety of sentences. Use noun-pronoun agreement in communications. Vary the position of adverbs in sentences. Integrate conjunctions to connect phrases in sentences. Distinguish between different types of pronouns used in a sentence.	Tense should be maintained throughout written or oral expression and includes • present tense • past tense • future tense An adverb • describes a verb • often ends in <ly> • is sometimes placed in front of the verb and is sometimes placed after Conjunctions are used to join ideas together in sentences and are also called connecting words. A pronoun used in place of a noun must agree in number—singular or plural—and includes • possessive pronouns • subject pronouns • object pronouns Object pronouns replace the noun to receive	Apply appropriate tense throughout communications. Identify subject-verb agreement in communications. Determine nouns or pronouns that are the subject in a variety of sentences. Determine nouns or pronouns that are the object in a variety of sentences. Use noun-pronoun agreement in communications. Vary the position of adverbs in sentences. Integrate conjunctions to connect phrases in sentences. Distinguish between different types of pronouns used in a sentence.

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Term 1		Term 2	
the action in a sentence (e.g., me, you, him, her, us, them, whom).		the action in a sentence (e.g., me, you, him, her, us, them, whom).	
Learning Outcome: 5CV1 Students apply and experiment with conventions to enhance precision and artistry of communication.			
Understanding: 5CV1.3 Spelling accuracy can be supported by recognizing relationships between word patterns and structures.			
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Rapid and accurate application of spelling patterns fosters writing fluency.	Investigate spelling patterns within and across words.	Rapid and accurate application of spelling patterns fosters writing fluency.	Investigate spelling patterns within and across words.
Knowledge of morphemes can be applied to spell words correctly.	Apply knowledge of spelling patterns to spell unfamiliar words.	Knowledge of morphemes can be applied to spell words correctly.	Apply knowledge of spelling patterns to spell unfamiliar words.
	Apply knowledge of prefixes and suffixes to spell words.		Apply knowledge of prefixes and suffixes to spell words.